

Bulletin of Rhode Island College



**2007-2009
CATALOG**

RHODE ISLAND COLLEGE 2007–2009 CATALOG

This catalog was prepared on the basis of the information available at the time of publication. Therefore, specific statements, including fees, dates, course offerings, admissions requirements, financial aid practice and policies, graduation requirements, and other procedures or policies, may be subject to change without notice.

Each step of the educational process, from admission through graduation, requires continuing review and appropriate approval by College officials. The College, therefore, reserves the right to change the requirements contained in this bulletin, to determine whether a student has satisfactorily met the requirements for admission or graduation, and to reject any applicant for admission for any reason the College determines to be material to the applicant's qualifications to pursue higher education.

Number 188, August 2007, Bulletin of Rhode Island College (USPS 803-620) published in Providence, RI, by the Office of Publishing Services of Rhode Island College, 600 Mt. Pleasant Avenue, Providence, RI 02908-1991. Issued five times annually: January, August, September, October, and November. Periodicals postage paid at Providence, RI.

POSTMASTER: send address changes to Office of Publishing Services, 600 Mt. Pleasant Avenue, Rhode Island College, Providence, RI 02908-1991. The College's mailing address is: Rhode Island College, Providence, RI 02908-1991

Telephone: (401) 456-8000 or TTY/TDD via RI Relay (for the hearing impaired) at 1-800-745-5555; Web site: www.ric.edu

Statement of Nondiscrimination and Affirmative Action

Pursuant to the philosophy of the Board of Governors for Higher Education, Rhode Island College does not discriminate on the basis of race, color, creed, national or ethnic origin, gender, religion, disability, age, sexual orientation, gender identity or expression, marital, citizenship status or status as a special disabled veteran, recently separated veteran, Vietnam Era veteran, or any other veteran who served in active duty during a war or in a campaign or expedition for which a campaign badge has been authorized (except in those special circumstances permitted or mandated by law). This nondiscrimination policy encompasses the operation of the College's educational programs and activities, including admissions policies, scholarship and loan programs, athletic and other College-administered programs. It also encompasses the employment of College personnel and contracting by the College for goods and services. The College is committed to taking affirmative action to employ and advance in employment qualified women and members of minority groups identified in state and federal affirmative action laws and executive orders, persons with disabilities (including qualified special disabled veterans), and veterans of the Vietnam Era.

The College's policy of nondiscrimination is consistent with Title IX of the Educational Amendments of 1972, Title VI of the Civil Rights Act of 1964, Title VII of the Civil Rights Act of 1964, Executive Order 11246, the Equal Pay Act, the Age Discrimination in Employment Act, the Americans With Disabilities Act, Section 504 of the Rehabilitation Act of 1973, Section 503 of the Rehabilitation Act of 1973, Section 402 of the Vietnam Era Veterans Readjustment Assistance Act of 1974, the Immigration Reform and Control Act of 1986, and the relevant Governor's Executive Orders and Rhode Island Gen. Laws § 28-5.1 et seq.

Inquiries concerning the College's administration of the nondiscrimination laws should be addressed to the Director of Affirmative Action, 314 Roberts Hall, Rhode Island College, Providence, RI 02908-1991, tel. (401) 456-8218. Questions regarding provisions for students with disabilities should be directed to the Office of Student Life, 127 Craig-Lee Hall, Rhode Island College, Providence, RI 02908-1991, tel. (401) 456-8061. Questions regarding provisions of the Americans with Disabilities Act (ADA) should be addressed to the ADA Coordinator, 114 Roberts Hall, Rhode Island College, Providence, RI 02908-1991, tel. (401) 456-9859. Persons using TTY/TDD devices may contact the above offices via the Rhode Island Relay Services by dialing 1-800-745-5555 TTY/TDD. Reasonable accommodation upon request.

Printed in Canada.

Contents

Academic Calendar 2007–2008	iv	GENERAL EDUCATION	
Academic Calendar 2008–2009	vi	General Education	106
Campus Map	viii		
Class Cancellations	ix		
RHODE ISLAND COLLEGE			
An Overview	2		
Mission of the College	3		
UNDERGRADUATE GENERAL INFORMATION			
Admissions	6		
Registration	16		
Fees	18		
Financial Aid	26		
Academic Policies and Requirements	40		
Honors and Awards	48		
Academic Facilities and Services	56		
Campus Life	63		
Degree Programs	71		
Special Programs	76		
GRADUATE GENERAL INFORMATION			
Admissions	82		
Fees and Expenses	85		
Financial Aid	90		
Academic Policies and Requirements	94		
Degree Programs	99		
Special Programs	102		
		FACULTY OF ARTS AND SCIENCES	
		African and African American Studies	120
		Anthropology	122
		Art	123
		Art Education	130
		Biology	135
		Chemical Dependency/Addiction Studies	138
		Chemistry	140
		Clinical Laboratory Science	143
		Communications	145
		Computer Science	150
		Dance Performance	154
		English	156
		Film Studies	159
		French	161
		General Studies	162
		Geography	164
		Gerontology	165
		History	166
		Justice Studies	170
		Labor Studies	173
		Mathematics	175
		Media Studies	179
		Modern Languages	180
		Music	181
		Music Education	185
		Philosophy	191
		Physics	193
		Political Science	194



Portuguese	197
Pre dental, Pre medical, Pre optometry, Pre veterinary Preparation	198
Prelaw Preparation	200
Pre occupational Therapy Preparation	201
Pre physical Therapy Preparation	202
Psychology	203
Public Administration	206
Sociology	207
Spanish	208
Theatre	210
Women's Studies	217

FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

General Information	223
Advanced Studies in Teaching and Learning	227
Counseling	229
Early Childhood Education	233
Education Doctoral Program	235
Educational Leadership	237
Elementary Education	239
Health Education	247
Mental Health Counseling	252
Physical Education	255
Reading	258
School Counseling	260
School Psychology	261
Secondary Education	264
Special Education	275
Teaching English as a Second Language	285
Technology Education	287

SCHOOL OF MANAGEMENT

General Information	293
Accounting	295
Computer Information Systems	297
Economics	299
Finance	301
Financial Planning	303
Management	304
Marketing	308
Professional Accountancy	310

SCHOOL OF NURSING

Bachelor of Science in Nursing	314
Master of Science in Nursing	319

SCHOOL OF SOCIAL WORK

Bachelor of Social Work	324
Master of Social Work	328

COURSE DESCRIPTIONS	341
----------------------------	-----

DIRECTORY	477
------------------	-----

INDEX	515
--------------	-----

Academic Calendar 2007–2008

FALL SEMESTER 2007

August

20	Monday	New Student Orientation resumes
23	Thursday	Late registration for returning students begins
27	Monday	Administrative Conference
29	Wednesday	President's Address to the College Community
31	Friday	Registration for senior citizens and students with unemployment waivers

September

3	Monday	Labor Day (College closed)
5	Wednesday	Classes begin
18	Tuesday	Last day to add courses

October

8	Monday	Columbus Day (College closed)
10	Wednesday	Monday classes meet today
22	Monday	Spring registration for degree candidates begins
24	Wednesday	Midsemester grades due by noon

November

7	Wednesday	Last day to withdraw from courses without permission
10	Saturday	Veterans Day (classes will meet)
12	Monday	Veterans Day Observed (classes will meet)
21	Wednesday	Spring registration for degree candidates ends
22	Thursday	Thanksgiving recess begins
26	Monday	Classes resume

December

15	Saturday	Fall semester classes end
17	Monday	Final examinations begin
22	Saturday	Final examinations end
25	Tuesday	Christmas Day (College closed)
28	Friday	Grades due by noon

Note: Calendar subject to change.

SPRING SEMESTER 2008

January

1	Tuesday	New Year's Day (College closed)
9	Wednesday	New Student Orientation begins
11	Friday	Late registration begins
18	Friday	Registration for senior citizens and students with unemployment waivers
21	Monday	Martin Luther King Day (College closed)
22	Tuesday	Classes begin

February

4	Monday	Last day to add courses
---	--------	-------------------------

March

7	Friday	Midsemester grades due by noon
10	Monday	Spring recess begins
17	Monday	Classes resume
28	Friday	Last day to withdraw from courses without permission
31	Monday	Summer and fall registration begins

April

30	Wednesday	Cap and Gown Convocation
----	-----------	--------------------------

May

5	Monday	Spring semester classes end
6	Tuesday	Final examinations begin
12	Monday	Final examinations end
13	Tuesday	Grades for degree recipients due by noon
14	Wednesday	All other grades due by noon
15	Thursday	Graduate Commencement
17	Saturday	Undergraduate Commencement
19	Monday	Summer Session I begins
26	Monday	Memorial Day (College closed)

June

27	Friday	Summer Session I ends Fall registration for degree candidates ends
30	Monday	Summer Session II begins

July

4	Friday	Independence Day (College closed)
---	--------	--

August

8	Friday	Summer Session II ends
11	Monday	Victory Day (College closed)

Academic Calendar 2008–2009

FALL SEMESTER 2008

August

18	Monday	New Student Orientation resumes
21	Thursday	Late registration for returning students begins
25	Monday	Administrative Conference
27	Wednesday	President's Address to the College Community
29	Friday	Registration for senior citizens and students with unemployment waivers

September

1	Monday	Labor Day (College closed)
2	Tuesday	Classes begin
16	Tuesday	Last day to add courses

October

13	Monday	Columbus Day (College closed)
15	Wednesday	Monday classes meet today
17	Friday	Midsemester grades due by noon
20	Monday	Spring registration begins for degree candidates
31	Friday	Last day to withdraw from courses without permission

November

11	Tuesday	Veterans Day (College closed)
27	Thursday	Thanksgiving recess begins

December

1	Monday	Classes resume
12	Friday	Spring registration ends for degree candidates
13	Saturday	Fall semester classes end
15	Monday	Final examinations begin
20	Saturday	Final examinations end
25	Thursday	Christmas Day (College closed)
30	Tuesday	Grades due by 4:00 p.m.

Note: Calendar subject to change.

SPRING SEMESTER 2009**January**

1	Thursday	New Year's Day (College closed)
6	Tuesday	New Student Orientation begins
8	Thursday	Late registration begins
16	Friday	Registration for senior citizens and students with unemployment waivers
19	Monday	Martin Luther King Day (College closed)
20	Tuesday	Classes begin

February

3	Tuesday	Last day to add courses
---	---------	-------------------------

March

6	Friday	Midsemester grades due by noon
9	Monday	Spring recess begins
16	Monday	Classes resume
27	Friday	Last day to withdraw from courses without permission
30	Monday	Summer and fall registration begins

April

29	Wednesday	Cap and Gown Convocation
----	-----------	--------------------------

May

4	Monday	Spring semester classes end
5	Tuesday	Final examinations begin
11	Monday	Final examinations end
13	Wednesday	Senior grades due by noon
14	Thursday	Graduate Commencement
15	Friday	All other grades due by noon
16	Saturday	Undergraduate Commencement
18	Monday	Summer Session I begins
25	Monday	Memorial Day (College closed)

June

26	Friday	Summer Session I ends Fall registration ends for degree candidates
29	Monday	Summer Session II begins

July

6	Monday	Independence Day Observed (College closed)
---	--------	---

August

7	Friday	Summer Session II ends
10	Monday	Victory Day (College closed)

Campus Map



- 1 Information Services
- 2 Not assigned
- 3 Not assigned
- 4 Bursar/Records
- 5 Accounting/Payroll/Purchasing
- 6 Education Management Collaborative
- 7 Not assigned
- 8 Outreach Programs
- 9 School of Social Work
- 10 Joseph F. Kauffman Center
- 11 The Sylvan R. Forman Center
- 12 Former State Home and School
- 13 Recreation Center
- 14 Cooperative Preschool
- 15 John Nazarian Center for the Performing Arts
- 16 Lucius A. Whipple Hall
- 17 Dennis J. Roberts Hall
- 18 Art Center
- 19 John Lincoln Alger Hall
- 20 Craig-Lee Hall
- 21 John Clarke Science Building
- 22 John E. Fogarty Life Science Building
- 23 James P. Adams Library
- 24 William C. Gaige Hall
- 25 The Murray Center (Health, Physical Education, Athletics)
- 26 Sherlock Center on Disabilities
- 27 Storage Building
- 28 Physical Plant Building (College Receiving)
- 29 Office Building 3
- 30 Office Building 1

- 31 Office Building 2
- 32 President's House
- 33 David E. Sweet Residence Hall
- 34 Rose Butler Browne Residence Hall
- 35 Charles B. Willard Residence Hall
- 36 Mary A. Weber Residence Hall
- 37 Mary Tucker Thorp Residence Hall
- 38 Horace Mann Hall
- 39 Student Union
- 40 Fred J. Donovan Dining Center
- 41 Faculty Center
- 42 Henry Barnard Laboratory School
- 43 New Residence Hall

Capital letters on map designate parking areas. Some of these may be restricted.

- Designates handicap access
- ★ Blue Light Emergency Phones



**RHODE ISLAND
COLLEGE**

Class Cancellations

Classes will be held at Rhode Island College except in cases of extreme emergency as determined by the administration. When classes cannot be held, every effort will be made to notify those broadcast stations designated by the College not later than 7:00 a.m. If no announcement has been made by 7:00 a.m., faculty members and students should make every effort to attend classes. The morning broadcast will not apply to classes beginning at 4:00 p.m. and after. If the College is in session and it becomes necessary to cancel classes during the day, an official notice will be transmitted to all faculty and staff by campus e-mail. In addition, the College Web site, www.ric.edu, will carry such notice on its top page. Announcements will be broadcast from designated radio and television stations at the earliest opportunity in accordance with policies at the several broadcasting stations. If no announcement is made prior to 3:00 p.m. indicating that evening classes are canceled, students and faculty will be expected to attend even if classes earlier in the day have been canceled.

Radio stations designated by the College for carrying the official announcements of cancellation of classes and/or closure of the College are WPRO (630 AM–92.3 FM), WSNE (93.3 FM), and WXIN (90.7 FM). Television stations which will be notified are WLNE Channel 6, WPRI Channel 12, and WJAR Channel 10. When classes are canceled, other activities scheduled on campus may also be canceled. Listen for announcements or contact the sponsoring organization. Confirmation of any decision to cancel classes and/or close the College can be obtained by calling a recorded message at (401) 456-9500. The telephone switchboard will be staffed during these times. Provision will be made to meet the dining needs of residence hall students. When there is a storm alert and College classes have not been canceled, students unable to get to class shall be allowed to make up any examinations and shall be allowed to submit required papers at the first opportunity after the storm alert.

When it is necessary to cancel classes, employees, other than teaching faculty, are still expected to report to work unless the governor has authorized otherwise by Executive Order. Parking lots D and E (in front of Roberts Hall) will be given priority for clearing under these circumstances. Employees who are unable to report to work or complete their work schedule due to adverse weather conditions may, with the approval of their supervisor, seek to use salary deferred pay, leave without pay, personal leave, or annual leave to compensate for their absence.

In extreme circumstances when the governor officially orders a complete or partial shutdown of state services and/or orders the closure of state highways, the pay status of employees will be in accordance with the appropriate collective bargaining agreement or as agreed upon between the Board of Governors and the unions representing the various bargaining units.



**INTRODUCTION TO
RHODE ISLAND COLLEGE**

Rhode Island College

An Overview



Rhode Island College is located on a 180-acre campus in the Mount Pleasant section of Providence. This location combines easy access to the benefits and resources of the metropolitan area with a suburban atmosphere.

Academic offerings are provided through the Faculty of Arts and Sciences, the Feinstein School of Education and Human Development, the School of Management, the School of Nursing, and the School of Social Work, as well as through the Office of Continuing Education and Summer Sessions.

Rhode Island College is accredited by the New England Association of Schools and Colleges and has also received accreditation for specified programs from the following agencies: Council on Social Work Education, National Association of Schools of Art and Design, National Association of Schools of Music, National Association of State Directors of Teacher Education and Certification, National Council for Accreditation of Teacher Education, and the Commission on Collegiate Nursing Education.

When the College was established in 1854 as the Rhode Island State Normal School, its goal was to provide teacher preparation to young people from Rhode Island. With the dedication of a new building in 1898, the institution began a period of steady growth, evolving first into a teachers college, the Rhode Island College of Education. In the 1958–59 academic year the College moved to its current Mount Pleasant campus, and in 1959 was renamed Rhode Island College to reflect its new purpose as a comprehensive institution of higher education.

The College has undergone expansion in recent decades at both the undergraduate and the graduate levels. It now serves approximately 8,900 students in courses and programs both on and off campus.

Rhode Island College is the oldest of the three public institutions of higher education that operate under the aegis of the Board of Governors for Higher Education. The board consists of thirteen members: twelve individuals (including a student) appointed by the governor and the chairperson of the Board of Regents for Elementary and Secondary Education.

Mission of the College

Building on its historic roots in teacher education and its current status as the largest preparer of educators in the State, Rhode Island College aspires to be broadly recognized for the excellence of its academic, public service, and cultural programs. Widely known for its curricula in education, fine and performing arts, nursing, and social work, the College is equally committed to offering a broad array of undergraduate arts and sciences and professional majors. The College is dedicated to ensuring that each student experience academic life in a caring community where education is informed by serious inquiry, civic engagement, and open discourse; and, its faculty continually strive to fulfill the promise of the liberal arts education: *an open and inquiring mind*. As the State's single comprehensive institution of higher education, the College fulfills Rhode Island's promise of affordable access to superior higher education for traditional and nontraditional students alike—because, to foster the growth and development of each individual enriches everyone. The College further fulfills its responsibility through the public service, continuing education offerings, and cultural opportunities it provides for the citizens of Rhode Island.



**UNDERGRADUATE
GENERAL INFORMATION**

Admissions

Admissions Policy

The admissions policy at Rhode Island College is formulated by a committee of faculty, administrators, and students. Generally, the most important factor in an admissions decision is the applicant's academic credentials. However, since the College recognizes the value of special backgrounds and experiences, it bases its final decision on the applicant's overall record. Additional factors considered include recommendations, academic potential, school and community activities, and—for certain applicants—standardized test scores. Students are selected without regard to race, color, creed, national or ethnic origin, gender, religion, disability, age, sexual orientation, gender identity or expression, marital status, citizenship, status as a special disabled veteran, recently separated veteran, Vietnam Era veteran, or any other veteran who served in active duty. Applicants to Rhode Island College are expected to adhere to standards of academic honesty in completing the application process. By signing the application, the applicant is attesting that the information provided is complete and accurate to the best of the applicant's knowledge. The admissions office may withdraw an application or rescind the acceptance offered, if a violation of academic honesty is discovered.

Freshman Applicants

Admission Requirements

To qualify for admission, freshman applicants must possess a diploma from an accredited secondary school or expect to receive one before enrolling at the College. The applicant's secondary school program must include at least eighteen units of college preparatory academic subjects, with the following requirements:

- **4 units of college preparatory English.**
- **3 units of mathematics, including algebra I, algebra II, and geometry.** Students planning to enter education, nursing, management, mathematics, or the sciences are encouraged to complete four years of mathematics.

- **2 units of social studies.** Students should study U.S. history and government and the social sciences, which might include anthropology, economics, geography, political science, and sociology.
- **2 units of laboratory science, including biology and chemistry or physics.** Students planning to enter education, nursing, or the sciences are encouraged to take more than the minimum number of science units.
- **2 units of the same foreign language.** College-bound students are encouraged to complete three years of a foreign language.
- **1/2 unit in the arts.**
- **4 1/2 additional college preparatory units** of study for a total of eighteen college preparatory units.

Exceptions to some unit requirements may be allowed. Requests should be made in writing to the director of admissions.

An individual assessment will be made of each student participating in ESL study while attending secondary school. Such students are encouraged to submit documentation of their current level of proficiency in English. Also, their secondary schools are encouraged to provide such additional information as transcript annotations designating the college preparatory level for appropriate ESL sections, course descriptions, and other indices of English proficiency sufficient to succeed in college.

Rhode Island College supports the efforts of secondary school officials and governing bodies to have their schools achieve regional accreditation status to provide reliable assurance of the quality of the educational preparation of applicants for admission.

Application Procedures

To be considered for admission, freshman applicants must submit the following materials to the Office of Undergraduate Admissions by May 1 for fall semester enrollment or by November 15 for spring semester enrollment:

1. **A completed application form accompanied by a fifty dollar nonrefundable application fee.** Forms are available from the admissions office and from high school guidance offices. Students may also apply on-line at www.ric.edu/admissions.
2. **Official high school transcript(s) and recommendations.** The applicant must arrange to have these materials forwarded to the admissions office. In most instances, applicants are required to submit senior midyear grades for review.
3. **Scores on the Scholastic Assessment Test (SAT-I) of the College Entrance Examination Board or the ACT (including ACT with Writing Test).** The applicant is fully responsible for arranging to take the test. Complete information is available from high school guidance offices or from the College Board, P.O. Box 592, Princeton, NJ 08540. Arrangements should be made at least five weeks prior to the desired examination date.

Students who reside in the United States but have secondary school (or equivalent) credentials from another country are not required to take the SAT-I. However, such students, if they have lived in the United States for less than five years, must have a minimum score of 213 on the Test of English as a Foreign Language (TOEFL), computer version.

Scores on the SAT-II: Subject Tests (formerly Achievement Tests) may be submitted for additional consideration; they are not a requirement. (See Proficiency and Advanced Placement in this section of the catalog.)

Interviews are encouraged and may be required of some applicants. Applications are considered on a rolling basis and are acted upon as soon as complete materials are received.

Admissions staff are available to answer any questions a prospective student may have about admission or about the College, and inquiries are welcomed. Campus tours are scheduled regularly; appointments can be made through the Office of Undergraduate Admissions.

Transfer Applicants

Admission Requirements

Rhode Island College accepts transfer applications. To be considered for transfer admission, a minimum of 24 credit hours in a diversified program of study is required. Transfer applicants for January admission must have completed 24 credit hours by September 1 prior to the January semester; applicants for September admission must have completed 24 credit hours by June 1 prior to the September semester. Students must also meet grade point average requirements as follows: minimum 2.25 with 24 to 29 earned college credits; or minimum 2.00 with 30 or more earned college credits.

Application Procedures

To be considered for admission, transfer applicants must submit the following materials to the Office of Undergraduate Admissions by June 1 for fall semester enrollment or by November 15 for spring semester enrollment:

1. **A completed application form accompanied by a fifty dollar nonrefundable application fee.** Forms are available from the admissions office. Students may also apply on-line at www.ric.edu/admissions.
2. **Official transcripts from all colleges attended, whether or not you expect or desire credit for such work.** Final spring semester transcript is due by July 1. Students who complete summer courses before matriculation at Rhode Island College must arrange to send official transcripts to the admissions office. Credit from other colleges or universities will not be evaluated or posted until the official transcript is received.
3. **Official high school transcripts and scores on the Scholastic Assessment Test (SAT-I) or the ACT (including ACT with Writing Test)** of students who will have earned fewer than 24 college credits before entering degree candidacy at Rhode Island College.

Transfer applicants with fewer than 24 college credits will be evaluated according to the standards used for freshman applicants. Those with more than 24 college credits will be evaluated primarily on their collegiate academic performance.

Students who reside in the United States but have secondary school (or equivalent) credentials from another country are not required to take the SAT-I. However, such students, if they have lived in the United States for less than five years, must have a minimum score of 213 on the Test of English as a Foreign Language (TOEFL) computer version.

Transfer credit is usually granted for courses completed at a regionally accredited college in which the student has achieved a minimum grade of C; however, Rhode Island College reserves the right of final judgment on any such decision. At the discretion of the admissions office, college credit more than ten years old may be accepted for transfer. The chair of the student's major department will determine how the credit is to be applied in the student's program of study.

Students may request program credit for art courses taken at another institution by submitting a portfolio of work representing the courses for which credit is desired. The portfolio will be reviewed by a committee of studio art faculty to determine course credit transfer.

Proficiency credit evaluated and awarded by the Community College of Rhode Island (CCRI) will be accepted as transfer credit. Transcripts that include credits awarded by a college other than CCRI through special proficiency procedures are evaluated on an individual basis to identify those which may be transferred.

A minimum of 45 credit hours must be earned at Rhode Island College to fulfill degree requirements. Transfer students must also satisfy the College Writing Requirement, the College Mathematics Requirement, and all General Education requirements.

Transfer Applicants from the University of Rhode Island (URI) and the Community College of Rhode Island (CCRI)

According to the Board of Governors' "Policy for Articulation and Transfer," all college credit earned in comparable courses at the University of Rhode Island and the Community College of Rhode Island with minimally acceptable grades is transferable to Rhode Island College. The *Transfer Guide* is available through the following Web site: www.ribghe.org. Click *Transfer Guide* under pull-down menu.

Students with a minimum cumulative grade point average (GPA) of 2.4, graduating from CCRI with an Associate in Arts, an Associate in Science in business administration or computer science, or an Associate in Applied Science in radiography, are guaranteed admission to Rhode Island College. (There are restrictions on entry into certain majors and professional programs.) These students will be able to transfer all credit earned for their associate degree, but any credit earned beyond it will be evaluated separately. In addition,

all General Education requirements for those students who matriculated at CCRI prior to the fall semester of 1994, will be considered as completed if the student possesses the appropriate associate degree when first matriculating at the College.

Students who possess the specified degree, with a minimum GPA of 2.0, may be accepted to Rhode Island College and their credits evaluated on a course-by-course basis.

Joint Admission Program with the Community College of Rhode Island (CCRI)

Rhode Island College and the Community College of Rhode Island (CCRI) have established a Joint Admission Program. To be guaranteed admission to Rhode Island College under the Joint Admission Program, the student must fulfill the following requirements:

1. Prior to completing 30 credits, enroll in the Joint Admission Program at CCRI as a freshman by completing a Joint Admissions Agreement Form at CCRI.
2. Earn an associate degree in the prescribed program of study at CCRI within five years of initial matriculation at CCRI.
3. Have a minimum cumulative grade point average of 2.4.
4. Meet all nonacademic admissions requirements for Rhode Island College.

Other Forms of Admission

Bachelor of General Studies Degree Program

No entrance examination is required to be considered for admission into the Bachelor of General Studies Degree program; however, applicants must have at least five years of interruption in their education since high school. Candidates are judged on their academic potential as measured by their previous academic and/or life experience.

Early Admission Program

Students with superior academic records may seek early admission to Rhode Island College and may begin study directly from their junior year in high school. Candidates for early admission must fulfill all regular admissions requirements and must have a personal interview. Application materials should be filed with the Office of Undergraduate Admissions during the spring semester of the junior year. Interested students must contact their high school principal or guidance counselor to make arrangements to complete high school diploma requirements.

International Student Admission

Rhode Island College encourages applications from prospective international students whose command of English is sufficient for college study. Applicants must submit the following materials to the Office of Undergraduate Admissions by May 1 for freshmen and June 1 for transfer students:

1. **A completed application form accompanied by a fifty dollar nonrefundable application fee.**
2. **Official records or certified copies of past academic work.** A certified literal English translation and evaluation of the applicant's educational records is required.
3. **Scores on the Test of English as a Foreign Language (TOEFL) for students whose native language is not English. Otherwise, the SAT-I is required.** Applicants are expected to have a minimum score of 213 on the TOEFL.
4. **An affidavit of support** detailing funds available for the educational program. All College health requirements must be met. In addition, students admitted to Rhode Island College for enrollment as F-1 visa students are required to buy the basic medical insurance currently offered as an option to all Rhode Island College students.

International admission information packets are available from the Office of Undergraduate Admissions. International students should contact the international student advisor in the Office of Student Life for information concerning U.S. laws, regulations, and employment practices.

Military Personnel and Veteran Admission

Rhode Island College is a Service-member's Opportunity College. U.S. military personnel and veterans are invited to contact the Office of Undergraduate Admissions for information on undergraduate degrees. The office will also assist those who think they lack the necessary prerequisites for degree candidacy. Those who are interested in nondegree course work should contact the Office of Academic Support and Information Services.

Performance-Based Admission Program

Individuals who are at least twenty years old, who have been away from formal schooling for some time, who have little or no college credit, and who lack some of the usual college entrance requirements may be considered for freshman admission through the Performance-Based Admission (PBA) Program. Applicants must submit the following materials:

1. **The regular application form accompanied by a fifty dollar nonrefundable application fee.** Applications must be received by June 1 for fall semester enrollment and November 15 for spring semester enrollment.
2. **Official copies of high school transcripts.**
3. **Scores on the High School General Educational Development (GED) tests** (if the candidate has not earned a traditional high school diploma).

An interview is also required.

Each student who is accepted into the College through the PBA Program will develop a special plan of study with the program advisor before the beginning of the first semester of classes. The plan of study will specify any special condition (e.g., remedial courses in mathematics or writing, English-language courses), a schedule for ongoing consultation with an advisor, and a specific six-course program, which will include the College writing course, one General Education Core course, two General Education Distribution courses, and two other elective courses. Students must complete the six-course program with a minimum grade point average of 2.00, to be allowed to continue their studies. Upon successful completion of the plan of study, the student will be continued as a degree candidate without condition.

Diagnostic testing in English and mathematics may be required as part of the admission process. Students who need remedial course work in either of these disciplines will be permitted to take these courses as part of their program, but credits earned will not count toward either the degree requirement or the six-course PBA Program plan.

Adult students whose primary language is other than English may also be accepted into the College through this program and may be required to complete one or more English-as-a-second-language (ESL) courses before undertaking the regular six courses in the PBA Program. These students are expected to demonstrate a facility with the English language that is comparable to a score of 213 on the Test of English as a Foreign Language (TOEFL) or 960 on the English Language Proficiency Test (ELPT), before undertaking the six-course PBA Program.

Students who do not make satisfactory progress will be dismissed from the College. Appeals of dismissal decisions can be made to the Office of Undergraduate Admissions.

Preparatory Enrollment Program

A limited number of recent graduates from Rhode Island high schools who have the ability and potential to succeed in college with appropriate academic support services, but who do not meet the College's criteria for regular admission, may be selected to participate in the Preparatory Enrollment Program (PEP). *Preference in selection is given to low-income students who are first-generation college students and to students with disabilities evidencing academic need.*

The program consists of two academic phases intended to prepare participants fully for the college-level work they will face at Rhode Island College. The first phase begins in the spring prior to enrollment at the College. PEP students come to the campus one evening a week for six weeks to attend classes in study skills and to meet with their Student Support Services counselor. The second phase, which occurs during the summer, consists of seven weeks of intensive academic study. The students live on campus in College residence halls while taking classes in writing and mathematics, as well as one freshman-level course for college credit.

Class sizes are small, and individual and group tutoring sessions are frequent. Tutors live in the residence halls with the students, so that academic assistance is always nearby. College facilities, such as the library and computer laboratories, are completely open to PEP students. Upon successful completion of both the spring and summer components, PEP students enroll as freshmen and have full access to the College's Student Support Services program.

The admission process involves a review of the student's academic records, SAT-I scores and other standardized test scores (if appropriate), a statement written by the applicant, family/student financial information, and a guidance counselor recommendation. Some students selected for final consideration may be invited to participate in a personal interview. Applications must be submitted by February 15.

Re-admission

Undergraduate degree candidates in good academic standing who withdraw from the College will be eligible to re-register without completing a formal application for re-admission, unless they have taken courses at another institution during their absence or have course credit(s) ten years old or older. Registration materials will be mailed to students in the above category for three consecutive semesters. After three semesters, students may call the Records Office to request registration materials.

Undergraduate degree candidates who have been dismissed for academic reasons or who have withdrawn and taken courses at another institution, must submit a formal application for re-admission along with a fifty-dollar nonrefundable application fee. Application deadlines are August 1 for fall semester enrollment and November 15 for spring semester enrollment.

Second Degree Applicants

Persons holding baccalaureate degrees from accredited institutions may apply to Rhode Island College for a second undergraduate degree. This assumes completion of all previous baccalaureate requirements, including General Education and a 2.00 cumulative grade point average (higher for some programs).

Applicants for a second bachelor's degree are required to submit the following materials by June 1 for fall semester enrollment or by November 1 for spring semester enrollment:

1. **A completed application form accompanied by a fifty-dollar nonrefundable application fee.**
2. **Official transcripts from all colleges attended**, which the applicant must arrange to have forwarded to the Office of Undergraduate Admissions.

Once the application and all credentials have been received, the admissions office will notify and instruct the candidate to schedule an appointment with the appropriate department chair(s) to determine the courses needed to meet requirements for the second degree. Candidates should be advised that certain programs, e.g., teacher education, nursing, and social work, have specialized requirements and admission standards that must be satisfied for acceptance into those programs.

Candidates for a second degree must successfully complete a minimum of 30 credit hours at Rhode Island College. Some programs, such as education, will require considerably more credit hours. Credit requirements for plans of study may be as high as 98 credit hours. At least 15 of the 30 hours must be taken in the department of the major or program. Course/credit proficiency, field experience, prior learning credit, or transfer credit may not be counted toward this 30-credit-hour requirement.

Early Enrollment Program

The Early Enrollment Program (EEP) is a concurrent enrollment program that provides high school students with the opportunity to take college-level courses in the familiar environment of their own high school. Upon successful completion of EEP courses, high school students earn college credits at Rhode Island College that may be transferred to other institutions of higher learning. The faculty and courses that are accepted into the program must meet NACEP and Rhode Island College EEP standards.

Proficiency and Advanced Placement

Students may increase their opportunities to pursue advanced work or may earn credits toward graduation through proficiency and advanced placement. Such credit is substituted for specified courses and is usually gained through appropriate scores on the following examinations administered by the College Board: SAT-II: Subject Tests in a modern foreign language, the Advanced Placement Test (given to high school students in advanced programs), and the College Level Examination Program (CLEP) tests, both the Subject Level and General Level Tests. All proficiency and advanced placement credit must be approved by the academic department involved. Further information is available from the Office of Undergraduate Admissions or the appropriate academic department.

Health Requirements

All full-time students and international students are required to meet immunization requirements mandated by the Rhode Island Department of Health. A completed Immunization Record, signed by a health care provider, must be returned to College Health Services before a full-time student is allowed to register for classes. Students living on campus, participating in the athletic program, or enrolled in the nursing program are also required to have a physical examination on file at College Health Services.

Note: Certain departments have additional health requirements for admission to their programs.

High School Equivalency

In some cases, Rhode Island College will accept a high school equivalency diploma in lieu of a regular diploma if the applicant has achieved superior scores on the high school General Educational Development (GED) tests. All other admissions requirements must be fulfilled.

Registration

Registration Procedures

Degree Candidates

Each student is assigned a day and time to register. Information regarding course offerings and registration is mailed to all students prior to the registration period.

Incoming Freshmen

Information on new student orientation is mailed to incoming freshmen by the Office of Academic Support and Information Services. Orientation provides for academic advisement and course registration as well as an introduction to campus life.

Nondegree Students

New and returning nondegree students may register during the late registration period. Those interested in taking undergraduate courses are advised to contact the Office of Academic Support and Information Services.

A late fee of ten dollars is charged to those who do not complete registration during the designated periods.

Preregistration

Some departments conduct an early registration for their courses. This procedure is usually restricted to department majors and allows students to enroll before the registration period. Students should check with the departments in which they wish to take courses.

Adding/Dropping Courses

Any adjustment in a student's schedule may be made through the Web registration system. Courses may be added at any time during the first two weeks of classes; and a student may withdraw without a grading penalty up to midsemester.

Interinstitutional Agreements

Providence College

Students registered at Rhode Island College may take courses at Providence College, if the courses are not offered at Rhode Island College. Students must have the written approval of the chair of the Rhode Island College department involved as well as the permission of the appropriate department chair and instructor at Providence College.

In order to qualify for this exchange program, the student must be enrolled full-time (taking 12 to 18 credit hours per semester). Rhode Island College will pay Providence College the Providence College tuition for each student enrolled in an approved course, provided the combined total of credit hours taken at Rhode Island College and Providence College does not exceed 18.

The student will, in turn, reimburse Rhode Island College for the difference in tuition costs at Rhode Island College and Providence College. Should the combined total of credit hours exceed 18, the student will be responsible for paying the entire Providence College charge for all credit hours over 18.

This agreement is a reciprocal one, allowing students from Providence College to have the same benefits.

University of Rhode Island/Community College of Rhode Island

Any student who has paid full-time fees at Rhode Island College may take a maximum of 7 credits during each of the fall and spring semesters at the University of Rhode Island (URI) or the Community College of Rhode Island (CCRI) or both without paying additional fees. The student must be enrolled for at least 5 credits at Rhode Island College, and the total number of credits taken at all institutions combined must be 18 or less. The forms required for this procedure are available at the Records Office. This agreement is a reciprocal one, allowing students at URI and CCRI to have the same benefits.

Transcripts

Official transcripts are issued by the Records Office only upon written request and for a one-time charge of twenty-five dollars. Telephone and fax requests will not be honored. Transcripts are free for alumni and former students.

Family Educational Rights and Privacy Act of 1974

Rhode Island College maintains students' records to support its educational and service programs. Its policies and procedures governing the utilization and maintenance of such records are in accordance with state and federal laws. Copies of the policy can be obtained from the Records Office.

Fees

The fees described in the following sections are projected for the 2007–2008 academic year. Because of rising costs, the Board of Governors for Higher Education reserves the right to change fees without notice as conditions necessitate.

Students are required to pay all applicable fees in accordance with the billing due dates. Also, the College offers an extended payment plan for students who wish to pay on a monthly basis. The cost of this service is approximately thirty-five dollars per semester. Details are available in the Office of the Bursar.

Students accepted into a second degree undergraduate program pay undergraduate fees.

Students are responsible for informing the College of their status in order to assess the aforementioned tuition and fee charges.

Tuition and Fees for Full-Time Students (2007–2008)

All full-time students (those taking 12 to 18 credit hours per semester) pay per semester:

	In State	Out of State
Tuition (General Fee)	\$2,209	\$6,413
Dining Center/Student Union Fee	\$184	\$184
Athletic Fee	\$20	\$20
Fine Arts Fee (Degree Candidates Only)	\$25	\$25
Library Fee	\$50	\$50
Recreation Fee	\$45	\$45
Student Activity Fee	\$45	\$45
Technology Fee	\$50	\$50
Total:	\$2,628	\$6,832

Note: Students who take more than 18 credit hours of course work per semester pay an additional \$190 per credit hour (if in state) or an additional \$532 per credit hour (if out of state).

Tuition and Fees for Part-Time Students (2007–2008)

Part-time students (those taking fewer than 12 credit hours in a semester) and students in the Performance-Based Admission Program pay per credit hour:

	In State	Out of State
Tuition (General Fee)	\$190	\$532
Athletic Fee	\$2	\$2
Fine Arts Fee	\$2	\$2
Library Fee	\$4	\$4
Recreation Fee	\$4	\$4
Student Activity Fee	\$5	\$5
Technology Fee	\$4	\$4
Total:	\$211	\$553

All part-time undergraduate students (in state and out of state) also pay *once per semester*:
Registration Fee: \$66

Note: The maximum total fee charged to a part-time student will be no greater than that charged to a full-time student in a comparable residency category.

Special Fees

Application Fee

\$50

Applied Music Fee

\$420 per semester, for students taking Music 270–288 or 370–388

\$210 per semester, for students taking Music 170–188

Enrollment Fee Deposit

\$100

Laboratory/Studio Art Fee

\$10 per course

Late Fee

\$10

Nursing Testing Fee

\$55 per semester

Orientation Fee

\$85 for incoming freshmen

\$38 for transfer students

Room

\$4,320 to \$5,000 per year (see Housing under the section titled Campus Life)

Board

\$3,300 to \$3,720 per year (see Housing under the section titled Campus Life)

Textbooks, Supplies, and Other Expenses

Students purchase their own textbooks and supplies. The cost of these materials is approximately \$600 annually. The College furnishes a stated maximum of special materials for certain technology education and fine arts courses. Students who use these materials in excess of the amount must meet the additional costs themselves.

Commuting students are responsible for the cost of transportation and meals, which can run from \$800 to \$1,000 annually. Students should also expect to pay up to \$1,000 per year for clothing, entertainment, and other personal expenses, depending, of course, on their style of living.

An optional plan for accident and sickness insurance is available to students at a nominal rate. Details may be obtained from College Health Services.

Transcript Fee

\$25

Explanation of Fees

The **Application Fee** is used to defray the costs of processing an application.

The **Athletic Fee** is used to support intramural, intercollegiate, and recreation activities and programming.

The **Applied Music Fee** is used to cover fourteen private fifty-minute lessons, which make up Music 270–288 and 370–388. The fee for Music 170–188 covers fourteen private thirty-minute lessons.

The **Enrollment Fee** applies to all incoming freshman, transfer, second degree, and re-admitted students at the time of their acceptance. This nonrefundable deposit will be applied toward tuition and/or fees.

The **Fine Arts Fee** is used to provide opportunities and activities in the fine and performing arts at the College.

The **Laboratory/Studio Art Fee** is used to cover the costs of art and laboratory supplies provided by the College to students enrolled in specific courses.

The **Late Fee** is a penalty for failing to make payment in a timely manner.

The **Library Fee** is used to cover the costs of purchasing books, periodicals, and nonprint materials for the library.

The **Nursing Testing Fee** is used to cover the cost of a comprehensive testing and review package used to enhance the program.

The **Orientation Fee** is used to cover the costs of accommodations and other expenses for the orientation program.

The **Recreation Fee** is used to cover the debt service and utilities for the Recreation Center.

The **Registration Fee** is used to cover the costs associated with the registration process.

The **Student Activity Fee** is allocated to the Student Parliament for funding the student activity program.

The **Technology Fee** is used to cover the costs of purchasing equipment and software for student use on campus.

The **Transcript Fee** is a one-time fee charged to all students to cover all requests for official transcripts.

The **Tuition (General Fee)** is used to cover the basic costs of educating a student and of running the College.

Determination of Residency for Tuition Purposes

The determination of residency for tuition purposes is made by the director of admissions for new students and by the director of records for enrolled students.

When residence status is in question, the student, if under eighteen, must present certification to the appropriate College official that the parents or legal guardians have resided in Rhode Island for at least twelve months. This certification must be verified by the clerk of the city or town in which legal residence is claimed.

If the student is over eighteen and claims independent status, a notarized statement must be furnished, indicating residence in Rhode Island for at least one year prior to the student's first registering at Rhode Island College. In addition, to be considered independent of their parents, students must not have been claimed as a dependent for tax purposes for two years, and students must have resided in Rhode Island for at least one year. A notarized statement from the parents attesting to the fact that the student was not claimed for Internal Revenue Service purposes for two years is required. This statement authorizes the College to verify the fact with the IRS.

For such students, time spent in Rhode Island while attending college usually may not be used to establish residence.

Contact either the Office of Undergraduate Admissions or the Records Office, as appropriate, for further information.

Metropolitan Tuition Policy (MTP)

Rhode Island College students whose permanent place of residence is a Massachusetts community within a twenty-mile radius of Providence are eligible for in-state tuition rates plus 50 percent. The Metropolitan Tuition Policy includes both full-time and part-time students, undergraduate and graduate students, and degree and nondegree students. The communities within the twenty-mile radius are: Assonet, Attleboro, Bellingham, Berkley, Blackstone, Dartmouth, Dighton, Douglas, Easton, Fall River, Foxboro, Franklin, Freetown, Hopedale, Lakeville, Mansfield, Mendon, Millville, Norfolk, North Attleboro, Norton, Plainville, Raynham, Rehoboth, Seekonk, Somerset, Swansea, Taunton, Upton, Uxbridge, Walpole, Westport, and Wrentham.

Forms for verification of residence for this purpose are available in the Records Office and in the *RIC Course Bulletin* and must be submitted for approval prior to the close of registration.

New England Regional Student Program

Rhode Island College participates in the Regional Student Program (RSP) administered by the New England Board of Higher Education (NEBHE). Through this program, New England residents who live outside of Rhode Island may enroll in specified curricula at Rhode Island College for in-state tuition rates plus 50 percent. The student's program of study must be one not offered at an institution in the student's home state, or Rhode Island College must be closer in traveling time to the student's legal residence than is an institution offering an approved RSP program in the home state.

Students must remain in the program for which they applied or may transfer only into another NEBHE program; otherwise they will be charged out-of-state tuition fees as of the date of transfer. Each semester NEBHE program students must also request a tuition waiver from the Records Office.

Those entering Rhode Island College through the NEBHE program must meet all the standards required for admission to the College and must be accepted to a degree-granting program.

Additional information can be obtained from the Office of Undergraduate Admissions, any high school guidance counselor, or the New England Board of Higher Education, 45 Temple Place, Boston, MA 02111.

Rhode Island National Guard State Tuition Exemption Program

Rhode Island National Guard members in good standing may apply for tuition assistance through the State Tuition Exemption Program (STEP). This program applies to both undergraduate and graduate courses and will cover both tuition and mandatory fees for up to four courses within a twelve-month period, but it is limited to one course each semester. Those wishing to apply for STEP should contact their Rhode Island National Guard commanders for details.

Senior Citizen Waiver

All Rhode Island residents who are at least sixty years old are eligible to take courses at Rhode Island College without having to pay the regular tuition charges. However, the registration, recreation, and other applicable laboratory/studio fees will be charged. Three other restrictions apply:

1. The student must have fulfilled all academic prerequisites for the course.
2. The student may enroll in classes only on the last day of registration on a space-available basis.
3. The applicant is subject to a means test.

Unemployment Waiver

Rhode Island General Law 28-42-81 provides that any Rhode Island resident receiving unemployment benefits, including benefits earned in another state, is eligible for waiver of tuition for any course(s) taken at Rhode Island College. The law stipulates, however, that the waiver be granted on a space-available basis only and that each applicant be subject to a means test. Therefore, students who wish to register under the terms of waiver are limited to registering on the last day of registration. Students must obtain Form DET-467 from the Department of Employment and Training and submit this completed form, certifying eligibility, at the time of registration. Any registration prior to the specified date each

term will be ineligible for consideration for an unemployment waiver and no retroactive use of the waiver is permitted.

Mandatory fees that are not waived include lab fees, recreation fees, and activity fees.

Refund of Room and Board Fees

Room Refunds

Withdrawal prior to the “contractually publicized” July 15 date will cancel all room charges. Otherwise the room contract will remain binding upon the student until the end of the first semester during which the cancellation is effected (first semester, July 15 to December 31; second semester, January 1 to May 25). However, proration of the charges may be made by the Office of Residential Life and Housing if the space created by the withdrawal is filled by a new resident prior to the close of the semester. In all cancellations the room reservation deposit (one hundred dollars) shall be forfeited.

Board Refunds

The board contract is binding upon the student until the end of the semester during which the cancellation is effected (first semester, July 15 to December 31; second semester, January 1 to May 25). However, proration of the food-cost portion of the board contract will result in a refund based on the week of withdrawal.

Refund of Tuition and Fees

A full- or part-time student withdrawing from the College, either voluntarily or because of dismissal for disciplinary reasons, will receive a refund of tuition and/or fees in accordance with the College policy in force for first-time students, including Title IV students and all other withdrawn students. Enrolled students are also subject to the College refund policy.

Full-time students who withdraw from a course are not eligible for a refund unless such withdrawal results in a change of status from full-time to part-time and this withdrawal is made during the approved Add/Drop Period.

Refund for Students Involuntarily Called to Military Service

The Board of Governors for Higher Education has adopted as policy the following options for students who are involuntarily called to military service:

1. Total refund of tuition and course-related fees, including registration fee. Prorated

- refund for housing and dining fees. *Or*
2. No tuition refund but a grade of Incomplete awarded for courses in which the student is enrolled at the time of recall. Prorated refund for housing and dining fees.

Indebtedness to the College

Failure to make full payment of all required tuition and fees or to resolve other debts to the College—for example, unpaid fees, unreturned athletic equipment, overdue short-term or emergency loans, delinquent or defaulted student loans (Federal Nursing and/or Federal Perkins Loans), unreturned library books, damage to College property, etc.—may result in the cancellation of registration for the following semester, withholding of academic grades, denial of registration until the payment is made, and/or disenrollment. If requested, appropriate College departments will provide the student with notice of the debt, the reason for the debt, and a review. Students must fulfill all financial obligations to the College, including participation in loan exit counseling for borrowers under one or more of the several long-term loan programs in which the College participates (e.g., Federal Perkins Loans, Federal Stafford Loans, PLUS and/or SLS loans), before receiving grades, a degree, transcripts, or a diploma.

Financial Aid

In order to assist students who are unable to meet the cost of financing a college education, the Office of Student Financial Aid administers an extensive program of scholarships, grants, loans, and part-time employment opportunities. Demonstrated financial need is the primary factor used in the awarding of financial aid, although some scholarships are given each year in recognition of superior academic achievement or special talent. At Rhode Island College 59 percent of undergraduate degree students receive financial aid, with an average award of about \$7,522 per year.

Eligibility Standards

Applicants should be aware that virtually all financial assistance awarded by the College is limited to:

1. Students who have been accepted into a program that will lead to a degree.
2. Students who are U.S. citizens or eligible noncitizens.
3. Students who are enrolled at the College carrying at least one-half the normal full-time academic load (limited Federal Pell Grants are available to some students studying less than half time).
4. Students who are maintaining satisfactory academic progress (see Standards for Measuring Satisfactory Academic Progress of Undergraduate Financial Aid Recipients in this section of the catalog).

For financial aid purposes, student status is normally verified at the end of the Add period (first two weeks of a semester). Hence, those who are officially classified as nonmatriculated students, visiting students, special students, nonmatriculated graduate students, etc., at the end of the Add period should anticipate that their awards will be canceled. Students whose status at the end of the Add period is less than full time should expect that the amount of their award(s) may be reduced proportionately or canceled.

Students enrolled in a program designed to lead to a second baccalaureate degree or to the Rhode Island Teacher Certification Program (RITE) are considered ineligible for virtually all grant/gift assistance provided by or through Rhode Island College. Second baccalaureate degree and RITE students may be considered for financial assistance in the form of loan and/or work opportunities.

Application Procedure

Any undergraduate student who desires financial aid from the College must complete the Free Application for Federal Student Aid (FAFSA). In addition, new freshman and transfer applicants must complete the Rhode Island College Financial Aid Application if they wish to be considered for Rhode Island College grants and scholarships. These forms are available from the Office of Student Financial Aid.

Preference for financial aid provided by the College is given to students who complete the financial aid application process in accordance with the following deadlines:

Incoming Freshmen (Fall Semester) and Continuing Upper-Class Students

1. **Application for admission on file** with the Office of Undergraduate Admissions by **March 1** (incoming freshmen only).
2. **FAFSA on file** at the processing center by **March 1**.
3. **Rhode Island College Financial Aid Application on file** with the Office of Student Financial Aid by **March 1** (incoming freshmen only).

Re-admitted Students and New Transfers (Fall Semester)

1. **Application for admission on file** with the admissions office by **June 1**.
2. **FAFSA on file** at the processing center by **May 15**.
3. **Rhode Island College Financial Aid Application on file** with the Office of Student Financial Aid by **May 15** (incoming transfers only).

Incoming Freshmen, New Transfers, and Other Students Admitted/Re-admitted (Spring Semester)

1. **FAFSA on file** at the processing center by **November 15**.
2. **Rhode Island College Financial Aid Application on file** with the Office of Student Financial Aid by **November 15** (incoming freshmen and transfers only).

Applicants should fill out all forms completely and accurately in order to avoid delays in processing and possible loss of financial aid. Adherence to deadlines is strongly advised. Late applicants are considered only after on-time applicants have been considered and if funds are available. Awards to on-time applicants are made in the spring and summer. Awards to late applicants, if made, are normally not made until October/November or February/March.

Since awards are not automatically renewable, applicants must reapply each year.

Note: Rhode Island College reserves the right to require verification of income data submitted by any or all applicants for financial assistance. Awards to those who are asked for such verification will be made conditional upon receipt of the requested information/documentation. Forms of documentation or verification which may be requested include, but are not limited to, signed and dated photocopies of federal and/or state income tax returns, certified true copies of income tax returns, and copies of authorization letters for untaxed income. Any discrepancy in reported figures may result in adjustment or cancellation of the financial aid award and may be reported to the federal government for further review and possible legal action.

All awards made by or through the College are conditional and are based upon information available to College officials at the time the award is made. All awards are, therefore, subject to change and/or cancellation should the College become aware of facts, conditions, and/or circumstances which differ from those upon which the award(s) was (were) based. Similarly, all awards are contingent upon the receipt by the College of sufficient funding from state, federal, or other funding sources and/or donors to cover award offers.

Eligible Noncitizenship Documentation: Applicants who are “eligible noncitizens” must provide appropriate documentation before awards can be made (please refer to FAFSA instructions for definition and required documents for U.S. immigration status).

Employment Programs

The Career Development Center provides information to students who are seeking part-time employment during the academic year or summer employment. Employment opportunities may occur on and/or off campus, and many of them are career oriented. One source of student employment is the Federal Work-Study Program, which is based on financial need. However, students who do not apply for financial aid and/or who are not eligible for financial aid may also be employed in designated career-oriented and other jobs both on and off campus. Interested students should register for employment with the Office of Student Employment located in the Career Development Center.

Financial Aid Programs

Federal Financial Aid Programs

Federal Pell Grants

These are federal entitlement grants ranging from \$400 to \$4,050 annually. Eligibility is determined by the United States Department of Education, using a national formula. Actual awards vary according to the cost of attendance, the student's enrollment status (full, three-quarters, half, or less than half time), and a family's expected contribution.

Academic Competitiveness Grants

These need-based grants are limited to Pell Grant recipients who are U.S. citizens enrolled full time in the first or second year of an undergraduate program of study. Recipients must have completed a rigorous secondary school program of study as defined by the federal government. Second-year recipients must have a 3.0 cumulative grade point average after the first academic year. First-year awards are set at \$750, and second-year awards are set at \$1,300.

National Science and Mathematics Access to Retain Talent (SMART) Grants

These grants are limited to Pell Grant recipients who are U.S. citizens enrolled full time in the third or fourth year of an undergraduate program of study. Recipients must be majoring in physical, life, or computer science; mathematics; technology; or a critical foreign language and have at least a 3.0 cumulative grade point average in course work required for the major. Awards may range up to \$4,000 per year, depending on financial need.

Federal Parental Loans for Undergraduate Students (PLUS)

Federal PLUS loans allow parents of dependent undergraduate students to borrow up to the full cost of college, less other student aid. There is no need requirement for the PLUS loan, but parents must pass a credit review in order to qualify for the loan. Repayment begins sixty days after receiving the funds and may extend for up to ten years. However, the minimum monthly payment is fifty dollars. The interest rate on PLUS loans is fixed at 8.5 percent. In addition to interest, these loans have a combined origination and default fee of 4 percent on the amount borrowed.

Federal Perkins Loans

This loan program is administered directly by the Office of Student Financial Aid. Student eligibility is based on financial need as determined from the FAFSA. Annual loan amounts may total up to \$4,000 for undergraduates and \$6,000 for graduates. The cumulative borrowing limit is \$20,000 at the undergraduate level and \$40,000 at the graduate level. Actual award amounts depend on federal funding levels and priority is given to those applicants with the greatest need. Repayment at 5 percent interest begins nine months after the borrower drops below half-time enrollment (6 credits per semester). Students may be allowed up to ten years to repay; however, a minimum monthly payment of forty dollars is required.

Federal Stafford Loans

Eligibility for subsidized Federal Stafford Loans is based upon financial need as determined by the Office of Student Financial Aid, using information from the FAFSA. Subsidized loans are interest free during the student's period of enrollment and for a six-month grace period after leaving school or dropping below half-time status. Students who cannot demonstrate need may be eligible for an unsubsidized Federal Stafford Loan. Unsubsidized loans have an interest charge during the in-school and grace periods. Interest rates on both subsidized

and unsubsidized loans are fixed at 6.8 percent. In addition to interest, these loans have a combined origination and default fee of 2.5 percent on the amount borrowed. The repayment period extends up to ten years, but there is a minimum monthly payment of fifty dollars.

Loan limits are as follows: \$3,500 for first-year undergraduates; \$4,500 for second-year undergraduates; \$5,500 per year for upper-class undergraduates; and \$8,500 per year for graduate students. Financially independent students may apply for additional unsubsidized loans of up to \$4,000 in the freshman and sophomore years, \$5,000 in the junior and senior years, and \$12,000 for each year of graduate study.

Federal Supplemental Educational Opportunity Grants

These federal grants are awarded directly by the Office of Student Financial Aid on the basis of financial need as determined from the Free Application for Federal Student Aid (FAFSA). Awards may range from \$100 to \$4,000 per year, depending on funding and student need. Priority for funding is given to students who are eligible to receive Federal Pell Grants.

Federal Work-Study Program

This is a part-time employment program based on financial need. A work-study award is paid biweekly at an hourly rate, based on hours worked. Current wage rates range from \$7.40 to \$10.00 per hour, depending on experience and responsibilities. Eligibility is determined by the Office of Student Financial Aid, using information from the FAFSA. The Career Development Center assists work-study students with job placement on or off campus. While work-study students receive priority for job placement, the College cannot guarantee placement in a position.

State Financial Aid Programs

Rhode Island State Grants

These grants are restricted to residents of Rhode Island. Awards range from \$300 to \$1,400 per year based on information reported on the Free Application for Federal Student Aid (FAFSA). The priority application deadline for receipt of the FAFSA at the federal processing center is March 1 prior to the following academic year. Eligibility is determined directly by the Rhode Island Higher Education Assistance Authority, 560 Jefferson Boulevard, Warwick, RI 02886, (401) 736-1100.

Other State Financial Aid Programs

Guidelines for applying for state scholarship/grant programs vary, so students should inquire at the appropriate agency in their state of legal residence regarding application procedures.

Names, addresses, and telephone numbers of other state scholarship agencies are available upon request from the Office of Student Financial Aid.

Grants

Preparatory Enrollment Program (PEP) Grants

These grants are restricted to students accepted for admission to the Preparatory Enrollment Program. Awards typically range from \$200 to \$8,500 per year based on financial need as determined by the Office of Student Financial Aid. All applicants are required to file the Free Application for Federal Student Aid. In addition, new freshman are required to file the Rhode Island College Financial Aid Application in order to be considered for this program.

Rhode Island College Grants

College grants ranging from \$100 to \$10,000 are awarded by the Office of Student Financial Aid to students with demonstrated financial need. All applicants are required to file the Free Application for Federal Student Aid. In addition, new freshman and transfer applicants are required to file the Rhode Island College Financial Aid Application in order to be considered for this program. Award decisions depend on level of need, year in school, academic record, and date of application.

Financial Aid for Summer Sessions

In addition to filing the Free Application for Federal Student Aid (FAFSA) as outlined above, students who desire financial assistance for summer sessions must submit a Rhode Island College Application for Financial Aid—Summer Sessions. This form is available from the Office of Student Financial Aid on or about February 1 each year. Summer session aid is contingent upon the availability of funds and normally consists of Pell Grants, Stafford Loans, and Federal Work-Study. To be considered for Federal Work-Study for summer sessions, the FAFSA must be received at the federal processing center by March 1 and the Application for Financial Aid—Summer Sessions must be received in the Office of Student Financial Aid by April 1.

Academic Scholarships

Detailed information on the academic scholarships listed below is available from the department or office noted with the entry. This list is subject to change.

Adjutant General, Office of

Colonel John Joseph and Mary Drew Prybyla Rhode Island National Guard Scholarship Fund

Admissions, Office of Undergraduate

Presidential Scholarships

Alumni Affairs, Office of

Frank and Agnes Campbell Scholarship
Alumni Children Academic Scholarship
Alumni Freshman Award
Alumni Graduate Scholarship
Alumni RICochet Fund
Alumni Scholarship Awards
Andreoli Scholarship
Class of 1951 Scholarship

American Federation of Teachers/Rhode Island College

Donald C. Averill Scholarship

Biology, Department of

Mary M. Keeffe Award for Excellence
Lloyd Matsumoto Biology Scholarship
Earl H. Webster Scholarship Fund

Counseling, Educational Leadership, and School Psychology, Department of

Helene Penza Scholarship Fund (Master's Program)

English, Department of

Catherine Annette Ducey Scholarship
English Department Scholarship
Donald F. Lyons Scholarship Fund
John J. Salesses Scholarship

Feinstein School of Education and Human Development

S. Elizabeth Campbell '31 Fund
Elizabeth S. Carr Scholarship
Class of 1938 Scholarship
Class of 1940 Scholarship
Class of 1941 Scholarship
Class of 1942 Scholarship
Class of 1943 Scholarship
Class of 1947 Scholarship
Class of 1952 Scholarship
Class of 1953 Scholarship
Class of 1959 Scholarship
Lillia Moura deMelo '49 Scholarship
Endowed Scholarship for the Support of Diversity
Sarah T. Foster Scholarship
Patricia Galvin '62 and Dee McCarthy '62 Scholarship

Thomas G. King Memorial Scholarship
Renato and Elena Leonelli Physical Science Scholarship
Joseph R. Lunt Science Teaching Scholarship
Louis A. Marciano '60 and Gloria Petrucci Marciano Scholarship
Gilda R. Martone '38 Endowed Scholarship Fund for Education
Dorothy Frances (Kelly) McCartin '43 Scholarship
Bertha McKee '27 Scholarship
Lt. W. Lee Menconi Endowed Memorial Scholarship
John Milligan '73 and Patricia M. Milligan '69 Scholarship
Marguerite C. Morey Scholarship
Ethel Murphy Scholarship Fund
Mary E. Murphy '27 Scholarship
Wilhelmina A. Null Memorial Science Scholarship
Olga M. Lusi O'Brien '45 Endowed Scholarship in Elementary Education
Dolores Palombo Memorial Endowed Scholarship Fund
Dorothy Pieniadz Scholarship
Providence Teachers' Association Memorial Scholarship
Rhode Island Council on Economic Education Scholarship
Juliet Romano Endowed Scholarship
Romeo R. Romano Endowed Scholarship
Angelo and Antoinette C. Rosati Endowed Scholarship
Phyllis Moverman Salk Scholarship Fund
Anne B. Saute Scholarship Fund
Raquel Shapiro '60 Scholarship
Vera Sohigian Endowed Scholarship in Education
Mary E. Tremblay '69 Endowed Scholarship
B. Ruby Winnerman and Harriet J. Winnerman Memorial Scholarship Fund
Arthur M. Zarrella Endowed Scholarship

Financial Aid, Office of Student

Class of 1950 Scholarship
Class of 1954 Scholarship
Richard Dawson Memorial Scholarship
Alma Bishop Doley Endowed Scholarship
Robert and Helene '36 Falvey Scholarship
Aime J. and Gertrude B. Forand Scholarship Fund
Mae E. Godfrey Scholarship
David M. Harris Memorial Scholarship
Laura Fachada Lally Memorial Scholarship
Mary F. Luzzi Scholarship
Celia Munir Scholarship

John Nazarian Scholarship
Armand I. Patrucco Endowed Scholarship
Vincent Pelene Fund
Rotary Club of North Providence Scholarship
Ethel Salhany Memorial Scholarship
Joseph Salvatore '39 Scholarship
State Scholarships
Ruth Williams '33 Endowed Scholarship
Richard Zorabedian Memorial Scholarship Fund

Honors Program, College

John Nazarian Honors Scholarship
Rhode Island College Faculty Honors Scholarship
Rhode Island College Foundation Honors Scholarship
Rhode Island College Honors Project Grant

Management, School of

Peter W. Harman Scholarship
David M. Harris Memorial Scholarship
Operations Management Scholarship
Raymond H. Trott Scholarship

Miscellaneous

Michael J. "The Doc" Gonsalves '86 Scholarship
Tess Hoffman Film Studies Scholarship

Modern Languages, Department of

Leonelli Family Memorial Scholarship

Music, Theatre, and Dance, Department of

Louis Appleton Memorial Scholarship
Bicho Family Memorial Scholarship
MaryAnn Dinunzio '65 Memorial Scholarship
Marjorie H. Eubank Scholarship
Sylvan R. and Helen Forman Scholarship
Mark E. Goldman Theatre Scholarship
John A. Kelly Theatre Scholarship
Katherine Bryer Krueger Scholarship
Francis M. Marciniak Music Education Scholarship
John Pellegrino Scholarship
Thomas R. Pezzullo Memorial Scholarship
Jeanne Aubin Rose '62 Scholarship
Robert D. Soule Technical Theatre Scholarship Fund
Melody Stappas Memorial Scholarship
Meredith M. Thayer '68 Scholarship

Nursing, School of

Mary R. Brunell Nursing Scholarship
Karla Carroll '95 Nursing Scholarship
William F. Ciambrone Memorial Endowed Scholarship
Debra Dumont Memorial Scholarship Fund
Mary E. Love Scholarships
Doris Mathewson '74 Scholarship
Eleanor M. Olson Nursing Scholarship Award
Jean Schmieding Scholarship Award

Political Science, Department of

Maryellen Hoye Memorial Fund
Richard R. Langevin Scholarship

Shea and Tolman High School

Myrtle Karlin Scholarship
Helen L. Nolan Scholarship

Social Work, School of

Hasbro Scholarship
Ida Maiello Memorial Scholarship

Sociology, Department of

Maryellen Hoye Memorial Fund

Student Affairs, Office of

Frank A. and Camille S. Bucci Scholarship

Student Community Government, Office of

Beverly L. McGinnis Scholarship

Student Life, Office of

Maryellen Hoye Memorial Fund

Study Abroad Office

Ridgway F. Shinn Jr. Study Abroad Fund

Talent Awards

Art Award (apply through the Department of Art)
Communications Award (apply through the Department of Communications)
Dance Award (apply through the Department of Music, Theatre, and Dance)
Film Studies Award (apply through the Film Studies Program)
Model Legislature Award (apply through the R.I. Model Legislature Program)
Music Award (apply through the Department of Music, Theatre, and Dance)
Theatre Award (apply through the Department of Music, Theatre, and Dance)

Short-Term Loans

Students with financial aid that exceeds direct charges (for example, tuition, fees, room and board) may be eligible to receive a line of credit toward purchases in the Rhode Island College Bookstore. Applications must be submitted online using the student self-service section of RICConnect.

The Rights and Responsibilities of Students Receiving Financial Assistance

As recipients of student aid, students have certain rights they should exercise and certain responsibilities that must be met. Knowing what they are places students in a better position to make decisions about their educational goals and the best ways to achieve them.

Student Rights

1. Students have the right to know the cost of attending the institution.
2. Students have the right to know where and from whom information on student assistance at the institution may be obtained.
3. Students have the right to know what financial aid programs are available at their school.
4. Students have the right to know how to apply for the student assistance programs and what standards are used to determine eligibility.
5. Students have the right to know the deadlines for submitting applications for each of the financial aid programs available.
6. Students have the right to know how financial aid will be distributed, how decisions on that distribution are made, and the basis for these decisions.
7. Students have the right to know how their financial need was determined. This includes how costs for tuition and fees, room and board, travel, books and supplies, personal miscellaneous expenses, etc., are considered in their budget.
8. Students have the right to know what resources (such as parental contribution, other financial aid, student assets, etc.) were considered in the calculation of their need.
9. Students have the right to know how much of their financial need as determined by the institution has been met.
10. Students have the right to request an explanation of the various programs in their student aid package.

11. Students have the right to know what portion of the financial aid they received must be repaid and what portion is grant aid. If the aid is a loan, students have the right to know what the interest rate is, the total amount that must be repaid, the payback procedures, the length of time they have to repay the loan, and when repayment is to begin.
12. Students have the right to know the means by which financial aid will be disbursed and the frequency of disbursements.
13. Students have the right to know how the school determines whether they are making satisfactory progress, what happens if they are not, and the procedures by which a student who has failed to maintain such progress may reestablish eligibility.
14. Students have the right to know their school's refund policy.
15. Students have the right to know what academic programs are available at the institution and the faculty and facilities available for those programs.
16. Students have the right to data regarding retention of students at the institution.
17. Students have the right to know the number or percentage of students completing each program if such data is available.

Student Responsibilities

1. Students must complete all application forms accurately and submit them on time to the right place.
2. Students must provide correct information. In most instances, misreporting information on financial aid application forms is a violation of law and may be considered a criminal offense which could result in indictment under the U.S. Criminal Code.
3. Students must return all additional documentation, verification, corrections, and/or new information requested by either the Office of Student Financial Aid or the agency to which an application was submitted.
4. Students are responsible for reading and understanding all forms that they are asked to sign and for keeping copies of them.
5. Students must accept responsibility for all agreements that they sign.
6. Students must perform the work that is agreed upon in accepting a Federal Work-Study award.
7. Students must be aware of and comply with the deadlines for application or reapplication for aid.
8. Students should be aware of their school's refund procedures.

9. All schools must provide information to prospective students about the school's programs and performance. Students should consider this information carefully before deciding to attend a school.

Standards for Measuring Satisfactory Academic Progress of Undergraduate Financial Aid Recipients

Standards of satisfactory academic progress for student financial aid recipients measure both the quantity and quality of course work completed. All credit hours attempted, with the exception of credit hours dropped during the first two weeks of the semester (or corresponding time for summer sessions courses), are counted to determine placement in the schedule below. In addition, federal regulations require that student financial aid eligibility be terminated once a student has attempted 150 percent of the credit hours needed to complete an undergraduate degree program. Satisfactory academic progress is measured once each academic year at the end of the spring semester.

Credit Hours Attempted	Required Successful Completion	Minimum Cumulative GPA
0–12	—	—
13–29	40%	1.00
30–59	45%	1.75
60–89	50%	1.90
90–119	55%	2.00
120–149	60%	2.00
150–180	67%	2.00

Transfer Credits: Credit hours transferred into Rhode Island College are included as credit hours attempted to determine placement in the above schedule.

Treatment of W, I, and F Grades: Credit hours for all courses with these grades will be added to credit hours attempted to determine placement in the above schedule.

Repeated Courses: Credit hours earned for repeated courses will be included in the total number of credit hours attempted.

Total Limit on Attempted Credit Hours: Rhode Island College does not provide financial assistance to undergraduate students attempting more than 180 credit hours.

Appeals and Reinstatement of Eligibility: If a determination is made that a financial aid applicant is not making satisfactory academic progress, the applicant will be considered ineligible for all student financial assistance programs for the next academic period. If a student believes that there are extenuating circumstances that contributed to the failure to maintain satisfactory academic progress, the determination of financial aid ineligibility may be appealed to the director of student financial aid. Appeals should be submitted in writing. Appeals not resolved by the director of student financial aid may be further appealed to the assistant vice president for academic affairs.

The above standards of satisfactory academic progress are not designed to replace the standards that the College uses for academic dismissal/probation. It is possible for a student to lose financial aid eligibility without losing status as a degree candidate. However, once a student loses status as a degree candidate, he or she will also lose eligibility for financial aid.

Student financial aid eligibility may be reinstated during the academic year once a student successfully completes the required number of credit hours with the required cumulative grade point average.

Academic Policies and Requirements

IMPORTANT Graduation Requirements FOR ALL STUDENTS

The following requirements must be completed by undergraduate degree candidates at Rhode Island College in order to graduate:

1. All curriculum requirements, including General Education requirements, requirements in the major(s) or concentration(s), and, if applicable, requirements in the minor(s).
2. The College Writing Requirement.
3. The College Mathematics Requirement.
4. A minimum of 120 credit hours, with a minimum of 45 taken at Rhode Island College. Of the 45 credit hours, a minimum of 15 must be in the major (12 of which must be at the 300- or 400-level).
5. A minimum overall grade point average of 2.00 on a 4.00 scale.

Glossary of Academic Terms

1. **Capstone** means “culminating” or “crowning”; it is used to describe a course that is the culminating experience for a program of study.
2. **Cognates** are required courses in disciplines related to the major. Cognates are intended to broaden and enhance the major.
3. **Concentration** is the area of specialization. Courses in the concentration are a group of courses that relate specifically to the student’s area of study.
4. **Content major** refers to the disciplinary course work taken by students in elementary education.
5. **Distribution Requirements** within General Education consist of six courses in the arts, mathematics, and the sciences, in addition to four Core courses.
6. **Electives** are courses that the student may choose beyond the specifically required courses, in order to fulfill the degree requirements.

7. **Enrolled** means a student has been admitted to the College and/or a program and has registered for courses.
8. **Full-Time Student** is a student taking 12 to 18 credit hours per semester.
9. **Major** is the discipline or academic area in which the student is studying in depth and normally requires a minimum of 30 credit hours.
10. **Matriculate** means to be admitted formally to a degree program.
11. **Minor** is a secondary specialization in a degree program and normally requires a minimum of 15 credit hours.
12. **Part-Time Student** is a student taking fewer than 12 credit hours per semester.
13. **Program of Study** usually consists of the following: General Education, a major, cognates, and electives.
14. **Required Courses** are courses students must take to fulfill degree requirements.
15. **Retention Requirements** are requirements students must meet in order to remain enrolled at the College and/or in a program.
16. **Teacher preparation program** is a term used in the elementary education, secondary education, and prekindergarten to twelfth-grade programs to describe the major and other requirements needed to be eligible for certification as a teacher.
17. **Teaching concentration in special education** is a term used in the elementary education and secondary education curricula; it is a group of courses in special education taken in addition to required courses in elementary or secondary education.

Academic Assessment

From time to time, the College may require students to take tests, to complete portfolios of work, or to provide other evidence to allow the College or parts of the College to assess student progress and to evaluate academic programs. Such requirements may be departmentally based or they may be more broadly based. Students may be required to take specific tests as part of their admission to an academic or professional program, and they may be required to achieve certain levels on the tests. The College may change such requirements as it believes appropriate. Part of the purpose of the assessment program may be to generate information in order to assist students in planning their educational careers by understanding their academic abilities, aspirations, and career preferences.

Auditing a Course

By auditing, a student participates in a course without receiving credit or having the grade point average affected. Auditing requires the permission of the instructor and the appropriate department chair, who together determine the student's responsibility to a course. A course may be audited only if registration for it has not been closed. Preference must go to those enrolling for credit.

During the first two weeks of a semester, a course may be added for audit—and no late registration fee charged—or changed from audit to credit through the regular Add/Drop procedures. After that time and up to midterm, a course may be changed from credit to audit. In the latter instance, the course must be dropped for credit and added for audit.

Full-time undergraduate students may register as auditors without paying additional fees. Part-time students pay the usual per-credit fee. Any refunds will be made only at the student's request and according to the standard College refund schedules.

Under no circumstances will audited courses be counted for credit toward a degree.

College Mathematics Requirement

Students are urged to complete the College Mathematics Requirement by the end of their first semester of study at the College. Students who have not fulfilled the requirement will have that noted on their schedules and grade reports.

Students who do not satisfy the College Mathematics Requirement by the end of their first semester (15 or more attempted credit hours at Rhode Island College) will be placed on academic probation.

Note: Fulfillment of the College Mathematics Requirement is distinct from and does not substitute for completion of the Mathematics Category of General Education.

Entering Freshmen:

1. Students who score 480 or better on the Mathematics section of the SAT-I (ACT Mathematics subscore of 20 or better) will have met the College Mathematics Requirement.
2. Freshmen who scored less than 480 on the Mathematics section of the SAT-I (or Mathematics subscore of less than 20 on the ACT) will be required to take the Mathematics Assessment Examination prior to or during freshman orientation. Students who achieve a satisfactory grade on the assessment examination will have met the College Mathematics Requirement. (This examination is given at least six times each semester, and, if necessary, may be repeated once. It is administered by the Mathematics Learning Center in 154 Craig-Lee Hall, or call (401) 456-9763.)

3. Students who do not achieve a satisfactory grade on the assessment examination (which may be taken twice) must enroll in Mathematics 010 prior to or during their first semester at Rhode Island College. Students who fail to earn a satisfactory grade during that semester shall be required to retake Mathematics 010 until successful completion.

Entering Transfer Students:

1. Students who score 480 or better on the Mathematics section of the SAT-I (ACT Mathematics subscore of 20 or better) will have met the College Mathematics Requirement.
2. Students who receive transfer credit for a course(s) deemed equivalent to Mathematics 010 or 177 or higher will have met the College Mathematics Requirement.
3. Transfer students who do not fulfill the College Mathematics Requirement by means of numbers 1 or 2 above will be required to take the Mathematics Assessment Examination prior to or during their first semester at Rhode Island College. Students who achieve a satisfactory grade on the assessment examination will have met this requirement. (This examination is given at least six times each semester, and, if necessary, may be repeated once. It is administered by the Mathematics Learning Center in 154 Craig-Lee Hall, or call (401) 456-9763.)
4. Students who do not achieve a satisfactory grade on the assessment examination (which may be taken twice) must enroll in Mathematics 010 prior to or during their first semester at Rhode Island College. Students who fail to earn a satisfactory grade during that semester shall be required to retake Mathematics 010 until successful completion.

College Writing Requirement

All students are required to complete the College Writing Requirement. In most cases this requirement is satisfied by the completion of Writing 100: Introduction to Academic Writing with a minimum grade of C-. If students receive a D+, D, or a D- in Writing 100, they will receive the college credit, but will not have fulfilled the College Writing Requirement.

This requirement may also be satisfied by (1) passing the appropriate College Level Examination Program (CLEP)/English Composition Exam with Essay with a minimum score of 50 and reporting the score to the admissions office and to the Writing Center director, or (2) by passing the course equivalent of Writing 100 with a C- or better.

All students who score 430 or below on either the SAT-I Critical Reading or the SAT-I Writing (or Writing subscore of 17 or less on the ACT) or students who have not taken the SAT-I are required to sit for the College Writing Examination. This placement examination will determine the student's readiness for Writing 100. As a result of the placement examination, some students will be required to enroll in English 010 prior to taking Writing 100.

Students are encouraged to fulfill the College Writing Requirement in their first year of study at Rhode Island College. Students who have not fulfilled the requirement will have that noted on their schedules and grade reports. Students who have not fulfilled the College Writing Requirement before the completion of 40 attempted credits at the College will be placed on academic probation and be advised to satisfy the requirement as soon as possible.

Failing a Required Course Twice

Students are subject to dismissal from degree candidacy after failing a required course twice. Students will be notified upon the second failure that they will not be permitted to register in any program for which the course is a requirement and will be advised to choose an alternate major or curriculum.

To avoid dismissal, students must enroll in a new major or curriculum by the end of the late registration period of the succeeding semester. Should a student fail to complete this process within the designated time, dismissal will result, and the action will be recorded on the student's permanent record.

Grading System

Academic standing is based on grade points, which are related to letter grades as indicated:

Letter Grade	Grade Points Per Credit Hour
A (excellent)	4.00
A-	3.67
B+	3.33
B (good)	3.00
B-	2.67
C+	2.33
C (satisfactory)	2.00
C-	1.67
D+	1.33
D (low pass)	1.00
D-	0.67
F* (failure)	0.00

*Included in the calculation of the cumulative grade point average

W—Withdrawn with permission. No credit and no grade points. The grade is disregarded in computing grade point average (GPA).

I—Incomplete. No grade points.

CR—Passing grade in course taken with Credit/No Credit option. Credits counted toward graduation, but there is no effect on the GPA. The Credit/No Credit option may be chosen in certain **elective** courses only. Students should discuss this option with their academic advisors before electing it.

NCR—Failing grade in course taken with Credit/No Credit option. No credits counted toward graduation and no effect on the GPA. The Credit/No Credit option may be chosen in certain **elective** courses only. Students should discuss this option with their academic advisors before electing it.

AUD—Notation for course which was audited.

H—Honors. No grade points, no effect on GPA. Credits counted toward graduation.

S—Satisfactory. No grade points, no effect on GPA. Credits counted toward graduation.

U—Unsatisfactory. No grade points, no effect on GPA. No credits counted toward graduation.

Incomplete Grade

For all undergraduate students, the time limit for completing course requirements for courses in which the grade of Incomplete was received is the last day of classes of the succeeding semester (summer sessions not included). For further information, students and their advisors should consult the *Student Handbook*.

Independent Study

Independent study, directed study, and certain research courses afford the student an opportunity to pursue concentrated study in a selected topic under the supervision of a faculty member. Students enrolled in independent study are expected to observe time limits corresponding to semester limits, unless specifically arranged by the instructor. A Request for Independent Study Form, signed by the instructor, the department chair, and the appropriate divisional dean must be filed. Application forms may be obtained in the Records Office. Normally, application for these courses must be made prior to registration for the following semester.

Leave of Absence

Undergraduate degree candidates who plan to leave the College temporarily for sufficient and good reason are required to file a Leave of Absence Form. If the leave is for study elsewhere, the Leave of Absence Form is required to ensure the accurate and timely posting of transfer credit from the visited institution. This form is available in the Records Office.

Plagiarism

The College community is committed to the basic principles of academic honesty. A student who is willfully dishonest academically is subject to the consequences, ranging from an effect on a grade to dismissal, depending on the seriousness of the act. Instances of alleged academic dishonesty are adjudicated under the procedures developed by the Board of College Discipline. The board is composed of students, faculty, and administrators. A description of its powers and responsibilities can be found in the *Student Handbook* under Student Conduct. The *Student Handbook* is provided by the Office of Student Life or can be found on the RIC Web site (www.ric.edu).

Repeating a Course

A student may repeat any course taken for undergraduate credit that is not subject to restrictions within undergraduate programs. Courses may be repeated only once; however, a student who wishes to repeat a course a second time may request permission to do so from the Academic Standing Committee. Forms for petitioning the Academic Standing Committee are available in the Records Office.

The latest grade for a repeated course will be calculated in the cumulative grade point average and will appear on the student's transcript. The original course and grade will also appear on the transcript. Only grades for courses repeated at Rhode Island College will be adjusted.

Retention Requirements

The College has set certain minimum requirements for cumulative grade point averages (GPAs), based on the number of credit hours attempted. The averages are as follows:

Credit Hours Attempted*	Probation GPA Lower Than	Dismissal GPA Lower Than
0–29	1.75	—
30–59	1.90	1.75

60–89	2.00	1.90
90 and above	—	2.00

Failure to attain the minimum cumulative GPA at the end of a given semester results in the student being placed on academic probation or being dismissed from degree candidacy. Students who are dismissed or placed on probation are notified in writing by the Records Office.

*Includes transfer and proficiency credits. Transfer students should understand that the credits transferred in from another institution will count in their accumulated credits earned at Rhode Island College, but their GPA will be based only on their Rhode Island College course work. As with all students, transfer students will not be subject to academic dismissal at the end of their first semester at Rhode Island College.

Transfer Credit

In special instances, students may be permitted to take courses at other colleges, either during a summer or regular session, and have the credit transferred to Rhode Island College. Students must file an Authorization of Credit Form with the Records Office before pursuing credit and must obtain permission of the department chair involved, or in the case of interdisciplinary courses, permission of an academic dean. Upon completion of the course, students must arrange to send an official transcript to the Records Office. Credit will not be posted until the official transcript is received.

Students with financial aid awards should contact the Office of Student Financial Aid about their continued eligibility to receive aid while they take courses at other colleges.

Withdrawal from a Course

Students may withdraw from a course during the first two weeks of a semester (or during a corresponding time for summer sessions courses) without having any entry made on the permanent record. After this time, students receive a grade of W.

Withdrawal from a course after midterm requires the approval of the instructor or the chair of the department in which the course is located. Approval is based on evidence of extenuating circumstances other than academic difficulty in the course.

Additional information on options and procedures for withdrawing from a course is available from the Records Office or the Office of Student Life.

Honors and Awards

Rhode Island College recognizes intellectual and creative excellence in four primary ways: (1) through the publication each semester of the Dean's List, (2) through honors programs, (3) through graduation honors, and (4) through special prizes and awards.

Dean's List

Full-time students who attain a minimum grade point average (GPA) of 3.25 in any semester have their names placed on the Dean's List in recognition of their scholastic achievement. (During a student teaching semester, students must attain a minimum cumulative GPA of 3.00, as well as a minimum semester GPA of 3.00, and earn at least a grade of Satisfactory in student teaching.)

Honors at Rhode Island College

The College Honors Program offers academically superior students, regardless of major, the opportunity to participate in a four-year honors experience. The program has three parts: General Education Honors, the Junior-Year Honors Colloquium and Seminar, and Departmental Honors. Each part may be taken independently of the others and will be noted on the student's official transcript. However, all three parts must be completed in order to receive the additional designation College Honors on the transcript.

General Education Honors

General Education Honors admits students directly from high school, during their freshman year, or as transfers. It is normally, although not necessarily, completed by the end of the sophomore year.

Students in General Education Honors take at least six courses (chosen from their ten General Education courses and Writing 100) in specially designed honors sections. These sections are designed to be more intellectually challenging than regular courses and are kept small in size, thus allowing ample opportunity for class discussion and for individualized study.

Successful completion of General Education Honors requires a minimum overall grade point average (GPA) of 3.00. All honors courses taken are noted on the student's transcript, as is the completion of General Education Honors as a whole. Students may withdraw from the program at any time.

Admission to General Education Honors is by invitation of the director of honors and the College Honors Committee. Students invited into General Education Honors normally rank in the top 20 percent of their high school class, have taken demanding academic schedules, and have scored at least 1200 on the SAT-I. Each student's application is looked at individually, however, and other factors are considered, such as activities, recommendations, the student's high school curriculum, and his or her personal statement. Students may also join on the basis of their performance at the College during their first year or as transfer students, if they have not already completed too many General Education courses.

Each year the College awards a number of merit-based scholarships to students in General Education Honors. Those scholarships are renewable for a maximum of four years as long as the student maintains full-time status with a minimum GPA of 3.00 and makes satisfactory progress toward completing General Education Honors.

In addition to merit-based scholarships, the Eleanor M. McMahon Award is presented to an outstanding graduating senior who has completed both General Education Honors and Departmental Honors, the Eleanor M. McMahon Rising Junior Award is presented to a rising junior in General Education Honors who plans to do a senior honors project, and the John Nazarian Honors Scholarship is awarded to an outstanding incoming freshman in General Education Honors.

The Junior Year Honors Colloquium and Seminar

The Junior Year Honors Colloquium (Honors 351) and the Junior Year Honors Seminar (Honors 365) admit continuing and transfer students who have attained junior status and who have achieved a cumulative grade point average of at least 3.00, whether or not they have participated in General Education Honors. Honors 351 is not prerequisite to Honors 365, and the two may be taken separately. Both must be completed, however, to qualify for the College Honors designation.

Both Honors 351 and 365 promote intellectual and social community among students from different disciplines at the College and among honors students from different institutions in Rhode Island. The colloquium encourages students to think self-analytically about their majors and about working in particular academic genres; it provides information about graduate school, study abroad, and national scholarships; and it helps students decide whether or not to undertake a senior honors project. The seminar guides students in the initial stages of identifying, researching, and proposing senior honors projects in their respective majors.

Departmental Honors

Departmental Honors programs offer students the opportunity to do an independent research, critical, or creative project on a topic of the student's choice and directed by a professor of the student's choice. These projects are normally done in the senior year, although they may be begun earlier, and normally carry at least 6 hours of independent study credit over two semesters. Students may participate in Departmental Honors whether or not they have completed General Education Honors or taken Honors 351 and 365.

Students may do Departmental Honors only in the department (or departments, if a double major) of their major (or curriculum). They must apply formally to the appropriate departmental honors committee, which will be responsible for accepting the student's proposal for an honors project; for evaluating the completed project; and for awarding the Departmental Honors designation, which will appear on the transcript. If the student's project involves work with persons or animals, the project must also be approved by the Committee on Human Participants in Research or the Committee on Animal Care and Use. Individual departments may also require that the student take specific upper-level courses in addition to or as part of the honors project. Limited funds are available from the director of honors to support honors projects.

If there is no honors program in the student's major or if the student wishes to do an interdisciplinary project that cannot be accommodated in the major, the student may apply to the director of honors to appoint an appropriate faculty committee to review the student's proposal and to oversee the project. In such cases, the student's transcript would reflect completion of an honors independent project, not Departmental Honors. Such students would still be eligible to receive the College Honors designation on the transcript.

Students seeking Departmental Honors must have a minimum overall grade point average (GPA) of at least 3.00 and a minimum GPA in the major of at least 3.25. Some departments require higher minimum GPAs, and students should consult the respective departmental honors committees for details. A student whose project is denied honors may appeal that decision through the normal College appeal processes.

Departmental Honors programs are offered in accounting, anthropology, art, art education, art history, biology, chemistry, communications, computer information systems, computer science, dance performance, early childhood education, economics, elementary education, English, film studies, finance, French, geography, history, justice studies, management, marketing, mathematics, music, music education, nursing, philosophy, physics, political science, psychology, social work, sociology, Spanish, and theatre.

Graduation Honors

Graduating seniors are cited for honors at the annual Commencement exercises, according to the following standards: a cumulative grade point average of 3.85 or higher, *summa cum laude*; 3.60 to 3.84, *magna cum laude*; 3.25 to 3.59, *cum laude*.

Students who have transferred to Rhode Island College or who are seeking their second baccalaureate degree are eligible for graduation honors if they have completed a minimum of 54 credit hours of work at Rhode Island College.

National Honor Societies

Alpha Delta Mu

The Beta Chi Chapter of Alpha Delta Mu, the National Honor Society in Social Work, was chartered at Rhode Island College in 1982. Alpha Delta Mu is dedicated to the advancement of excellence in social work practice and to the encouragement, stimulation, and maintenance of scholarship in social work.

Pi Sigma Alpha

The Alpha Beta Epsilon Chapter of Pi Sigma Alpha, the National Honor Society in Political Science, was chartered at Rhode Island College in 2003. Pi Sigma Alpha recognizes academic excellence in political science, provides a forum for the scholarly discussion of politics, and encourages graduate study in political science through scholarship awards.

Psi Chi

The Psi Chi Chapter of the National Honor Society in Psychology was chartered at Rhode Island College in 1992. Psi Chi functions as a federation of chapters located at more than 800 senior colleges and universities in the United States. Psi Chi serves two major functions: (1) to provide academic recognition to its inductees and (2) to nurture the creative and professional development of its members and its psychology department.

International Honor Societies

Alpha Kappa Delta

The Beta Chapter of the International Honor Society in Sociology was chartered at Rhode Island College in 1976. The society was organized in 1920 at the University of Southern California. There are now 290 chapters in the United States and Canada that honor excellence in scholarship, research, and service.

Kappa Delta Pi

The Epsilon Rho Chapter of Kappa Delta Pi, an International Honor Society in Education, was organized at the College in 1944. It encourages high personal, professional, and intellectual standards and recognizes outstanding contributions to education. More than 500 colleges in the United States have chapters in this society.

Phi Alpha Theta

Kappa Psi Chapter of Phi Alpha Theta, the International Honor Society in History, was organized at the College in 1966. It recognizes history students who maintain high standards in their college studies. It promotes the study of history by encouraging research, good teaching, exchange of ideas, and publication. Over 700 chapters exist across the United States, Canada, and the Philippines.

Sigma Theta Tau

Sigma Theta Tau, Inc., the International Honor Society in Nursing, has established the Delta Upsilon Chapter-at-Large at Rhode Island College and at the University of Rhode Island with this purpose in mind: to recognize superior achievement and scholarship, to recognize the development of leadership qualities, to foster high professional standards, to encourage creative work, and to strengthen commitment to the ideals and purposes of the nursing profession.

Sigma Xi

Sigma Xi, the Scientific Research Society, was founded in 1886 as an honor society for science and engineering. Today it is an international research society with programs and activities that promote the health of the scientific enterprise and honor scientific achievement. There are more than 80,000 Sigma Xi members in over 500 chapters at colleges and universities, industrial research centers, and government laboratories. Students who have shown potential as researchers are invited to join as associate members. The Rhode Island College chapter began as a club in 1984.

Awards

The College recognizes academic excellence and outstanding achievement through the annual presentation of special awards. These are sponsored by alumni, faculty, and friends of Rhode Island College, as well as by the families and friends of those for whom they are named. Most funds for endowed awards are deposited with the Rhode Island College Foundation.

Listed below are awards offered at Rhode Island College. Contact the sponsoring department or organization for full descriptions of awards.

Accounting and Computer Information Systems, Department of

Outstanding Student Award (Accounting)

Outstanding Student Award (Computer Information Systems)

Anthropology, Department of

James Houston Award in Anthropology

Art, Department of

Art History Award

Studio Art Award

Biology, Department of

W. Christina Carlson Award

Theodore Lemeshka Award

Communications, Department of

Frank Coletta and Jane Fusco Newsroom with a View Award
Communications Achievement Award

Economics and Finance, Department of

Peter W. Harman Award in Economics
Wall Street Journal Award

Educational Studies, Department of

Epsilon Pi Tau, Beta Sigma Chapter Award
Mary Alice Grellner Educational Studies Senior Award
Joseph F. Kauffman Annual Prize
Katherine Murray Prize

Elementary Education, Department of

Elementary Education Award

English, Department of

English Writing Award
Jean Garrigue Award
Amy A. Thompson Memorial Prize

Film Studies Program

Mark W. Estrin Film Studies Award

Health and Physical Education, Department of

Health and Physical Education Award

History, Department of

Claiborne deB. Pell Award
Evelyn Walsh Prize

Honors at Rhode Island College

Eleanor M. McMahon Award

Intercollegiate Athletics, Office of

John E. Hetherman Award
Helen M. Murphy Award

Management and Marketing, Department of

John Silva Memorial Scholastic Award (Senior)
Outstanding Student Award

Mathematics and Computer Science, Department of

Richard A. Howland Computer Science Award
Christopher R. Mitchell Award

Modern Languages, Department of

Nelson A. Guertin Memorial Award (French)
Nelson A. Guertin Memorial Award (Spanish)
Tegu Polyglot Award

Music, Theatre, and Dance, Department of

Peter Jeffrey Archambault Memorial Award
Drabienko Family Endowed Prize for String Instruments
Marjorie H. Eubank Performing Arts Award
Cantor Jacob Hohenemser Award
Alice K. Pellegrino Music Education Award
Rhode Island College Theatre Award
Yetta Rauch Melcer Dance Award

Nursing, School of

Nursing Award (Academic Excellence)
Nursing Award (Service Excellence)
Nursing Award (Undergraduate Registered Nurse)

Physical Sciences, Department of

American Institute of Chemists Award
Ronald J. Boruch Award
Chemical Rubber Company Award
Departmental Physics Award

Political Science, Department of

John H. Chafee Award
Frank Coletta and Jane Fusco Newsroom with a View Award
North Providence League of Women Voters Award
Herbert R. Winter Award for Academic Excellence in Political Science

Psychology, Department of

Victoria Lederberg Psychology Award

Rhode Island College Foundation

Bertha Christina Andrews Emin Award (Outstanding Achievement)
Bertha Christina Andrews Emin Award (Scholastic Excellence)

Social Work, School of

Bachelor of Social Work Community Service Award
Anthony E. Ricci Social Work Practice Award

Sociology, Department of

Mary Ann Hawkes Award in Justice Studies
Harold D. Sweet Award for Excellence in Gerontology
Lauris B. Whitman Award in Sociology

Special Education, Department of

Elisa F. Bonaventura Memorial Scholarship

Special Education Faculty Award

Student Affairs, Office of

Rose Butler Browne Award

Academic Facilities and Services

Academic Advisement Information Center

The Academic Advisement Information Center (AAIC) was established to help students who have questions concerning change of major, selection of courses, or any of the College's academic policies and procedures. When necessary, the center refers students to appropriate departments. In addition, the AAIC sponsors workshops for faculty and staff on advising techniques and related matters. The center serves as official advisor to students who have not yet declared a major or who have not yet been accepted into the Feinstein School of Education and Human Development.

Academic Development Center

The Academic Development Center provides instruction and assistance to students interested in becoming more effective learners. The center's services include tutorial help in reading comprehension, note taking, time management, and test preparation, including preparation for the Pre-Professional Skills Test (PPST), the Principles of Learning and Teaching (PLT), and other selected tests. The Conversation Table offers a format for the development of speaking skills for the ESL student. In addition, academic counseling and learning strategies are offered to students who have or think they may have a learning disability. The center welcomes all Rhode Island College students.

Academic Support and Information Services, Office of (OASIS)

Rhode Island College provides a number of academic support and advising services within the following offices: Academic Advisement Information Center, Academic Development Center, Mathematics Learning Center, National Student Exchange Program, New Student Services, Tutorial Services, Writing Center.

Except for the National Student Exchange Program, which can be found under the Special Programs section of this catalog, full descriptions of each of the services listed above can be found in this section of the catalog.

Adams Library

The James P. Adams Library is a four-level building of over 80,000 square feet, containing more than 642,000 volumes, over 1,400 print periodical subscriptions, over one million items in microform, and paid access to 75 major electronic databases. The Curriculum Resources Center, located on the top level of the library, is the primary resource for students in the Feinstein School of Education and Human Development.

The Adams Library has a wireless network, which students can access anywhere in the building. Thirty laptop computers are available at the Reserve Desk for in-house use. There is seating for nearly 700 on three levels, including carrels for individual study, numerous tables, and comfortable casual furniture throughout the building. Open ninety-three hours a week in the spring and fall semesters, the library offers extensive assistance with information and research needs. Through the HELIN library consortium, consisting of Brown University, Bryant University, Community College of Rhode Island, Johnson and Wales University, Providence College, Rhode Island College, Roger Williams University, Salve Regina University, the University of Rhode Island, and Wheaton College, the library provides access to over three million volumes. For materials not available in the HELIN consortium, the library can access other libraries in the United States and throughout the world through its Document Delivery Service.

Information both about the library's collection and about access to information databases on campus and off campus may be obtained through the Adams Library Web site, www.ric.edu/library.

All library services require students to have a library-validated College ID card. Validation is done in person at the library's Circulation Desk.

Audiovisual Department

The Audiovisual Department is a centralized instructional support service that provides a full complement of equipment for instructional media and related services for faculty, staff, and students, including electronic classroom facilities, portable projection media, audio and video recorders/players, audio and video duplication services, and portable television systems. Newer offerings include digital video projection, digital still cameras, and miniDV camcorders. The department also maintains a collection of 8,000 16mm films, videotapes, and DVDs and assists faculty in locating and ordering rental media.

In addition to providing classroom services, the Audiovisual Department supplies portable public address systems, maintains built-in systems for auditorium use, and assists conference planners with presentation media.

Career Development Center

The Career Development Center provides a range of services for students and alumni that may be helpful at any stage of the career decision-making or job search process. In addition to individual counseling, students may use TypeFocus, an online system that helps students examine their values, identify and explore options, and reach informed decisions concerning careers. The office schedules on- and off-campus interviews with prospective employers, sponsors career programs, and conducts workshops on topics such as job search, résumé writing, and interviewing. It also maintains job listings and a resource library with employment projections, employer directories, company literature, and other pertinent materials. Students are encouraged to make use of the facilities of the Career Development Center throughout their college years. Current students and alumni may post résumés and view jobs through the Career Development Center Web site: www.ric.edu/careerdevelopment/destinations.htm. The Career Development Center also administers a student employment program, which offers career-related opportunities during college, work-study jobs on and off campus, and off-campus nonwork-study jobs.

Curriculum Resources Center

The Curriculum Resources Center (CRC), located in Adams Library, provides instructional material and curriculum development literature for teacher education programs. Resources are available to students, faculty, and other Rhode Island educators. Most materials may be borrowed on a two-week basis.

The CRC collection includes audiovisuals, curriculum guides, games, microcomputer software, multimedia materials, periodicals, reference books, simulations, textbooks, and visual files. All subjects from kindergarten through grade twelve are represented. Some preschool materials are also available.

Center services include circulation of resources, class orientation, connection to online databases for kindergarten through grade twelve instruction, interlibrary loans, media preview, reference assistance, and text copy.

The CRC Web site, www.ric.edu/adamslibrary/about/crc, provides an introduction to the center, enables patrons to search the online HELIN Catalog, and offers fast access to over 150 high-quality Web sites, with activities, lesson plans, professional information, and other resources for all fields of kindergarten through grade twelve curriculum.

The CRC is affiliated with local, regional, and national education associations and is cited in national and international directories of collections related to teacher education.

Henry Barnard School

The Henry Barnard School, named after Rhode Island's first commissioner of public schools, functions primarily as a teaching school for Rhode Island College students who wish to become teachers, while simultaneously educating its elementary student population. The Barnard school also participates in educational research activities, provides a site for clinical experiences, and provides leadership to the schools of Rhode Island.

In keeping with the latter purposes, the school offers an innovative curriculum, which integrates basic academic subjects with special subject matter—physical education, library, Spanish, technology education, music, and art. The school enrolls pupils from preschool through grade six.

The Barnard school established a preschool program designed to train prospective leaders and to model activities for day care programs. An after-school program has been developed to serve those families within the school community who need child care services beyond the end of the school day. All programs serve as a model for other developing programs within the state's schools.

Information Services

Management Information Services (MIS)

Management Information Services is responsible for providing technical support for all administrative functions at Rhode Island College. The major administrative computer systems of the College, supported by the MIS staff (student administration, human resources, and financials), are part of the PeopleSoft enterprise software suite for colleges and universities. Additional database support in areas not currently served by PeopleSoft is also provided to departments as well as scanning services for time sheets and testing.

User Support Services (USS)

User Support Services is responsible for distributing and maintaining desktop hardware, software, and multimedia resources. To assist and educate students, faculty, and staff in the appropriate use of technology, USS provides a primary point of contact for end-user support and offers a wide range of end-user services, including the help desk, oversight of computer labs and electronic classrooms, and technology training. The College has two large walk-in computing facilities for student use. Located in Horace Mann Technology Center and in Whipple Hall, over 150 PCs and Apple Macintosh systems are available. In addition, hands-on instructional computing facilities are located in Alger Hall, Gaige Hall, Henry Barnard School, Horace Mann Hall, and Whipple Hall. Electronic classrooms are available for instructional use in nine classroom buildings: twenty-six are in classroom-sized facilities and five are in auditoriums with seating capacities from 90 to 350.

Network and Telecommunications (NT)

Network and Telecommunications is responsible for the data and voice infrastructure on the Rhode Island College campus. The College has a modern gigabit Ethernet data network and a Nortel digital phone system; these major investments in data and voice infrastructure provide a high quality of communications service for students, faculty, and staff.

Mathematics Learning Center

The Mathematics Learning Center has peer tutors available each day to assist students individually or in small groups who need help on the Mathematics Assessment Examination, on mathematics courses, or on mathematics topics in another discipline. Students may make appointments by phone or simply walk into the center for help.

Multimedia Center

The Multimedia Center consists of the Language Laboratory and the adjacent Computer Instruction Laboratory. The centerpiece of the facility is a Sony LLC-9000 Console, part of a twenty-four-station intermedia system, which is entirely computer controlled. This system is engineered to include many advanced operational features, such as stereo sound reproduction and several visual display units with touch-screen control. The Multimedia Center has several interactive stations that combine audio, video, digital, laser, and CD-ROM technology. There is also a vast library of audio and video materials for students, faculty, and staff to use in the center, in the classroom, or at home.

New Student Services

The Office of Academic Support and Information Services (OASIS) is responsible for the orientation of all new undergraduate students. The orientation program provides academic advisement as well as an introduction to campus life. For freshmen entering in the fall, orientation consists of one- and two-day summer programs on campus; all other new students participate in a shorter, more intensive orientation. The office also conducts additional programs, counsels new students, and coordinates College efforts directed toward students.

Outreach Programs

Outreach programs are grant-funded projects designed to train unemployed and dislocated workers for new employment opportunities. These programs start with an assessment of the participant's prior professional, educational, and work experience. Training is then provided in emerging technologies, job skills, and other areas, depending on the participant's needs. For more information, contact the vice president for academic affairs.

Public Policy, Center for

The Center for Public Policy at Rhode Island College provides research and consultation to external constituents and members of the community at large through a confederation of nine campus-based affiliates. It also provides the general public with contacts for outreach, applied research, and service opportunities available on campus. As the College's central clearinghouse for community outreach, applied research, and service, the Center for Public Policy works with its affiliates to develop and disseminate rigorous programs that are relevant to important public issues. The center also offers a 16-credit Certificate Program in Nonprofit Studies for undergraduates, graduates, and community-based professionals.

Additional information about any of the center's affiliates and services, or the Certificate Program in Nonprofit Studies, may be obtained from the director, Mark Motte, at 456-8884, mmotte@ric.edu. His office is located in The Forman Center, Room 204. Information on specific areas of interest may also be sought from the individual affiliated institute/program directors, as follows: the **Alan Shawn Feinstein Institute for Philanthropic Leadership**—Mark Motte, director, 456-8884, mmotte@ric.edu; the **Bureau of Government Research and Services**—Victor Profughi, director, 456-8720, vprofughi@ric.edu; the **Case Management Institute**—Jayashree Nimmagadda, director, 456-8210, jnimmagadda@ric.edu; the **Child Welfare Institute**—W. Bruce Rollins, director, 456-4626, wrollins@ric.edu; the **Institute for Portuguese and Lusophone World Studies**—Joseph Levi, program director, 456-8496, jlevi@ric.edu; the **Outreach Programs**—Jenifer Giroux, director, 456-9762, jgiroux@ric.edu; the **Paul V. Sherlock Center on Disabilities**—Anthony Antosh, director, 456-8072, aantosh@ric.edu; **The Poverty Institute**—Kate Brewster, director, 456-8239, kbrewster@ric.edu; the **Rhode Island Adult Education Professional Development Center (RIPDC)**, Judy Titzel, interim project director, 456-2838, jtitzel@ric.edu; the **Rhode Island Technical Assistance Project**—Campus Office, 456-4600; and the **Rhode Island Writing Project**, Marjorie Roemer, director, 456-8674, mroemer@ric.edu.

School Partnerships and Field Placements, Office of

In cooperation with the Feinstein School of Education and Human Development's academic departments, the Office of School Partnerships and Field Placements is responsible for securing field placements and maintaining relationships with partnership school districts. There are three basic field placement programs: practicum, student teaching, and internship. Field placements take place at the Henry Barnard School, public schools and clinics, and in other public and private agencies. This office also provides cooperating teachers with information to familiarize them with the Feinstein School of Education and Human Development's teacher education programs.

Student Support Services

Student Support Services (SSS) is a federally funded program that provides opportunities for academic development, assists students with basic college requirements, and serves to motivate students toward the successful completion of their postsecondary education. The goal of SSS is to increase college retention and graduation rates and to facilitate the process of transition from one level of higher education to the next.

Services provided by the program include instruction in basic study skills; tutorial services; academic, financial, or personal counseling; assistance in securing admission and financial aid for enrollment in four-year institutions, in graduate programs, and in professional programs; information about career options; mentoring; and special services for students with limited English proficiency.

SSS projects may only be sponsored by institutions of higher education or combinations of institutions of higher education. Institutions must assure that SSS participants will be offered financial aid packages sufficient to meet their full financial needs. To receive assistance, students must be enrolled or accepted for enrollment in a program of postsecondary education at a grantee institution. Only low-income students who are first-generation college students and students with disabilities evidencing academic need are eligible to participate in SSS projects. Two-thirds of the participants in any SSS project must be either disabled or be potential first-generation college students from low-income families. One-third of the disabled participants must also be low-income students.

Tutorial Services

Any student having problems with mastering course content is encouraged to arrange for tutoring as soon as possible. Tutorial services are offered only in certain subjects, free of charge, and are administered through the Office of Academic Support and Information Services (OASIS).

Writing Center

The Writing Center is staffed by highly qualified students who respond to writing as readers and collaborators. The tutors work with all writers, from freshmen to graduate students, in all disciplines. The staff can assist with any phase of writing, such as refining topics, writing for a specific audience, developing ideas, organizing material, revising drafts, and editing. The Writing Center maintains a reference library consisting of books and journals on writing theory, articles on writing in various disciplines, and handouts on everything from using peer groups in the classroom to MLA and APA style sheets. The services are free to all Rhode Island College students, faculty, and staff.

Campus Life

Intercollegiate Athletics

Rhode Island College sponsors nineteen varsity sports through the Department of Intercollegiate Athletics. Six team sports are offered in the fall, six team sports during the winter, and seven during the spring.

Men's teams compete in baseball, basketball, cross country, golf, indoor track, outdoor track, soccer, tennis, and wrestling. Women's teams compete in basketball, cross country, gymnastics, indoor track, lacrosse, outdoor track, soccer, softball, tennis, and volleyball. Participation is open to qualified undergraduate degree candidates who are enrolled in a minimum of 12 credit hours of courses.

The College's intercollegiate athletic facility, The Murray Center, features practice and competition sites for basketball, gymnastics, volleyball, and wrestling. In addition, there are team and general locker rooms, a fully equipped training/rehabilitation room, an equipment area, a weight-training facility, offices and classrooms, the Marocco student-athlete support center, team meeting rooms, and the Athletic Hall of Fame. Additional facilities include a recently renovated baseball facility; the Bazar softball complex; new tennis courts; and a state-of-the-art, all-weather, Black track complex. A new five-acre, outdoor practice facility and a renovated 2,000-seat, outdoor competitive venue were recently completed.

In men's athletics, Rhode Island College holds membership in the National Collegiate Athletic Association, the Eastern Collegiate Athletic Conference, and the Pilgrim League for wrestling. In women's athletics, the College is a member of the National Collegiate Athletic Association, the Eastern Collegiate Athletic Conference, the National Collegiate Gymnastic Association, and the Rhode Island Association of Intercollegiate Athletics for Women. Rhode Island College is a charter member of the Little East Conference, which sponsors conference championships in men's baseball, basketball, cross country, soccer, tennis, and track; and in women's basketball, cross country, lacrosse, soccer, softball, tennis, track, and volleyball. The Little East Conference includes Plymouth State University, University of Massachusetts (Dartmouth), University of Massachusetts (Boston), Eastern Connecticut State University, University of Southern Maine, Western Connecticut State University, and Keene State College.

Campus Ministry

The RIC chaplains serve the entire Rhode Island College community: students, faculty, administration, and staff. They are also glad to hear from parents and to speak with them.

The chaplains offer a theological and spiritual perspective on issues of importance to the campus community. In addition to retreats and times of reflection, the chaplains provide prayer and worship services, especially around the liturgical calendar, as well as pastoral care and counseling, spiritual direction, and sympathetic listening in times of need. The office sponsors Bible studies, workshops on religious topics and current social concerns, and programs that prepare students for baptism, Eucharist, and confirmation, beginning in September. Call to register at (401) 456-8168.

Many service activities and opportunities are coordinated throughout the year, including Holiday Food Collection, The Christmas Giving Tree and Toy Collection, The Alternative Spring Break Service Project, Habitat for Humanity, and RIC 4 Life. Volunteer opportunities, whether long or short term, are also available.

Child Care—Cooperative Preschool

The Cooperative Preschool is a campus organization sponsored by Student Community Government. Through the cooperative involvement of parents, the co-op provides an affordable, reliable, high-quality preschool program for children ages three to five. To participate in the co-op, children must be toilet trained and be three years of age by August 31. Students, staff, and faculty of Rhode Island College are eligible to enroll their children. Children of students are given first priority.

Children are enrolled full time, regardless of the number of hours they attend. Children in kindergarten are enrolled half time.

The Cooperative Preschool, which is both DCYF and state licensed, employs a certified teacher and work-study students. In addition to paying a reasonable monthly tuition, parents work designated hours, attend monthly meetings, and participate in the running of the co-op.

The co-op is open Monday through Friday from 7:45 a.m. to 5:00 p.m. during the academic year. Use of the co-op is limited to those hours in which the parent is performing College-related activities, such as attending class, doing research, student teaching, etc.

For more information, stop by the co-op during hours of operation, or call anytime at (401) 456-8154 and leave a message, or access information and registration forms through their Web site at scg.ric.edu/coop.

College Health Services

College Health Services, located on the ground floor of Browne Hall, provides confidential, primary health care to all students. Care includes physical examinations, treatment of acute and chronic illnesses and injuries, gynecological exams, health education, and, if necessary, specialty referral. On-site laboratory services include blood and urine tests, throat cultures, and pregnancy testing. Health Services is open year round and is staffed by a full-time nurse practitioner, registered nurses, and part-time physicians. Visits are available by appointment.

The College offers Student Health and Accident Insurance to any student taking a minimum of 6 credit hours. This low-cost policy may be purchased through the Bursar's Office. For further information contact College Health Services.

Counseling Center

The principal aim of the Counseling Center is to help students grow, develop, and succeed during their college years. A professional staff of psychologists and counselors provides individual counseling to students who seek help with emotional or social problems, academic difficulties, or educational and career planning. Assessment of vocational interest and personal characteristics is available as needed. The center also conducts groups and workshops on personal development matters, such as stress management and procrastination. Although friends or faculty may encourage individual students to utilize counseling, it is entirely voluntary, and most students make the decision on their own initiative. Counseling Center services are strictly confidential and are provided to all Rhode Island College students, *regardless of age*, without charge.

Cultural Activities

Events in the performing and fine arts are sponsored by student organizations, academic departments, and other College groups. Students will find opportunities in the visual arts through the Art Club, the Artist Co-op, and NAEA (the local branch of the Art Education group). There are opportunities in dance through the Rhode Island College Dance Company. There are avenues in theatre through the Rhode Island College Theatre and Growing Stage (a student theatre company). In music, performing ensembles include the Rhode Island College Symphony Orchestra, Chamber Singers, Chorus, Wind Ensemble, Concert Jazz Band, Praise Ensemble, and MENC (the music education group). And in the literary arts, *Shoreline* annually publishes student short stories, art work, and poems and sponsors readings. Performances in all areas of the arts are presented on and off campus, and many groups enjoy the participation of professional artists.

There are over one hundred performances and exhibits throughout the year. The Bannister Gallery is the site of fine art exhibitions featuring the work of visiting artists and craftsmen, as well as the work of students and faculty. The Performing Arts Series and the Wednesday Chamber Music Series bring prominent performing artists to the campus. The College Lectures Committee sponsors presentations in all the humanities, including guest lectures and readings by leading authors.

Disability Services Office

The Disability Services Office is the centralized office on campus for disability-related services and information. As the initial contact point for students with disabilities, it endeavors to make students aware of the many opportunities and resources available to them. Support services include advisement, accommodations, referrals, and assistive technology.

In compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990, reasonable accommodations are provided within a campus environment that is physically and socially accessible and that enables students to achieve their academic goals. The office not only serves as an advocate for students with disabilities, but also encourages students toward self-advocacy and independence.

In order to request reasonable accommodations at Rhode Island College, a student must self-identify to the Disability Services Office (Craig-Lee 127) and provide current verification of their disability. Clarification of policies and procedures for disability-related services is available in the *Policies and Procedures Manual for Students with Disabilities*. Copies of the manual are available in the Disability Services Office. Further information can be obtained on the Disability Services Web site at www.ric.edu/disabilityservices, or by contacting the office at (401) 456-8061 or TTY (via RI Relay) 1-800-745-5555.

Health Promotion, Office of

The Office of Health Promotion provides health information to all Rhode Island College students, faculty, and staff. A caring and knowledgeable professional is ready to answer questions on health—informally, confidentially, and personally. Students may inquire about nutrition, exercise, AIDS, sexually transmitted diseases, rape prevention, CPR, birth control, alcohol and other substance abuse issues, smoking cessation, or other health concerns. Referrals to campus and community resources can be provided. Web site: www.ric.edu/studentlife/healthpromotion.

Housing

On-campus housing is available to undergraduate students and graduate students. Six residence halls—Browne, Thorp, Weber, Willard, Sweet, and the New Residence (scheduled to open in the fall of 2007)—provide accommodations for 1,197 men and women. Browne, Thorp, and Weber Halls are designed with suites of eight to twelve single rooms adjacent to a study-lounge area. Sweet and Willard Halls feature double-occupancy rooms, with a select number of single rooms. Sweet Hall, which opened in the fall of 1991, is built along more traditional lines, with rooms on either side of the corridors and a lounge on each floor. Each hall has a common lounge area and laundry, and each room is furnished with a bed, desk, and closet. The New Residence Hall will feature suite and apartment-style living with either single or double bedrooms.

In addition to serving as living and study quarters, residence halls become important centers for students as they live, learn, and interact with other students. Individual halls sponsor social events and a wide range of enrichment activities. The staff of the Office of Residential Life and Housing includes a director, an assistant director, professional hall directors, resident assistants, and undergraduate workers and volunteers, all of whom are available to assist residents.

The Office of Residential Life and Housing also maintains listings for off-campus housing; however, it does not guarantee the suitability or availability of such housing. An off-campus housing guide is available upon request.

Room and Board Fees (2007–2008)

The fees given below are for the 2007–2008 academic year and are subject to change in the academic year 2008–2009. Because of rising costs, the Board of Governors for Higher Education reserves the right to change fees without notice as conditions necessitate.

Room (*per year*)

Browne, Thorp, Weber (each hall single rooms only): \$4,320

Willard: \$4,320 (double); \$4,440 (single)

Sweet (double and triple): \$4,550

New Residence: \$4,550 (double bedroom suite); \$4,700 (single bedroom suite); \$4,850 (double bedroom apartment); \$5,000 (single bedroom apartment)

Board (*per year*)

Plan A: 19 meals per week (includes four weekend meals), \$3,500

Plan B: 15 meals per week, \$3,300

Plan C: 180,000 points per year, \$3,720

Plan D: 160,000 points per year, \$3,500

10 meals plus 15,000 points, \$3,400 (New Residence Hall option only)

Rooms are contracted on a yearly basis. Upon signing a contract, a student must pay a room reservation deposit of one hundred dollars and a damage deposit of one hundred dollars, plus fourteen dollars in hall dues. Since on-campus housing is limited, approximately 50 percent of the spaces are reserved for new students.

Residence halls open at the beginning of each semester. They are closed during Thanksgiving, Christmas, Spring Break, and between semesters. Residents are expected to secure alternate housing accommodations during scheduled breaks.

The terms of board contracts apply only while classes are in session. Each resident student is required to purchase a board contract. Contracts are also available to commuter students who use the dining facilities of Donovan Dining Center.

Room Refunds

Withdrawal prior to the “contractually publicized” July 15 date will cancel all room charges for the fall semester. Otherwise, the room contract will remain binding upon the student until the end of the first semester during which the cancellation is effected (first semester, July 15 to December 31; second semester, January 1 to May 25). However, proration of the charges may be made by the Office of Residential Life and Housing if the space created by the withdrawal is filled by a new resident prior to the close of the semester. **In all cancellations, the room reservation deposit (one hundred dollars) shall be forfeited.**

Board Refunds

The board contract is binding upon the student until the end of the semester during which the cancellation is effected (first semester, July 15 to December 31; second semester, January 1 to May 25). However, proration of the food-cost portion of the board contract will result in a refund based on the week of withdrawal.

International Students, Office of

The Office of International Students serves many undergraduate and graduate students from around the world by providing information about U.S. government forms, the process of entering and leaving the country, employment, financial needs, taxes, health, housing, and academic and personal problems. The office also hosts social activities, such as coffee hours, parties, picnics, and field trips. Web site: www.ric.edu/studentlife/iss.

Recreation Center

The Recreation Center features extensive intramural programming and a wide variety of popular recreational opportunities for undergraduate and advanced-degree students. Programs and activities are also available to faculty, staff, alumni, and the community on a membership-fee basis. Instruction is offered in aquatics, wellness and fitness, and leisure-time sports activities. Also offered throughout the year are informal weekend activities centered on open recreation, recreational tournaments, and outdoor activities.

The 54,000 square foot center currently includes: a five-lane, twenty-five-yard, L-shaped heated swimming pool; five-lane, 1/10 mile indoor track; three multiple playing courts for basketball, volleyball, and tennis; a cardiovascular/weight training room, featuring some of the most up-to-date cardiovascular equipment available, as well as Cybex and free weight components; a recently renovated wrestling facility; and a full complement of locker facilities for men and women, including steam and sauna rooms.

Security and Safety, Department of

The Department of Security and Safety provides twenty-four-hour service to the campus community in the areas of law enforcement, security and personal safety, fire safety, and right-to-know laws. The department is also responsible for the enforcement of all laws and regulations that apply to campus life, including those of the Board of Governors for Higher Education, and federal and state statutes. Information regarding security and safety, campus police, parking, traffic regulations, and vehicle registration is available from the department in Browne Hall. Access to the department is also available on the College Web site: www.ric.edu.

The Department of Security and Safety provides a variety of crime prevention materials for the asking. There is also a twenty-four-hour escort service for students, faculty, and staff. This service is available on campus by calling extension 8201 or by pushing the escort button on the Blue Light Emergency Phones (see Campus Map for the location of these phones).

Student Community Government

As the official voice of the student body, the Student Community Government seeks to maintain effective and responsible communications with all students, faculty, and administrators. Student government is concerned with the enhancement of educational, cultural, and social opportunities, as well as with the rights and responsibilities of all who are part of the College community.

Although primarily undergraduate in membership, Student Parliament, the main body of government, includes representatives from almost all areas of the College. A Finance Commission, composed of parliament and nonparliament members, allocates funds from the student activity fee that are used to support the various student organizations and activities on campus.

Student Life, Office of

The Office of Student Life provides information, assistance, and referrals to individuals who have concerns about College policies and procedures. The office publishes the *Student Handbook*, arbitrates minor disciplinary infractions, and conducts exit interviews with students who are withdrawing from the College either temporarily or permanently.

In addition, the Office of Student Life coordinates services for the Career Development Center, the Disabilities Services Office, the Office of Health Promotion, the Office of International Students, The Unity Center, and the Women's Center. Web site: www.ric.edu/studentlife.

Student Union

The Student Union staff oversee the Student Union and the Ducey Media Center. Located in the Student Union are the Café, the Campus Card (I.D. Office), the Campus Store, the Convenience Store, student mailboxes, the Student Union office, and the Welcome and Information Center. The union, which facilitates a variety of events, also houses the Office for Slightly Older Students (SOS); the Office of Student Activities; Student Community Government, Inc.; and other student organizations. Located in the Ducey Media Center are three student organizations: the *Anchor* (student newspaper), RIC-TV Productions, and WXIN Radio.

Unity Center, The

The Unity Center is the multicultural affairs office, which has as its mission to educate, disseminate, and elevate the understanding of and between ethnically and culturally diverse social groups. The center is an integral asset of the College in preparing students for success in a dynamically diverse world.

The Unity Center works in collaboration with various offices and departments within the College as well as with the multicultural student organizations on campus. It is available as a resource for research, workshops, and artistic presentations that open up further opportunities for dialogue and growth. Web site: www.ric.edu/unitycenter.

Women's Center

The Women's Center is a resource and growth center for all members of the College community. Services offered include information and referrals to agencies within the state and southeastern Massachusetts; a pamphlet/booklet display; a lending library with books on women's issues; sale of condoms and feminine sanitary supplies; and information on workshops, in-state seminars, and other resources. The Women's Center is located in the lower level of Donovan Dining Center. Web site: www.ric.edu/womenscenter.

Degree Programs

Bachelor of Arts (B.A.)

The B.A. is offered in the following areas:

- African and African American Studies
- Anthropology
- Art (Studio) *with concentrations in*
 - Ceramics
 - Graphic Design
 - Metalsmithing and Jewelry
 - Painting
 - Photography
 - Printmaking
 - Sculpture
- Art History
- Biology
- Chemistry
- Communications *with concentrations in*
 - Graphic Communications
 - Mass Media Communications
 - Public and Professional Communication
 - Public Relations
 - Speech and Hearing Sciences
- Computer Science
- Dance Performance
- Economics
- Elementary Education *with content majors in*
 - English
 - French
 - General Science
 - Geography
 - History
 - Mathematics

- Political Science
- Social Studies
- Spanish
- Theatre
- Elementary Education *with majors in*
 - Biology
 - Chemistry
 - Economics
 - Physics
- English
- Film Studies
- French
- Geography
- History
- Justice Studies *with concentrations in*
 - Criminal Justice
 - Justice and Society
- Labor Studies
- Mathematics
- Music
- Philosophy
- Physics
- Political Science
- Political Science *with concentration in*
 - Public Administration
- Psychology
- Secondary Education *with majors in*
 - Anthropology
 - Biology
 - Chemistry
 - English
 - French
 - General Science
 - Geography
 - History
 - Mathematics
 - Physics
 - Political Science
 - Social Science
 - Sociology
 - Spanish

- Sociology
- Spanish
- Spanish *with concentration in*
Latin American Studies
- Theatre *with concentrations in*
Design/Technical
General Theatre
Musical Theatre
Performance
- Women's Studies

Minors are available in *all* of the above disciplines, except elementary and secondary education. Minors are also offered in Latin American studies, gerontology, jazz studies, Portuguese, and writing. Programs leading to eligibility for endorsement in bilingual-bicultural education, teaching English as a second language, and middle school education are also available.

Bachelor of Fine Arts (B.F.A.)

The B.F.A. degree is offered in the following area:

- Art (Studio) *with concentrations in*
Painting/Printmaking
Photography/Graphic Design
Sculpture/Ceramics/Metalsmithing and Jewelry

Bachelor of General Studies (B.G.S.)

The Bachelor of General Studies degree program, a liberal arts degree, has been especially designed for returning adult students who have had at least five years of interruption in their education since high school. The program requires students to design their own academic concentrations. This structure gives students the flexibility to plan a unique program directed toward achieving specific career or academic goals. The B.G.S. program also has provisions for students to earn credit for learning experiences they have had outside of the classroom.

Bachelor of Music in Performance (B.M.)

The B.M. degree program in performance provides a foundation for all areas of music performance—orchestral instruments, piano, harpsichord, organ, guitar, and voice.

Bachelor of Science (B.S.)

The B.S. degree is offered in the following areas:

- Accounting
- Art Education
- Chemical Dependency/Addiction Studies
- Chemistry
- Clinical Laboratory Science
- Computer Information Systems
- Computer Science
- Elementary Education *with concentrations in*
 - Special Education—kindergarten through middle school
 - Special Education—middle school through secondary school
 - Special Education—severe/profound, ages three to twenty-one
- Finance
- Health Education
- Health Education *with a concentration in*
 - Community Health
- Management *with concentrations in*
 - General Management
 - Human Resource Management
 - International Management
 - Operations Management
- Marketing
- Music Education
- Physical Education
- Technology Education

Minors are available in accounting, chemistry, computer information systems, finance, management, and marketing. Programs leading to eligibility for specialization in adapted physical education and endorsement in bilingual-bicultural education or in middle school education are also available.

Bachelor of Science in Nursing (B.S.N.)

Refer to the Bachelor of Science program under the section titled School of Nursing.

Bachelor of Social Work (B.S.W.)

The bachelor's degree in social work provides entry-level professional generalist social work practice. In addition to taking classroom courses, students participate in professionally supervised fieldwork in one of several College-approved social service agencies. Application for formal admission into the bachelor's degree program is made during the first semester of the student's junior year.

Special Programs

Assessment of Prior Learning

Rhode Island College makes every effort to acknowledge college-level learning that has taken place outside of formal college classrooms.

The College has instituted a procedure for granting undergraduate credit for prior college-level learning achieved through experience, such as employer-sponsored or armed service-sponsored training, community service, self-education, relevant work assignments, or artistic development. Limited credit will be granted only for documented learning that is clearly germane to the student's degree program, not for experience per se. The basis for the granting of credit will be a portfolio of documentation prepared by the student with the guidance of the College.

The College accepts the results of the College Level Examination Program (CLEP) and armed services testing programs (DANTES) and makes use of the guide prepared by the American Council on Education (ACE) and other sources that contain evaluations of a wide variety of training opportunities sponsored by the armed services, business, industry, and labor communities.

Returning adult students, especially those who have been in the armed services, who have participated in apprenticeship or other extensive training programs, or who have held positions of responsibility, are encouraged to apply for assessment of their prior learning. Applications are available in the offices of the academic deans.

Certification in Case Management

Refer to the Bachelor of Social Work Program under the section titled School of Social Work.

Certification in Nonprofit Studies

The Certificate Program in Nonprofit Studies is a 16-credit course of study that provides students with knowledge and skills appropriate for challenging professional positions in the growing nonprofit sector in Rhode Island and beyond. Students interested in establishing careers in a wide variety of fields—ranging from philanthropy, education, and human services to community development, environmental conservation, and the visual or performing arts—will benefit from exposure to the world of nonprofit organizations.

Program participants learn the role of philanthropy and how nonprofit organizations are established and administered; how they serve different segments of society; how they are funded; how their programs are planned, budgeted, and evaluated; how reliable client data is collected and analyzed; and how legal, ethical, and human resources problems are resolved. Courses are taught by Rhode Island College faculty and professional experts drawn from community-based organizations, with emphasis on real-world experiences and case studies.

Program elements include a two-semester Core course on American nonprofit organizations and philanthropy (6 credits); a field experience/internship in philanthropy or nonprofit studies (4 credits); a summer institute on professional skills relevant to the nonprofit sector (3 credits); and an elective (3 credits) in an aspect of nonprofit organizations or philanthropy, with greatest relevance to each participant's current or likely career trajectory. Successful completion of the 16-credit program leads to the conferring of the Rhode Island College Certificate in Nonprofit Studies.

The certificate program may be undertaken concurrently with any degree program or as a free-standing professional development experience. Earned credits may be transferable to several of the College's degree programs at the discretion of the programs' directors. Enrollment in the certificate program is accomplished by application to the Center for Public Policy and the Alan Shawn Feinstein Institute for Philanthropic Leadership, which jointly administer the program. For further information, contact Mark Motte, director of the Center for Public Policy.

Continuing Education

The Office of Continuing Education and Summer Sessions at Rhode Island College extends the educational offerings and resources of the College to meet the needs of older, nondegree students and to provide assistance to agencies and organizations.

For returning adult students, continuing education provides a mechanism to enroll in college course work. A schedule of course offerings, which includes information on registration and fees, is available from the Records Office.

For formal admission to an undergraduate program and for information on possible transfer credit, students should contact the Office of Undergraduate Admissions. Individuals interested in pursuing graduate work should contact the academic dean responsible for the program. Students with teacher certification questions or those seeking to complete professional teaching requirements should contact the dean of the Feinstein School of Education and Human Development.

For agencies and organizations, the Office of Continuing Education and Summer Sessions provides assistance in identifying College resources that may be helpful in staff and professional development. Rhode Island College has a long history of providing such assistance to public and private schools and agencies and to business and industry. For information on staff and professional development assistance, contact the director of continuing education and summer sessions.

Endorsement in English as a Second Language

A description of the courses that may make a student eligible for this endorsement, which vary by program, is available from the coordinator. Refer to Teaching English as a Second Language under the section titled Feinstein School of Education and Human Development.

Endorsement in Middle School Education (Elementary and Secondary)

Refer to Elementary Education and Secondary Education under the section titled Feinstein School of Education and Human Development.

National Student Exchange Program

The National Student Exchange Program includes a group of over 190 four-year colleges and universities that allow undergraduate students to study for up to one academic year at a college or university in another part of the United States. The program embraces social and cultural experiences as well as academics, offering an opportunity for further self-exploration and examination of educational objectives.

In order to qualify for participation, a student should (1) be a full-time student at the home campus (Rhode Island College), (2) be in the sophomore or junior year during the exchange, and (3) have a minimum cumulative grade point average of 2.50 at the time an application is submitted.

ROTC

Participation in the Army Reserve Officer's Training Corps (ROTC) program is available to Rhode Island College students through the program at Providence College. For more information and a complete program description, contact the program director at Alumni Hall, Providence College, (401) 865-2023.

Specialization in Adapted Physical Education

Refer to Physical Education under the section titled Feinstein School of Education and Human Development.

Student-Designed Majors

Students may develop individualized majors to accommodate special needs and interests. Student-designed majors may focus on an area of study not covered in regular departmental offerings or these majors may be interdisciplinary in nature. This option is open to undergraduate degree candidates who have earned at least 40 credit hours and who have a minimum cumulative grade point average of 2.50. Proposals from students with more than 75 credit hours will not normally be accepted. A completed proposal must be submitted to the Committee on Student-Designed Majors no later than October 1 or March 1 for action that same semester. Further information about this program and application materials may be obtained from the offices of the academic deans.

Study Abroad Program

The Study Abroad Program assists students in making arrangements for study in a wide variety of countries worldwide; it provides information about specific programs and sponsors special programs. The Study Abroad Program, in collaboration with the office of the dean of the Faculty of Arts and Sciences, runs a summer program called The London Course in conjunction with South Bank University and Anglo-American Educational Services, Limited. The London Course includes a proseminar at the College during Summer Session I and a three-week residential program in London, England, during Summer Session II. The Study Abroad Program also collaborates with the office of the dean of the Feinstein School of Education and Human Development to send education students to the University College of St. Martin in Lancaster, England. In addition, the College participates in the New England–Quebec exchange program, enabling students to study at any university in this Canadian province. The Department of Modern Languages offers a study abroad program in Cuernavaca, Mexico, during the winter break and in the summer. The College is also an

active member of the American Association of State Colleges and Universities (AASCU) and cooperates closely with its Office of International Programs. Students are assisted by the program director in planning for study abroad as well as in matters related to credit for courses completed abroad and ongoing matriculation at Rhode Island College during the study experience away from campus. Information about scholarships and stipends related to study abroad and the Ridgway F. Shinn Jr. Study Abroad Fund is available from the Study Abroad Program.

This program cooperates with other departments and organizations to plan lectures and colloquia on topics of international concern.

Summer Sessions

Each summer the College offers a wide selection of undergraduate and graduate courses and workshops, many of which are designed and scheduled specifically for summer sessions students. Summer sessions allow students to accelerate their College programs and provide a means for personal enrichment or professional advancement



**GRADUATE
GENERAL INFORMATION**

Admissions

Admissions Policy

The primary factor in decisions for admission to graduate studies at Rhode Island College is a candidate's academic record, although other factors, such as recommendations and standardized test scores, do play an important role in most cases. A bachelor's degree from a regionally accredited college or university is required for admission to all graduate programs. Final acceptance is based on the combined decision of the appropriate academic department and the academic dean responsible for that department. Decisions are made without regard to race, color, creed, national or ethnic origin, gender, religion, disability, age, sexual orientation, gender identity or expression, marital status, citizenship, status as a special disabled veteran, recently separated veteran, Vietnam Era veteran, or any other veteran who served in active duty.

Admissions Requirements

Graduate study is offered through the Faculty of Arts and Sciences, the Feinstein School of Education and Human Development, the School of Management, the School of Nursing, and the School of Social Work. Applications may be obtained from these schools. Though many departments review applications on a continuing basis, the Faculty of Arts and Sciences, the Feinstein School of Education and Human Development, and the School of Management require that all application materials be received by April 1 to ensure full acceptance to the fall term and by November 1 to ensure full acceptance to the spring term. The application deadline for graduate student assistantships and scholarships is also April 1. Applicants to the School of Nursing and to the School of Social Work's M.S.W. program should refer to the section of this catalog titled School of Nursing and School of Social Work respectively for appropriate admission procedures and deadlines. For all degree programs, the materials listed below should be submitted to the academic dean responsible for that program.

1. A completed application form accompanied by a fifty-dollar nonrefundable application fee. Forms may be obtained from the office of the academic dean responsible for the program to which the student is applying.

2. Official transcripts of all undergraduate and graduate records. The dean's office will obtain any Rhode Island College transcripts.
3. A minimum cumulative grade point average (GPA) of B (3.00 on a 4.00 scale) in all undergraduate course work. Applicants with undergraduate GPAs less than 3.00, may be admitted to degree candidacy upon the submission of other evidence of academic potential, for example, satisfactory performance in postbaccalaureate work, professional experience as evidenced by publications or letters of recommendation, and/or high scores on the standardized tests.
4. A copy of candidate's teaching certificate (when applicable).
5. An official report of scores on the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT) *for most programs*. See specific programs for exceptions.
6. Three letters of recommendation attesting to the candidate's potential to do graduate work. Placement references are generally not applicable.
7. An interview may be required.
8. Some programs have additional admission requirements. Please review requirements for individual programs.

The dean responsible for the program to which the candidate is applying will inform the candidate of the decision regarding his or her admission.

Graduate Record Examination and the Miller Analogies Test

Most graduate programs require either the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT).

The Miller Analogies Test is offered on campus at least twice a month and often more frequently. For further information, applicants should contact the associate dean of graduate programs at the Feinstein School of Education and Human Development.

The Graduate Record Examination is offered at sites approved by the Educational Testing Service.

Applicants who are required to submit GRE scores should complete the GRE General Test. Some departments may also require a GRE subject test score. Please review the test requirements in the appropriate Programs of Study sections of this catalog.

Students whose native language is not English should submit an official report of scores on the Test of English as a Foreign Language (TOEFL).

Health Requirements

All full-time graduate students and international students are required to meet immunization requirements mandated by the Rhode Island Department of Health. A completed Immunization Record, signed by a health care provider, must be returned to College Health Services before a full-time graduate student is allowed to register for classes.

Note: Certain departments have additional health requirements for admission to their programs.

International Student Admission

Rhode Island College encourages applications from prospective international students whose command of English is sufficient for graduate study. Applicants follow the normal graduate admissions procedures and requirements. In addition, applicants must submit certified literal English translations and evaluations of their transcripts and academic records.

International students must provide scores on the Graduate Record Examination or Miller Analogies Test, if required by their departments.

An affidavit of support detailing funds available for the educational program is required before final acceptance. All College health requirements must be met.

International students should contact the international student advisor in the Office of Student Life for information concerning U.S. laws, regulations, and employment practices.

Military Personnel and Veterans

Rhode Island College is a Service-member's Opportunity College. U.S. military personnel and veterans are invited to contact the appropriate academic dean for information on graduate degrees and courses.

Fees and Expenses

Tuition and Fees (2007–2008)

The fees described in the following sections are projected for the 2007–2008 academic year. Because of rising costs, the Board of Governors for Higher Education reserves the right to change fees without notice as conditions necessitate.

All full-time graduate students (those taking 9 credit hours or more per semester) and part-time graduate students (those taking fewer than 9 credit hours per semester) pay per credit hour:

	In State	Out of State
Tuition (General Fee)	\$260	\$546
Library Fee	\$4	\$4
Recreation Fee	\$4	\$4
Technology Fee	\$4	\$4
Fine Arts Fee	\$2	\$2

(Tuition and fees for the Master of Fine Arts in theatre program and the Master of Social Work program can be found under the sections titled Faculty of Arts and Sciences and School of Social Work respectively.)

All graduate students (in state and out of state) also pay *once per semester*:

Registration Fee: \$66

Note: Graduate students enrolled in undergraduate courses pay the undergraduate tuition rate for those courses.

Students accepted into a second degree undergraduate program pay undergraduate fees. Students accepted into the RITE program also pay undergraduate fees, but only after they have been fully accepted into the RITE program. Students are responsible for informing the College of their status in order for the proper tuition and fee charges to be assessed.

Special Fees

Students are charged the following additional fees, if applicable:

Application Fee

\$50

Applied Music Fee

\$420 per semester, for students taking Music 370–388 or 570–588

Laboratory/Studio Art Fee

\$10 per course

Late Fee

\$10

Transcript Fee

\$25

Explanation of Fees

The **Application Fee** is used to defray the costs of processing an application.

The **Applied Music Fee** is used to cover fourteen private fifty-minute lessons, which make up Music 370–388 and 570–588.

The **Fine Arts Fee** is used to provide opportunities and activities in the fine and performing arts at the College.

The **Laboratory/Studio Art Fee** is used to cover the costs of art and laboratory supplies provided by the College to students enrolled in specific courses.

The **Late Fee** is a penalty for failing to make payment in a timely manner.

The **Library Fee** is used to cover the costs of purchasing books, periodicals, and nonprint materials for the library.

The **Recreation Fee** is used to cover the operation and programs of the Recreation Center.

The **Registration Fee** is used to cover the costs associated with the registration process.

The **Technology Fee** is used to cover the costs of purchasing equipment and software for student use on campus.

The **Transcript Fee** is a one-time fee charged to all students to cover all requests for official transcripts.

The **Tuition (General Fee)** is used to cover the basic costs of educating a student and of running the College.

Indebtedness to the College

Failure to make full payment of all required tuition and fees or to resolve other debts to the College—for example, unpaid fees, unreturned athletic equipment, overdue short-term or emergency loans, delinquent or defaulted student loans (Federal Nursing and/or Federal Perkins Loans), unreturned library books, damage to College property, etc.—may result in the cancellation of registration for the following semester, withholding of academic grades, denial of registration until the payment is made, and/or disenrollment. Appropriate College departments will provide the student with notice of the debt and reason for it and a review, if requested. A student must fulfill all financial obligations to the College, including participation in loan exit counseling for borrowers under one or more of the several long-term loan programs in which the College participates (e.g., Federal Perkins Loans, Federal Nursing Student Loans, Federal Stafford Loans, PLUS and/or SLS loans), before receiving grades, a degree, transcripts, or a diploma.

Metropolitan Tuition Policy (MTP)

Rhode Island College students whose permanent place of residence is a Massachusetts community within a twenty-mile radius of Providence are eligible for in-state tuition rates plus 50 percent. The Metropolitan Tuition Policy includes both full-time and part-time students, undergraduate and graduate students, and degree and nondegree students. The communities within the twenty-mile radius are: Assonet, Attleboro, Bellingham, Berkley, Blackstone, Dartmouth, Dighton, Douglas, Easton, Fall River, Foxboro, Franklin, Freetown, Hopedale, Lakeville, Mansfield, Mendon, Millville, Norfolk, North Attleboro, Norton, Plainville, Raynham, Rehoboth, Seekonk, Somerset, Swansea, Taunton, Uxbridge, Walpole, Westport, and Wrentham.

Forms for verification of residence for this purpose are available in the Records Office and must be submitted for approval prior to the close of registration.

New England Regional Student Program

Rhode Island College participates in the Regional Student Program (RSP) administered by the New England Board of Higher Education (NEBHE). Through this program, New England residents who live outside of Rhode Island may enroll in specified curricula at Rhode Island College for in-state tuition rates plus 50 percent. The program of study must be one not offered at an institution in the student's home state, or Rhode Island College must be closer in traveling time to the student's legal residence than is an institution offering an approved RSP program in the home state.

Students must remain in the program for which they applied or may transfer only into another NEBHE program. Otherwise they will be charged out-of-state tuition fees as of the date of transfer. Each semester they must also request a tuition waiver from the Records Office.

Those entering Rhode Island College through the NEBHE program must meet all the standards required for admission to the program.

Additional information can be obtained from the vice president for academic affairs or the New England Board of Higher Education, 45 Temple Place, Boston, MA 02111.

Refund of Tuition and Fees

A full- or part-time student withdrawing from the College, either voluntarily or because of dismissal for disciplinary reasons, will receive a refund of tuition and/or fees in accordance with the College policy in force for first-time students, including Title IV students and all other withdrawn students. Enrolled students are also subject to the College refund policy.

Refunds for Students Involuntarily Called to Military Service

The Board of Governors for Higher Education has adopted as policy the following options for students who are involuntarily called to military service:

1. Total refund of tuition and course-related fees, including registration fee. Prorated refund for housing and dining fees. *Or*
2. No tuition refund but a grade of Incomplete awarded for courses in which the student is enrolled at the time of recall. Prorated refund for housing and dining fees.

Determination of Residency for Tuition Purposes

Determination of residency for tuition purposes is made by the director of records.

When residence status is in question, the student, if under eighteen, must present certification to the appropriate College official that the parents or legal guardians have resided in Rhode Island for at least twelve months. This certification must be verified by the clerk of the city or town in which legal residence is claimed.

If the student is over eighteen and claims independent status, a notarized statement must be furnished, indicating residence in Rhode Island for at least one year prior to the student's first registering at Rhode Island College. In addition, to be considered independent of their parents, students must not have been claimed as a dependent for tax purposes for two years and students must have resided in Rhode Island for at least one year. A notarized

statement from the parents attesting to the fact that the student was not claimed for Internal Revenue Service purposes for two years is required. This statement authorizes the College to verify the fact with the IRS.

For such students, time spent in Rhode Island while attending college usually may not be used to establish residence.

Contact the Records Office for further information.

Senior Citizen Waiver

All Rhode Island residents who are at least sixty years old are eligible to take courses at Rhode Island College without having to pay the regular tuition charges. However, the registration, recreation, and other applicable laboratory/studio fees will be charged. Three other restrictions apply:

1. The student must have fulfilled all academic prerequisites for the course.
2. The student may enroll in classes only on the last day of registration on a space-available basis.
3. The applicant is subject to a means test.

Unemployment Waiver

Rhode Island General Law 28-42-81 provides that any Rhode Island resident receiving unemployment benefits, including benefits earned in another state, is eligible for waiver of tuition for any course(s) taken at Rhode Island College. The law stipulates, however, that the waiver be granted on a space-available basis only and that each applicant be subject to a means test. Therefore, students who wish to register under the terms of this waiver are limited to registering on the last day of registration. Students must obtain Form DET-467 from the Department of Employment and Training and submit this completed form, certifying eligibility, at the time of registration. Registration prior to the specified date each term will be ineligible for consideration for an unemployment waiver and no retroactive use of the waiver is permitted.

Mandatory fees not waived include laboratory fees, recreation fees, and activity fees.

Financial Aid

Employment Programs

The Career Development Center provides information to students who are seeking part-time employment during the academic year or summer employment. Employment opportunities may occur on and/or off campus, and many of them are career oriented. One source of employment is the Federal Work-Study Program, which is based on financial need. However, students who do not apply for financial aid and/or who are not eligible for financial aid may also be employed in designated career-oriented and other jobs both on and off campus. Interested students should register for employment with the Office of Student Employment located in the Career Development Center.

Federal Financial Aid Programs

Need-based financial aid for graduate students consists of student loans and employment programs. To apply for need-based financial assistance, students must complete the Free Application for Federal Student Aid (FAFSA). This form is available from the Office of Student Financial Aid after January 1. Priority for funds administered by Rhode Island College is given to applications received by May 15 prior to the following academic year. In addition to demonstrating financial need, general eligibility requirements for financial aid include acceptance for admission as a degree candidate and status as a U.S. citizen or permanent resident.

Federal Perkins Loans

This loan program is administered directly by the Office of Student Financial Aid. Eligibility is based on financial need as determined from the FAFSA. The annual loan limit for graduate students is \$6,000, and the cumulative limit for combined undergraduate and graduate borrowing is \$40,000. Actual award amounts depend on federal funding levels, and priority is given to those applicants with the greatest need. Repayment at 5 percent interest begins nine months after the borrower drops below half-time enrollment (5 graduate credits per semester). Students may be allowed up to ten years to repay; however, a minimum monthly payment of forty dollars is required.

Federal PLUS Loans

Graduate students are eligible to borrow under the Federal PLUS Loan Program. Students may borrow up to their full cost of attendance minus other student financial aid. The PLUS interest rate is fixed at 8.5%, and applicants must pass a credit review in order to qualify for the loan. Repayment of the loan begins sixty days after receiving the funds, and repayment may extend up to ten years. These loans also have a 1 percent loan default fee and a 3 percent origination fee. Graduate applicants must complete the Free Application for Federal Student Aid (FAFSA), and they must have used their maximum eligibility under the subsidized and unsubsidized Federal Stafford Loan Program.

Federal Stafford Loans

Eligibility for a subsidized Stafford loan is based on financial need as determined by the Office of Student Financial Aid, using information from the FAFSA. Subsidized loans are interest free during the student's period of enrollment and for a six-month grace period after leaving school or dropping below half-time status. Students who cannot demonstrate need may be eligible for an unsubsidized Stafford loan. Unsubsidized loans have an interest charge during the in-school and grace periods. Both subsidized and unsubsidized loans have a fixed interest rate of 6.8 percent. These loans also have a 1.5 percent origination fee and a 1 percent default fee. The repayment period extends up to ten years, but there is a minimum monthly payment of fifty-dollars.

Graduate students with financial need may borrow up to \$8,500 per year from the subsidized Stafford loan. These students may also apply for additional unsubsidized Stafford loans of up to \$12,000. Students who are unable to demonstrate need may apply for up to \$20,500 per year in unsubsidized Stafford loans. In all cases, the total amount of student aid from all programs is limited to a student's total educational costs as determined by the Office of Student Financial Aid.

Federal Work-Study Program

This is a part-time employment program based upon financial need. A work-study award is paid biweekly at an hourly rate, based on hours worked. Current wage rates range from \$7.40 to \$10.00 per hour, depending on experience and responsibilities. Eligibility is determined by the Office of Student Financial Aid, using information from the FAFSA. The Career Development Center assists work-study students with job placement on or off campus. While work-study students receive priority for job placement, the College cannot guarantee placement in a position.

Financial Aid for Summer Sessions

In addition to filing the Free Application for Federal Student Aid (FAFSA) as outlined above, students who desire financial assistance for summer sessions must submit a Rhode Island College Application for Financial Aid—Summer Sessions. This form is available from the Office of Student Financial Aid on or about February 1 each year. Summer aid is contingent upon the availability of funds and normally consists of long-term loans and Federal Work-Study.

To be considered for Federal Work-Study for summer sessions, the FAFSA must be received at the federal processing center by March 1 and the Application for Financial Aid—Summer Sessions must be received in the Office of Student Financial Aid by April 1.

Graduate Assistantships

Graduate assistantships are limited to accepted degree candidates who are enrolled full time. The duties of a graduate assistant usually involve such activities as classroom instruction, preparation for and supervision of laboratory sections, direction of discussion or recitation sections, grading papers, and research. The student may be required to devote a maximum of twenty hours a week to such work, not more than ten hours of which may be in classroom contact hours. The normal course load for a graduate assistant is six hours per semester.

Graduate assistants receive a stipend of \$3,500 to \$4,000 for the academic year and remission of tuition and registration fees for the academic year and summer session. Appointments to assistantships are for one year. Renewals must be recommended by the department chair to the appropriate academic dean. Students must apply for assistantships by April 1 through the department office. The awarding of assistantships for the ensuing year will be announced in May.

Graduate Scholarships

Rhode Island College Graduate Student Scholarships are available to full-time graduate students who have been admitted to a program. Additional scholarship assistance is available through the Elizabeth S. Carr Trust Fund for students in the elementary/early childhood education programs and through the Rhode Island College Alumni Association. The Harrower Family Award is available through the Department of English and the dean of the Faculty of Arts and Sciences. The Naylor Family Scholarship is available through the Department of Psychology and the dean of the Faculty of Arts and Sciences. Specific information on these and other scholarships is available from the Office of Student Financial Aid, and for alumni scholarships, the Office of Alumni Affairs.

Master of Social Work Scholarships

In addition to offering Rhode Island College Graduate Student Scholarships, the School of Social Work offers Master of Social Work Graduate Scholarships to full-time M.S.W. students. These scholarships match federal work-study funds to enable recipients to obtain paid field placements in nonprofit agencies and organizations. To be eligible for these scholarships, students should file the Free Application for Federal Student Aid, which can be obtained from the Office of Student Financial Aid. The School of Social Work also offers the following scholarships to students enrolled full-time in the M.S.W. program: the Gladys Corvera-Baker Scholarship, available to Hispanic students who demonstrate academic excellence and financial need; the Juanita Handy Scholarship, awarded to a second-year minority and/or female student; and the Mary G. Davey Scholarship, awarded to a second-year student who is dedicated to child welfare. Specific information and requirements may be obtained from the dean of the School of Social Work.

Graduate Traineeships

Graduate traineeships are limited to accepted M.S.W. degree candidates who are enrolled full-time and who are not in the first year of the advanced standing program. Graduate trainees in the School of Social Work are refunded tuition and registration fees for the academic year and are required to work ten hours per week on assignments within the School of Social Work.

Interested candidates who are accepted into the M.S.W. program should contact the School of Social Work.

The Rights and Responsibilities of Students Receiving Financial Assistance

Students should be fully aware of their rights and responsibilities in applying for and accepting any form of financial aid.

Note: Rhode Island College reserves the right to require verification of income data submitted by any or all applicants for financial assistance. Awards to those asked for such verification will be made conditional upon receipt of a certified true copy of the most recent federal income tax return. Any discrepancy in reported figures may result in adjustment or cancellation of the financial aid award and may be reported to the federal government for further review and possible legal action.

Academic Policies and Requirements

Advising Procedures/Plan of Study

When they are recommended for acceptance, new graduate students will be assigned a graduate advisor by the department in which their program is located. Students should confer immediately with their advisor to develop a plan of study, which must be approved by the advisor and filed with the appropriate academic dean in order to complete the admissions process. A candidate is not formally accepted into a graduate program until a plan of study is on file in the dean's office.

Changes in the plan of study must be made on appropriate forms and must have the approval of the advisor and the dean.

A student's plan of study must contain no more than 9 credit hours of course work that have been completed before full acceptance as a degree candidate. (See Time Limits in this section of the catalog.)

Auditing a Course

By auditing, a student participates in a course without receiving credit or having the grade point average affected. Auditing requires the permission of the instructor and of the appropriate department chair, who together determine the student's responsibility to a course. A course may be audited as long as registration for it has not been closed. Preference must go to those enrolling for credit.

During the first two weeks of a semester, a course may be added for audit—and no late registration fee charged—or changed from audit to credit through the regular Add/Drop procedures. After that time and up to midterm, a course may be changed from credit to audit. The course, in the latter instance, must be dropped for credit and added for audit.

Full-time graduate students may register as auditors without paying additional fees beyond the fees required to obtain full-time status. Part-time students pay the usual per-credit fee. Any refunds will be made only at the student's request and according to the standard College refund schedules.

Under no circumstances will audited courses be counted for credit toward a degree.

Grading System

Credit/No Credit

Graduate students are not permitted to take graduate courses under the Credit/No Credit option, but they may take certain undergraduate prerequisite courses for Credit/No Credit with permission of their graduate advisor.

Failure in a Course

A course with a failing grade that has been retaken or replaced will be considered taken for no program credit and must remain on the student's transcript. The most recent grade will be included in calculating the grade point average.

Incomplete Grades

For graduate students, a report of Incomplete shall be given in place of a grade when the work of the semester has been passing but has not been completed because of illness or some other reason that, in the opinion of the instructor, justifies such a report. To remove the Incomplete, the student must make satisfactory arrangements with the instructor, or in the instructor's absence, with the department chair. The Incomplete remains on the student's record until it is removed by the instructor.

Satisfactory/Unsatisfactory Grades

In certain courses, grades of Satisfactory (S) or Unsatisfactory (U) may be assigned. These courses are so designated by the Curriculum Committee upon recommendation by the Graduate Committee. Grades of S or U are not included in the calculating of grade point averages. Normally, not more than 9 credits graded on a Satisfactory (S) basis may be applied toward a graduate degree. The limit may be exceeded only with permission of the academic dean responsible for the program.

Independent Study, Research, and Directed Study

Independent study, directed study, and certain research courses afford the student an opportunity to pursue concentrated study in a selected topic under the supervision of a faculty member. Students enrolled in independent study are expected to observe time limits corresponding to semester limits, unless specifically arranged by the instructor. A Request for Independent Study Form, signed by the instructor, department chair, and the appropriate academic dean, must be filed. Application forms may be obtained in the Records Office. Normally, application for these courses must be made prior to registration for the following semester.

Students who wish to register for credits to be counted toward a degree but to be earned through off-campus activities, such as research or independent study at a national laboratory, must receive prior approval from their advisors, program committees, and the academic

dean responsible for their program by having these activities listed as part of their plan of study. These students must register for an appropriate number of credits of research or directed study. Credit evaluation should conform to provisions in the College catalog as far as practicable—1 credit for three hours per week per semester—and may not exceed the limits of full-time registration, namely 12 credit hours per semester and 6 per summer session

Leave of Absence

Graduate students are expected to remain continuously enrolled until they have completed all requirements and have received their degrees. Students who must leave the College for a period of one semester or more, whether before or after they have completed the work prescribed in their plan of study, due to military service, prolonged illness, or other unusual circumstances, should apply for a leave of absence. The request should be made in writing to the academic dean responsible for their program, should include an endorsement from the advisor, and should be sufficiently specific to enable the dean to determine whether the leave is warranted. A leave of absence granted under such circumstances has the effect of suspending time limitations, such as those for completion of the degree or for the removal of incomplete grades. Accordingly, a leave will be granted only for sufficient reason and only if it is to be for one year or less. It may be renewed for a maximum of one additional year, if circumstances warrant. Registration materials will be sent directly to the students from the Records Office for the term in which they are scheduled to return.

Repeating a Course

A course with a failing grade that has been retaken or replaced will be considered taken for no program credit but must remain on the student's transcript. The most recent grade will be included in calculating the grade point average.

Residency Requirements

The master's degree may be earned either through full- or part-time study or by a combination of both. However, candidates must take at least four-fifths of the credits required for the degree at Rhode Island College. Upon the recommendation of the student's program committee and upon the approval of the academic dean responsible for the program, the amount of work accepted in transfer may be increased.

All M.S.W. degree candidates (except those in the part-time program) must complete the last year on a full-time basis as defined by the School of Social Work in order to fulfill the residency requirement.

Retention Requirements

To qualify for continuation in degree-candidate status and for graduation, a minimum grade point average (GPA) of 3.00 in all graduate program course work is required.

If degree candidates do not maintain a minimum 3.00 GPA, their status will be reviewed immediately by the academic dean responsible for the program in consultation with the appropriate departmental faculty members. Such review may result in the student being placed on provisional status or dismissed. Students who are permitted to continue on provisional status must achieve a minimum cumulative GPA of 3.00 in graduate-level course work during the next semester (the next 9 credits earned, if part-time students). Students failing to achieve the necessary minimum 3.00 GPA will be subject to dismissal.

Grades below a B are not considered to be of graduate quality and are of limited application to degree work. Students who receive a grade of C in courses in the plan of study must consult with their advisors. Two C grades are sufficient cause for consideration of dismissal. Grades below a C- are unacceptable and require a review of the student's status by the department and the dean responsible for that department.

Schools and departments may have specific additional grade requirements. Students should refer to the program for additional information on these requirements.

Thesis/Portfolio/Comprehensive Examination/Field Project

Students are responsible for meeting all departmental requirements for the thesis, portfolio, comprehensive examination, field project, or their equivalents.

The comprehensive examination may be written or oral as dictated by the department. It is usually taken when all work in the major area has been completed or during the semester in which the work will be completed. A candidate may not take the comprehensive examination more than twice. (Students may not retake the examination before the next regularly scheduled examination.)

If required, a master's thesis or field project must be developed in consultation with an advisor. Further information is provided in the *Graduate Studies Manual*.

Time Limits

A program of study must be completed within six years (four years in the Master of Social Work program) from the time of registration following acceptance to degree candidacy; otherwise candidacy will be terminated. An appeal for extension requires the review of the department and the dean responsible for that department. *Note:* Credits in support of a degree may not be older than seven years at the time the degree is awarded, unless an exception is made by the dean.

Transcripts

Transcripts are issued by the Records Office only upon written request. Telephone and fax requests will not be honored. A one-time charge of twenty-five dollars entitles the student to official transcripts upon request.

Transfer Credit

Normally, transfer credit must not exceed 6 credit hours of a candidate's graduate program. However, upon the recommendation of the student's program committee and upon the approval of the academic dean responsible for that program, the amount of credits to be transferred may be increased but may not exceed 20 percent of the total program. An official transcript must be filed in the Records Office. Credit is transferred only for graduate courses having minimum grades of B.

Withdrawal from a Course

Students may withdraw from a course during the first two weeks of a semester (or during a corresponding time for summer session courses) without having any entry made on the permanent record. After this time, students receive a grade of W (Withdrawn).

Withdrawal from a course after midterm requires the approval of the instructor. Withdrawal must be based on evidence of extenuating circumstances other than academic difficulty in the course. Students who do not follow the official procedures, but stop attending classes, receive a grade based on the work completed as compared to the total course requirements.

Withdrawal from a Graduate Program

Permanent withdrawal from the College is a serious matter which deserves careful consideration by students in consultation with their advisor. If a leave of absence is not in the student's best interest, then the student should inform the academic dean responsible for the program in writing of the intention to terminate graduate status.

Students who do not register for a term or who do not comply with the regulations governing withdrawal or leave of absence, will be assumed to have voluntarily withdrawn from the College. The interpretation of this inaction will be that the student does not intend to return for graduate study.

Degree Programs

Master of Arts (M.A.)

The M.A. degree is offered in the following areas:

- *Art with concentrations in*
 - Art Education
 - Media Studies
- Biology
- *Counseling with concentrations in:*
 - Agency Counseling
 - Chemical Dependency Counseling
 - School Counseling
- English
- *English with concentration in*
 - Creative Writing
- History
- Individualized Master of Arts
- *Mathematical Studies with concentrations in*
 - Mathematics
 - Mathematics for the Professions
- Psychology

Master of Arts in Teaching (M.A.T.)

The M.A.T. degree is offered in the following areas:

- Art Education
- Elementary Education
- Music Education
- *Secondary Education with concentrations in*
 - English
 - French
 - History
 - Mathematical Studies
 - Spanish

Master of Education (M.Ed.)

The M.Ed. degree is offered in the following areas:

- Advanced Studies in Teaching and Learning
- Early Childhood Education
- Educational Leadership
- Elementary Education
- Health Education
- Individualized Master of Education
- Reading
- Special Education *with concentrations in*
 - Early Childhood—Birth through Kindergarten
 - Exceptional Learning Needs
 - Severe/Profound Disabilities
 - Special Education Certification
 - Urban Multicultural Special Education
- Teaching English as a Second Language
- Technology Education

Master of Fine Arts (M.F.A.) in Theatre

The M.F.A. degree in theatre has three tracks: technical theatre, stage management, and performance and society. The first two tracks are offered through a collaborative, consortium arrangement with the Trinity Repertory Company and Brown University. The performance and society track is offered through a similar arrangement with a downtown theatre collaborative, including Perishable Theatre, AS 220, the Providence Black Repertory Company, and the Education Department of the Trinity Repertory Company.

Master of Music Education (M.M.Ed.)

The M.M.Ed. degree is offered for persons certified to teach music. However, students seeking initial certification are required to enroll in the Master of Arts in Teaching program.

Master of Professional Accountancy (M.P.Ac.)

The M.P.Ac. degree is offered in professional accountancy, with concentrations in accounting and personal financial planning.

Master of Public Administration (M.P.A.) in Rhode Island Program

The M.P.A. degree is offered cooperatively by Rhode Island College and the University of Rhode Island.

Master of Science in Nursing (M.S.N.)

The M.S.N. degree is designed to prepare expert nurses for clinical and academic practice. There are two specialty concentrations: (1) acute care/critical care, and (2) public health/community leadership.

Master of Social Work (M.S.W.)

The M.S.W. degree is designed to prepare advanced professional social workers. There are three concentrations: (1) clinical, (2) administration, and (3) organizing and policy. The clinical concentration has three tracks: (1) children and families, (2) adults and families, and (3) older adults and families.

Ph.D. in Education Program

The Ph.D. in education is offered jointly by Rhode Island College and the University of Rhode Island.

Individualized Graduate Degree Programs

Four individualized graduate programs are offered: M.A., M.S., M.Ed., and C.A.G.S. Essentially interdisciplinary in nature, these programs provide students with the opportunity to pursue graduate work in areas of specific academic interest or need. They may be oriented toward special career preparation or toward unique scholarly pursuits.

Admission standards for all individualized programs are comparable to those of the department or departments involved. All graduate division criteria also apply. Admission into the programs is subject to the criteria approved by the Committee on Individualized Graduate Programs. All plans of study must be approved by the committee.

Students who are interested in an individualized graduate program should first consult with the dean responsible for that program to receive advisement and the special forms for application.

Special Programs

Certificate of Advanced Graduate Study (C.A.G.S.)

The C.A.G.S. is a program of at least 30 credit hours that prepares candidates for positions and competencies in education for which the master's degree is not sufficient.

The C.A.G.S. is offered in the following areas:

- Individualized Certificate of Advanced Graduate Study
- Mental Health Counseling
- School Counseling (*Currently not accepting students*)
- School Psychology

Certificate of Graduate Study (C.G.S.) in Financial Planning

The C.G.S. in financial planning is a program of 18 credit hours (six courses) that prepares candidates to sit for the CFP examination without having to complete a master's program. Completion of the required course work meets the Certified Financial Planner Board of Standards requirements for eligibility.

Postbaccalaureate Middle School Endorsement

Students who hold the baccalaureate degree, an elementary or secondary certificate, and who have a major, minor, or 21 credit hours in one of the following areas: mathematics, English, French, language arts, science, social studies, or Spanish may pursue the middle school endorsement program. This program consists of the following courses at Rhode Island College: Middle Level Education 510, 520, and 530; as well as specified courses verified through an analysis of the student's transcript by the State Department of Education.

Rhode Island Teacher Education (RITE) Program

Students who hold the baccalaureate degree and who have majored in or completed a substantial amount of course work in an appropriate academic area (see appropriate academic areas below) may pursue the secondary education teaching certificate in that area through the RITE program. This is *not* a degree program, and courses taken in this program *cannot* be used in any graduate degree program at Rhode Island College. This program is designed so that successful applicants can, in most cases, complete the required course work within three consecutive semesters.

Appropriate academic areas are

- | | |
|-------------------|------------------|
| ■ Biology | ■ History |
| ■ Chemistry | ■ Mathematics |
| ■ English | ■ Physics |
| ■ French | ■ Social Studies |
| ■ General Science | ■ Spanish |

RITE Admission Requirements

1. A baccalaureate degree with a major equivalent to an undergraduate secondary education major at Rhode Island College.
2. A completed application submitted to the appropriate dean in the Feinstein School of Education and Human Development, including complete transcripts from a regionally or a nationally accredited college or university.
3. A minimum cumulative grade point average (GPA) of 2.50 in all previous college course work.
4. The minimum GPA required in the academic major. Requirements for GPAs in specific majors are available from the Department of Educational Studies.
5. Two Disposition Reference Forms. One form must be from an instructor of a college course in the applicant's academic major and the other from a professional who can document the applicant's experience with youth.
6. A completed Career Commitment Essay and Scored Rubric.
7. Evidence of completion of the Technology Competency Requirement.
8. A personal interview with the RITE program major advisor.
9. A complete plan of study approved by the RITE program advisor, the chair of the Department of Educational Studies, and the appropriate dean.

RITE Program Requirements

The RITE program consists of a minimum of 31 credit hours, as follows: Counseling and Educational Psychology 315; Foundations of Education 346; Secondary Education 405, 410, 421, 422; and Special Education 433.



**RHODE ISLAND COLLEGE
GENERAL EDUCATION**

General Education

Committee on General Education

Professors: *Goodwin Gomez, J. Magyar (chair), Sugarman*

Associate Professors: *Coffman, Espinosa, Matarese, A. Olmsted, Simson, Zornado*

General Information on General Education

All full degree programs require the completion of ten General Education courses. General Education courses consist of **Core Requirement** and **Distribution Requirement** courses.

Core Requirement courses provide students with an understanding of the cultural and historical traditions that have shaped the world in which we live and provide a critical appreciation of the values, ideas, and practices that have emerged from these traditions. To this end, the Core explores both Western and non-Western contexts. Courses in the Core are writing intensive, with emphasis on critical thinking. Students are required to take four Core courses, a total of 16 credit hours. Courses in the Core may only be taken to fulfill General Education requirements.

Core One is a study of Western literature.

Core Two is a study of Western history.

Core Three is a study of non-Western worlds.

Core Four is a critical inquiry into cultural issues.

Any course that fulfills one of the Core Requirements has the following notation in the course description following credit hours:

Gen. Ed. Core 1

Gen. Ed. Core 2

Gen. Ed. Core 3

Fulfills Gen. Ed. Core 4

Distribution Requirement courses expose students to the social and behavioral sciences, to the visual and performing arts, and to natural sciences and mathematical systems. Students are required to take six Distribution Requirement courses, a total of 19 to 21 credit hours.

Any course that fulfills one of the Distribution Requirements has the following notation in the course description following credit hours:

Gen. Ed. Category SB (Social and Behavioral Sciences)

Gen. Ed. Category A (Visual and Performing Arts)

Gen. Ed. Category LS (Laboratory Science)

Gen. Ed. Category M (Mathematical Systems)

Gen. Ed. Category SM (Science/Mathematics)

Transfer Students may determine their status with respect to General Education requirements by consulting with the associate dean of the Faculty of Arts and Sciences or with the Office of Undergraduate Admissions.

General Education Honors. To complete General Education Honors, students must take a minimum of six courses, chosen from their ten General Education courses and Writing 100, in specially designed honors sections. Courses chosen normally include the honors core: Honors 161, 162, 163, and 264 taken in sequence over the first four semesters. The Honors 161, 162 sequence substitutes for English 161 and History 161 respectively. Although honors courses are reserved for students in General Education Honors, if space permits and with the permission of the director of honors, other students may take honors sections. For more information, write or call the director of honors.

Core Requirements

CORE ONE

Course No.	Course Title	Credit Hours	Offered
ENGL 161	Western Literature	4	F, Sp, Su

CORE TWO

Course No.	Course Title	Credit Hours	Offered
HIST 161	Western History	4	F, Sp, Su

CORE THREE

Course No.	Course Title	Credit Hours	Offered
ONE COURSE from			
AFAM 162	Non-Western Worlds	4	F, Sp
ANTH 162	Non-Western Worlds	4	F, Sp, Su
ANTH 169	Music Cultures of Non-Western Worlds	4	F, Sp
ART 162	Perspectives on Asian Art	4	F
COMM 162	East Asian Popular Cinema	4	As needed
ENGL 163	Introduction to Non-Western Literary Cultures	4	F, Sp, Su
FILM 162	The Afro-Brazilian Experience and Brazilian Cinema	4	Once annually
HIST 162	Perspectives on East Asia	4	F, Sp, Su
HIST 163	Perspectives on Africa	4	F, Sp, Su
HIST 164	Perspectives on Muslim History and Civilization	4	F, Sp
HIST 165	Amerindian Peasants in Latin American History	4	F, Sp

MLAN	162	Latin American Mestizo Cultures	4	Sp, Su
MUS	169	Music Cultures of Non-Western Worlds	4	F, Sp, Su
PHIL	165	The Heritage of Asian Philosophy	4	F, Sp
PHIL	167	Native American Philosophy	4	As needed
POL	161	Politics and Culture in Southeast Asia	4	Once annually
SSCI	162	Individual and Society in Japan	4	F, Sp, Su
SOC	161	Contemporary China and Social Control	4	As needed
WMST	162	Women in Japan	4	As needed

CORE FOUR

(Students must complete Gen. Ed. Cores 1, 2, and 3 prior to enrolling in a Gen. Ed. Core 4 course)

Course No.	Course Title	Credit Hours	Offered	
ONE COURSE from				
AFAM	261	Bebop: African and African American Culture and Aesthetics	4	F, Sp, Su
AFAM	262	Cultural Issues in Contemporary Africa	4	F, Sp
ANTH	261	Intercultural Encounters	4	F, Sp, Su
ANTH	262	Indigenous Rights and the Global Environment	4	As needed
ANTH	263	Hunters and Gatherers: Designs for Living	4	As needed
ANTH	264	Writing and Culture: Papyrus to Cyberspace	4	As needed
ANTH	265	Anthropological Perspectives on Childhood	4	As needed
ART	262	Picturing Ourselves: The Art of Japan and the West	4	F
BIOL	261	The World's Forests	4	As needed
COMM	261	Critical Inquiry into Free Speech	4	As needed
ELED	261	Disability Viewed through Cross-Cultural Lenses	4	Sp, Su
ENGL	261	Northern Exposures: Arctic Imagination, Postcolonial Context	4	As needed
ENGL	262	Women, Crime, and Representation	4	As needed
ENGL	263	Zen and the Literary Experience	4	As needed
ENGL	264	Writing and Culture: Papyrus to Cyberspace	4	As needed
ENGL	265	Women's Stories across Cultures	4	As needed
FILM	262	Film and Representation: Cross-Cultural Projections	4	As needed
GEN	261	Intercultural Encounters: Judaism, Christianity, and Islam	4	As needed
GEN	262	The Global Development Debate and Hunger	4	As needed
GEOG	261	The New Global Village: The Future of the World's Great Cities	4	F or Sp (alternate years)
GEOG	263	Human Response to Natural Disasters	4	F or Sp (alternate years)

HIST	261	Russian Identity: Between East and West	4	F, Sp
HIST	262	Social Issues in Technology	4	F, Sp
HIST	263	Christianity in Global Perspective	4	F, Sp
HIST	264	Religious Resurgence and Democratic Politics	4	As needed
HIST	265	Conflict Resolution: Africa and the World	4	As needed
NURS	261	Cross-Cultural Perspectives on Childbearing and Mothering	4	F, Sp, Su
NURS	262	Substance Abuse as a Global Issue	4	F, Su
NURS	263	Dying, Loss, and Grief: Cross-Cultural Perspectives	4	F, Su
NURS	264	The State of the World's Children	4	Sp, Su
NURS	265	Cross-Cultural Perspectives on Healing Practices	4	F, Sp, Su
PHIL	261	Ethical Issues in Health Care	4	F, Sp, Su
PHIL	262	Freedom	4	As needed
PHIL	263	God(s)	4	F, Sp, Su
PHIL	264	The Great Ethical Traditions	4	F, Sp
PHIL	265	Sex and Gender in Cross-Cultural Perspective	4	As needed
POL	261	Global Competition: The United States and Its Trading Partners	4	F, Sp
POL	262	Power and Community	4	Once annually
POL	263	Citizenship, National Identity, and Immigration	4	Alternate semesters
POL	264	Federalism and Nation Building	4	Once annually
SOC	261	Fountain of Age	4	As needed
SOC	262	The Sociology of Money and Economic Exchange	4	As needed
SOC	263	Unequal Sisters: How Race/Ethnicity, Class, Age, and Sexual Orientation Shape Women's Work and Relationships	4	As needed
SOC	264	Where in the World Is Gender Inequality?	4	As needed
SOC	265	Changing the World: Social Movements/Activism	4	Once annually
SOC	266	Globalization and Childhood	4	As needed
THTR	261	Contemporary Black Theatre: Cultural Perspectives	4	Sp (even years)

Distribution Requirements

SOCIAL AND BEHAVIORAL SCIENCES CATEGORY (SB)

Course No.	Course Title	Credit Hours	Offered
TWO COURSES from two different disciplines below			
AFAM 200	Perspectives on African and African American Cultures	3	F, Sp, Su
ANTH 101	Introduction to Cultural Anthropology	3	F, Sp
ANTH 102	Introduction to Archaeology	3	F, Sp
ANTH 104	Introduction to Anthropological Linguistics	3	F, Sp
ANTH 204	Art, Society, and Culture	3	Sp
ANTH 205	The Anthropology of Race and Racism	3	As needed
ANTH 206	Oral Traditions	3	As needed
ECON 200	Introduction to Economics	3	F, Sp, Su
GEOG 100	Introduction to Environmental Studies	3	F, Sp, Su
GEOG 101	Introduction to Geography	3	F, Sp, Su
POL 200	Introduction to Political Science	3	F, Sp, Su
POL 202	American Government	3	F, Sp, Su
POL 203	Global Politics	3	F, Sp
POL 204	Introduction to Political Thought	3	F, Sp
PSYC 110	Introduction to Psychology	3	F, Sp, Su
PSYC 215	Social Psychology	3	F, Sp, Su
SOC 200	Society and Social Behavior	3	F, Sp
SOC 202	The Family	3	F, Sp, Su
SOC 204	Urban Sociology	3	As needed
SOC 207	Crime and Criminal Justice	3	F, Sp, Su
SOC 208	Minority Group Relations	3	As needed
SOC 217	Aging and Society	3	As needed
WMST 200	Gender and Society	3	As needed

Note: Students who complete a modern languages course numbered 110 or 113 shall be considered to have fulfilled one of the requirements for the Social and Behavioral Sciences Category of General Education.

Note: Students in the elementary education curriculum who complete Political Science 201 shall be considered to have fulfilled one of the requirements for the Social and Behavioral Sciences Category of General Education.

VISUAL AND PERFORMING ARTS CATEGORY (A)

Course No.	Course Title	Credit Hours	Offered
ONE COURSE from			
ART 101	Drawing I: General Drawing	3	F, Sp
ART 104	Design I	3	F, Sp
ART 201	Visual Arts in Society	3	F, Sp
ART 230	A Survey of Far Eastern Art	3	As needed
ART 231	Prehistoric to Renaissance Art	3	F, Sp, Su
ART 232	Renaissance to Modern Art	3	F, Sp, Su
COMM 241	Introduction to Film and Video	3	F, Sp
DANC 116	Introductory Modern Dance	3	F, Sp
ENGL 113	Approaches to Drama	3	F, Sp
ENGL 116	Approaches to Film and Film Criticism	3	F, Sp
MUS 161–166	Music Ensembles	3	F, Sp
MUS 201	Survey of Music	3	F, Sp, Su
MUS 203	Elementary Music Theory	3	F, Sp, Su
MUS 221	The Symphony	3	F (even years)
MUS 222	Opera	3	F (odd years)
MUS 223	American Popular Music	3	F
MUS 225	History of Jazz	3	F, Sp
PFA 158	Experiencing the Performing Arts	3	F, As needed
PHIL 230	Aesthetics	3	F, Sp, Su
THTR 240	Appreciation and Enjoyment of the Theatre	3	F, Sp

Note: Students are allowed to count 3 credit hours in Music 161–166 toward the distribution requirement for the Visual and Performing Arts Category. Any number less than three will not fulfill this requirement.

Natural Sciences and Mathematical Systems (LS, M, and SM)**LABORATORY SCIENCE CATEGORY (LS)**

Course No.	Course Title	Credit Hours	Offered
ONE COURSE from			
BIOL 108	Basic Principles of Biology	4	F, Sp, Su
BIOL 109	Fundamental Concepts of Biology	4	F, Sp, Su
BIOL 111	Introductory Biology I	4	F, Sp, Su
BIOL 112	Introductory Biology II	4	Sp, Su
CHEM 103	General Chemistry I	4	F, Sp, Su
CHEM 104	General Chemistry II	4	F, Sp, Su
CHEM 105	General, Organic, and Biological Chemistry I	4	F, Sp, Su
CHEM 106	General, Organic, and Biological Chemistry II	4	F, Sp, Su
PSCI 103	Physical Science	4	F, Sp, Su
PSCI 212	Introduction to Geology	4	F, Su
PSCI 217	Introduction to Oceanography	4	Sp
PHYS 101	General Physics I	4	F, Su
PHYS 102	General Physics II	4	Sp, Su
PHYS 200	Mechanics	4	F

MATHEMATICS CATEGORY (M)

Course No.	Course Title	Credit Hours	Offered
ONE COURSE from			
MATH 139	Contemporary Topics in Mathematics	3	F, Sp, Su
MATH 177	Quantitative Business Analysis I	3	F, Sp, Su
MATH 181	Applied Basic Mathematics	3	F, Sp, Su
MATH 212	Calculus I	4	F, Sp, Su
MATH 240	Statistical Methods I	3	F, Sp, Su
MATH 247	Calculus: A Short Course	3	Sp

Note: Completion of the Mathematics Category of General Education does not satisfy the College Mathematics Requirement.

Note: Students in the elementary education curriculum who complete Mathematics 144 (and its prerequisite, Mathematics 143) shall be considered to have fulfilled the Mathematics Category of General Education.

ADDITIONAL SCIENCE OR MATHEMATICS CATEGORY (SM)

Course No.	Course Title	Credit Hours	Offered
ONE COURSE from <i>Mathematics</i> (see listing on the previous page)			
<i>or</i>			
ONE COURSE from <i>Laboratory Science</i> (see listing on the previous page)			
<i>or</i>			
ONE COURSE from			
ANTH 103	Introduction to Biological Anthropology	3	F, Sp
BIOL 103	Human Biology	3	F, Sp, Su
CSCI 101	Introduction to Computers	3	F, Sp, Su
GEOG 205	Earth's Physical Environments	3	F, Sp, Su
PHIL 205	Introduction to Logic	3	F, Sp, Su
PSCI 205	Earth's Physical Environments	3	As needed
PSCI 208	Introduction to Forensic Science	3	F, Sp
PSCI 210	Introduction to Astronomy	3	F, Sp
PSCI 214	Introduction to Meteorology	3	Sp

Note: Students who major in accounting, computer information systems, economics, finance, management, or marketing who complete Mathematics 248 shall be considered to have fulfilled the Additional Science and Mathematics Category of General Education. Students cannot receive credit for both Mathematics 240 and 248.

Note: Students in the dance performance or physical education curriculum who complete Biology 231 shall be considered to have fulfilled the requirement for the Additional Science and Mathematics Category of General Education.



**PROGRAMS OF STUDY
FACULTY OF ARTS AND SCIENCES**

UNDERGRADUATE PROGRAMS OF STUDY

RICHARD R. WEINER, DEAN

EARL L. SIMSON, ASSOCIATE DEAN

MAJOR	DEGREE	CONCENTRATION	MINOR
African and African American Studies	B.A.	No	Yes
Anthropology*†	B.A.	No	Yes
Art (Studio)†	B.F.A.	Painting/Printmaking	Yes
	B.F.A.	Photography/Graphic Design	Yes
	B.F.A.	Sculpture/Ceramics/Metalsmithing and Jewelry	Yes
	B.A.	Ceramics	Yes
	B.A.	Graphic Design	Yes
	B.A.	Metalsmithing and Jewelry	Yes
	B.A.	Painting	Yes
	B.A.	Photography	Yes
	B.A.	Printmaking	Yes
	B.A.	Sculpture	Yes
Art Education†	B.S.	No	No
Art History†	B.A.	No	Yes
Biology*†	B.A.	No	Yes
Chemical Dependency/Addiction Studies	B.S.	No	No
Chemistry*†	B.A.	No	Yes
	B.S.	No	Yes
Clinical Laboratory Science	B.S.	No	No
Communicationst	B.A.	Graphic Communications	Yes
	B.A.	Mass Media Communications	Yes
	B.A.	Public and Professional Communication	Yes
	B.A.	Public Relations	Yes
	B.A.	Speech and Hearing Sciences	Yes

MAJOR	DEGREE	CONCENTRATION	MINOR
Computer Sciencet	B.A.	No	Yes
	B.S.	No	Yes
Dance Performancet	B.A.	No	Yes
English*†	B.A.	No	Yes
Film Studiest	B.A.	No	Yes
French*†	B.A.	No	Yes
Bachelor of General Studies	B.G.S.	No	No
Geography*†	B.A.	No	Yes
History*†	B.A.	No	Yes
Justice Studiest	B.A.	Criminal Justice	Yes
	B.A.	Justice and Society	Yes
Labor Studies	B.A.	No	Yes
Mathematics*†	B.A.	No	Yes
Music†	B.A.	No	Yes
Music Education†	B.S.	No	No
Music Performance	B.M.	No	No
Philosophy†	B.A.	No	Yes
Physics*†	B.A.	No	Yes
Political Science*†	B.A.	No	Yes
	B.A.	Public Administration	Yes
Predental	No	No	No
Prelaw	No	No	No
Premedical	No	No	No
Preoccupational Therapy	No	No	No
Preoptometry	No	No	No
Prephysical Therapy	No	No	No
Preveterinary	No	No	No

MAJOR	DEGREE	CONCENTRATION	MINOR
Psychology†	B.A.	No	Yes
Social Science*	B.A.	No	No
Sociology*†	B.A.	No	Yes
Spanish*†	B.A.	No	Yes
	B.A.	Latin American Studies	Yes
Theatre†	B.A.	Design/Technical	Yes
	B.A.	General Theatre	Yes
	B.A.	Musical Theatre	Yes
	B.A.	Performance	Yes
Women's Studies	B.A.	No	Yes

*Secondary education majors are offered in these disciplines. For course requirements, see the section titled Feinstein School of Education and Human Development, except for art education and music education, which are located in this section.

†Honors programs are offered in these disciplines.

Minors are also offered in gerontology, jazz studies, Portuguese, and writing.

– PLEASE NOTE –

All undergraduate full-degree programs require the completion of at least 120 credit hours, including (1) General Education, (2) the College Writing Requirement, (3) the College Mathematics Requirement, (4) electives, and (5) the major requirements listed under each program. For more details on requirements needed to graduate, see the chapter titled “Academic Policies and Requirements” in the General Information—Undergraduate section of this catalog.

GRADUATE PROGRAMS OF STUDY

MAJOR	DEGREE	CONCENTRATION
Art	M.A.	Art Education
	M.A.	Media Studies
Art Education*	M.A.T.	No
Biology	M.A.	No
English	M.A.	No
English—Creative Writing	M.A.	No
History	M.A.	No
Mathematical Studies	M.A.	Mathematics
	M.A.	Mathematics for the Professions
Music Education*	M.A.T.	No
	M.M.Ed.	No
Psychology	M.A.	No
Public Administration**	M.P.A.	No
Theatre	M.F.A.	Performance and Society
	M.F.A.	Stage Management
	M.F.A.	Technical Theatre

*These M.A.T. programs are designed for applicants seeking kindergarten through grade twelve teaching certification. None of the other programs listed above lead to teacher certification. Students interested in certification to teach in the secondary school should see the chapter titled "Secondary Education" in the Feinstein School of Education and Human Development section of this catalog.

**The M.P.A. degree is offered cooperatively by Rhode Island College and the University of Rhode Island.

African and African American Studies

Daniel Scott III

Director

Students are responsible for meeting all graduation requirements; therefore, it is important that students consult with their advisor each semester before registering for courses.

COURSE REQUIREMENTS FOR B.A. IN AFRICAN AND AFRICAN AMERICAN STUDIES

Course No.	Course Title	Credit Hours	Offered
AFAM 200	Perspectives on African and African American Cultures	3	F, Sp, (Su as needed)
AFAM 461	Seminar in African and African American Studies	3	As needed
HIST 348	Africa under Colonial Rule	3	As needed
HIST 349	History of Contemporary Africa	3	As needed

ONE COURSE EACH from Categories A, B, C, and D

A. Race: Historical and Theoretical Perspectives

AFAM 410	Seminar in Comparative Race Relations	3	As needed
AFAM 420	Comparative Slave Systems	3	As needed
ANTH 205	The Anthropology of Race and Racism	3	As needed
PSYC 451	Psychology of Race, Class, and Gender	3	As needed
SOC 208	Minority Group Relations	3	As needed

B. Africa and Its Diasporas

AFAM 310	Martin Luther King and the Civil Rights Era	3	As needed
ANTH 322	Regional Studies in Cultural Anthropology (Caribbean)	3	As needed
HIST 334	The Black Experience in America	3	As needed

C. Cultural Perspectives

ANTH 204	Art, Society, and Culture	3	As needed
ANTH 319	Regional Studies in Cultural Anthropology (Africa)	3	As needed
ART 461	Seminar in Art History (on African American art only)	3	F, Sp
ENGL 326	Studies in African American Literature	3	As needed
ENGL 336	Non-Western Literatures (when appropriate)	3	As needed

NINE CREDIT HOURS OF COURSES from the list above or from any of the following:

ECON	422	Economics of Developing Countries	3	As needed
ENGL	327	Ethnic-American Literatures	3	As needed
HIST	340	The Muslim World from the Age of Muhammad to 1800	3	As needed
HIST	341	The Muslim World in Modern Times, 1800 to the Present	3	As needed
LBRS	307	Minority Workers and Organized Labor	3	As needed
POL	341	The Politics of Developing Nations	3	As needed
SSCI	418	Cultural Pluralism	3	As needed

Cognates

TWELVE CREDIT HOURS OF COURSES from related disciplines, with consent of advisor 12

Total Credit Hours **42**

COURSE REQUIREMENTS FOR MINOR IN AFRICAN AND AFRICAN AMERICAN STUDIES

The minor in African and African American Studies consists of a minimum of 18 credit hours, as follows: African and African American Studies 200, 461; either History 348 or 349; and one course from each of the following categories:

A. Race: Historical and Theoretical Perspectives

African and African American Studies 410, 420; Anthropology 205; Psychology 451; Sociology 208

B. Africa and Its Diasporas

African and African American Studies 310, Anthropology 322, History 334

C. Cultural Perspectives

Anthropology 204, 319; Art 461 (on African American art only); English 326, 336 (when appropriate)

Anthropology

Department of Anthropology

Professors: *Allen, Bigler, Epple, Fluehr-Lobban, Goodwin Gomez, Lobban Jr. (chair)*

Associate Professor: *Morenon*

Assistant Professors: *Baker, del Campo, Gullapalli*

Students are responsible for meeting all graduation requirements; therefore, it is important that students consult with their advisor each semester before registering for courses.

COURSE REQUIREMENTS FOR B.A. IN ANTHROPOLOGY

Course No.	Course Title	Credit Hours	Offered
ANTH 101	Introduction to Cultural Anthropology	3	F, Sp
ANTH 102	Introduction to Archaeology	3	F, Sp
ANTH 103	Introduction to Biological Anthropology	3	F, Sp
ANTH 104	Introduction to Anthropological Linguistics	3	F, Sp
SEVEN ADDITIONAL COURSES in anthropology. At least five of the seven courses must be at the 300-level or above. With consent of department chair, two of the seven courses may be 300-level or above interdisciplinary courses.		21–22	
Total Credit Hours		33–34	

COURSE REQUIREMENTS FOR MINOR IN ANTHROPOLOGY

The minor in anthropology consists of a minimum of 18 credit hours (six courses), as follows: Anthropology 101, 102, 103, 104, and any two additional anthropology courses at the 300-level or above.

Art

Department of Art

Professors: *Bockbrader (chair), Fisher, Horvat, Howkins, H. Kim, Martin*

Associate Professors: *Bosch, Rothstein, Russell, Steinberg*

Assistant Professor: *Whitten*

Students are responsible for meeting all graduation requirements; therefore, it is important that students consult with their advisor each semester before registering for courses. Prospective students should request a copy of the *Art Student Handbook* from the Department of Art for complete details. Refer to the Faculty of Arts and Sciences chart at the beginning of this section for a list of B.A. and B.F.A. studio concentrations.

Admission Requirements for B.A. in Studio Art

At the point when a student has completed foundation requirements and is ready to declare a studio concentration, the student shall apply for the concentration by establishing a plan of study with an appropriate advisor. The advisor and student will review the student's grades in the art program. A minimum grade of C in each of the foundation courses is required to qualify for entry into a studio concentration.

Students who have transferred to Rhode Island College may request program credit for art courses taken at another institution by submitting a portfolio of work representing the courses for which program credit is desired. The portfolio will be reviewed by a committee of studio art faculty to determine course credit transfer.

Retention Requirements for B.A. in Studio Art

If a student receives a grade of C or less in any course in the concentration, he or she may not continue in that concentration.

COURSE REQUIREMENTS FOR B.A. IN STUDIO ART

Course No.	Course Title	Credit Hours	Offered
<i>Foundations</i>			
ART 101	Drawing I: General Drawing	3	F, Sp
ART 104	Design I: Two-Dimensional Design	3	F, Sp
ART 105	Drawing II	3	F, Sp
ART 114	Design II: Three-Dimensional Design	3	F, Sp
ART 204	Synthesis/Three-Dimensional Emphasis	3	F, Sp
ART 205	Synthesis/Two-Dimensional Emphasis	3	F, Sp

Art History and Criticism

ART	231	Prehistoric to Renaissance Art	3	F, Sp, Su
ART	232	Renaissance to Modern Art	3	F, Sp, Su
PHIL	230	Aesthetics	3	F, Sp, Su
ONE COURSE from				
ART	331	Greek and Roman Art	3	Sp
ART	332	Renaissance Art	3	F
ART	333	Baroque Art	3	Sp
ONE COURSE from				
ART	334	American Art and Architecture	3	F
ART	336	Nineteenth-Century European Art	3	F
ART	337	Twentieth-Century Art	3	Sp

Courses in Concentration

Studio I (one 200-level course)			3	
Studio II (one 200- or 300-level course)			3	
ART	491	Studio III: Topic	3	F, Sp
ART	492	Studio IV: Topic	3	F, Sp
ART	497	Senior Studio	3	F, Sp

Elective

ONE COURSE in studio art			3	
--------------------------	--	--	---	--

Cognates

TWO COURSES from

COMM	240	Mass Media and Society	3	F, Sp, Su
COMM	241	Introduction to Film and Video	3	F, Sp
ENGL	325	Literature and Film	3	As needed
ENGL	434	Studies in Theory and Criticism	3	As needed
HIST	326	American Cultural History: The Nineteenth Century	3	As needed
HIST	327	American Cultural History: The Twentieth Century	3	As needed
MUS	201	Survey of Music	3	F, Sp, Su
MUS	221	The Symphony	3	F (even years)
MUS	222	Opera	3	F (odd years)
MUS	314	Twentieth-Century Music	3	Sp (even years)
THTR	105	Introduction to Theatre	3	F, Sp
THTR	110	Fundamentals of Theatrical Design and Production	3	F, Sp
THTR	440	History of Theatre: Origins to 1625	3	Every third semester
THTR	441	History of Theatre: 1625 to 1875	3	Every third semester

Admission Requirements for B.F.A.

Students in the B.A. program are eligible to apply for B.F.A. candidacy after completing the foundation courses and one introductory-level concentration course. For admission into the B.F.A. program, applicants are required to have a minimum grade point average of 2.50 in foundation courses, with no less than a grade of C in any of those courses, and a minimum grade of B in the entry-level major studio concentration. Applicants are also required to have a successful portfolio review.

Applications for B.F.A. candidacy are reviewed in April for fall admission and in November for spring admission. The specific due date for applications and portfolios is posted outside the department office early each semester. Transfer students may apply after admission to the College and after completion of all foundation courses. Prospective students should request a copy of the *Art Student Handbook* from the Department of Art for complete details.

Retention Requirements for B.F.A.

Upon admission to B.F.A. candidacy, the student must develop a complete plan of study approved by the advisor and the department chair. A student may choose a faculty advisor in the elected studio area, who will review the student's grades in the art program. A minimum grade of B is required in all major studio concentration courses for retention in the B.F.A. program.

All General Education requirements must be completed by the end of the junior year. The senior year will be devoted exclusively to studio work.

COURSE REQUIREMENTS FOR B.F.A. IN STUDIO ART

Course No.	Course Title	Credit Hours	Offered
<i>Foundations</i>			
ART 101	Drawing I: General Drawing	3	F, Sp
ART 104	Design I: Two-Dimensional Design	3	F, Sp
ART 105	Drawing II	3	F, Sp
ART 114	Design II: Three-Dimensional Design	3	F, Sp
ART 204	Synthesis/Three-Dimensional Emphasis	3	F, Sp
ART 205	Synthesis/Two-Dimensional Emphasis	3	F, Sp
TWELVE CREDIT HOURS OF COURSES in art history		12	
<i>Courses in Concentration</i>			
Studio I (one 200-level course)		3	
Studio II (one 300-level course)		3	
ART 400	Issues for the Studio Artist	4	F
ART 491	Studio III: Topic	6	F, Sp
ART 492	Studio IV: Topic	6	F, Sp
ART 497	Senior Studio	6	F, Sp

Related Studio Courses

TWELVE ADDITIONAL CREDIT HOURS OF RELATED COURSES in studio art, 12
with consent of advisor and department chair, in the cluster area (B.F.A.
concentrations consist of the following three clusters: (1) painting/printmaking,
(2) photography/graphic design, and (3) sculpture/ceramics/metalsmithing and
jewelry)

Electives

NINE ADDITIONAL CREDIT HOURS OF COURSES in studio art 9

Total Credit Hours

79

COURSE REQUIREMENTS FOR B.A. IN ART HISTORY

Course No.	Course Title	Credit Hours	Offered
ART 231	Prehistoric to Renaissance Art	3	F, Sp, Su
ART 232	Renaissance to Modern Art	3	F, Sp, Su
ART 331	Greek and Roman Art	3	Sp
ART 332	Renaissance Art	3	F
ART 333	Baroque Art	3	Sp
ART 334	American Art and Architecture	3	F
ART 336	Nineteenth-Century European Art	3	F
ART 337	Twentieth-Century Art	3	Sp
ART 461	Seminar in Art History	3	F, Sp
ART 493	Reading and Research in Art History	3	As needed
SIX ADDITIONAL CREDIT HOURS OF COURSES from			
ART 461*	Seminar in Art History	3	F, Sp
<i>or</i>			
ART 493*	Reading and Research in Art History	3	As needed
TWO COURSES from			
ART 101**	Drawing I: General Drawing	3	F, Sp
ART 104**	Design I: Two-Dimensional Design	3	F, Sp
ART 105**	Drawing II	3	F, Sp
*May be repeated for credit, with change in topic.			
**Substitutions may be made with approval of advisor and instructor of the substituted course.			
<i>Cognates</i>			
TWELVE CREDIT HOURS OF COURSES in related disciplines, such as history, music, literature, or languages, chosen with advisor's consent		12	
Total Credit Hours		54	

COURSE REQUIREMENTS FOR MINOR IN STUDIO ART

The minor in studio art consists of a minimum of 21 credit hours (seven courses), as follows: Art 101, 104, 105, 114; Art 204 (or 205); and one introductory-level and one upper-level studio art course.

COURSE REQUIREMENTS FOR MINOR IN ART HISTORY

The minor in art history consists of a minimum of 18 credit hours (six courses), as follows: Art 231, 232, 361; one course from: Art 331, 332, 333; one course from: Art 334, 336, 337; and one additional course from either of the last two groups.

M.A. IN ART—WITH CONCENTRATION IN MEDIA STUDIES**Admission Requirements**

1. A completed application form accompanied by a fifty-dollar nonrefundable application fee.
2. Official transcripts of all undergraduate and graduate records.
3. An official report of scores on the Graduate Record Examination (GRE).
4. Three letters of recommendation.
5. A written statement of purpose.
6. A representative portfolio of creative work in one of the following formats: twenty slides in a carousel tray, a CD-ROM, URL(s) for Web site(s), a VHS video tape, or a significant paper.
7. The Media Studies Admissions Committee may require an interview.

Course Requirements

Course No.	Course Title	Credit Hours	Offered
ARTM 521	Electronic Media Production I	4	F
ARTM 541	Media Aesthetics	4	F
ARTM 542	Media Culture and Theory I	4	Sp
ARTM 543	Media Culture and Theory II	4	F

Choose specialization A or B below

A. Design and Production

ARTM 522	Electronic Media Production II	4	Sp
ARTM 523	Digital Portfolio I	4	F
ARTM 524	Digital Portfolio II	4	Sp
ARTM 579	Media Studies Internship	4	As needed
ELECTIVE (ONE COURSE at the graduate level in art, communications, computer science, English, film studies, philosophy, or theatre; or consent of director of media studies)		3–4	

B. Critical Studies

ARTM 579	Media Studies Internship	4	As needed
ARTM 590	Directed Study in Media Studies	4	As needed
ARTM 691	Thesis in Media Studies	4	As needed
ELECTIVES (TWO COURSES at the graduate level in art, communications, computer science, English, film studies, philosophy, or theatre; or consent of director of media studies)		6–8	

Total Credit Hours

34–36

Art Education

Department of Art

Professor: *Bockbrader (chair)*

Associate Professor: *Kelly*

Assistant Professor: *C. Williams*

Students are responsible for meeting all graduation requirements; therefore, it is important that students consult with their advisor each semester before registering for courses.

Admission Requirements for B.S. in Art Education

Students apply to the art education program through the Department of Art while enrolled in or after completing Art Education 303: Introduction to Art Education. The Department of Art forwards recommendations to the Feinstein School of Education and Human Development. Applicants are then formally accepted into both the art department and to the teacher preparation program in art. For acceptance into the teacher preparation program, candidates must fulfill the following requirements by the end of the semester in which they apply for admission:

1. Completion of at least 24 credit hours of courses from a nationally or regionally accredited institution of higher education.
2. A minimum grade point average of 2.50 in all courses taken prior to admission. Applicants must provide transcripts from *all* colleges and universities previously attended. Candidates who transfer to Rhode Island College from another school must meet this same requirement.
3. Completion of the Rhode Island College Writing and Mathematics Requirements.
4. Completion of Counseling and Educational Psychology 315, with a minimum grade of B-, and submission of a performance-based artifact created from the course. Transfer students must also submit the artifact (instructions are available from the Department of Counseling, Educational Leadership, and School Psychology).
5. Completion of Art Education 303 and studio foundations courses, with a minimum grade of B-.
6. Completion of an essay of commitment to the teaching profession in art.
7. Documentation of preprofessional experience with children or youth.
8. Submission of two recommendations. One must be from a college faculty member familiar with the candidate's academic performance, and the other must be from a professional person familiar with the candidate's preprofessional experience with children or youth.
9. Successful completion of all of the subtests of the Preprofessional Skills Test (PPST) of the Praxis I Series.

Retention Requirements for B.S. in Art Education

To remain in the art education program, students must maintain a minimum cumulative grade point average of 2.67 both overall and in the art education major and must complete all studio art and art history courses with a minimum grade of B-. Students must also complete Art Education 404 and 405, with a minimum grade of B in each course. The Art Education Advisory Committee will review records of students who do not maintain these criteria and such students may be dismissed from the program.

COURSE REQUIREMENTS FOR B.S. IN ART EDUCATION

Course No.	Course Title	Credit Hours	Offered
<i>Studio Foundations</i>			
ART 101	Drawing I: General Drawing	3	F, Sp
ART 104	Design I: Two-Dimensional Design	3	F, Sp
ART 105	Drawing II	3	F, Sp
ART 114	Design II: Three-Dimensional Design	3	F, Sp
<i>and</i>			
ART 204	Synthesis/Three-Dimensional Emphasis	3	F, Sp
<i>or</i>			
ART 205	Synthesis/Two-Dimensional Emphasis	3	F, Sp
<i>Art History/Aesthetics</i>			
ART 231	Prehistoric to Renaissance Art	3	F, Sp, Su
ART 232	Renaissance to Modern Art	3	F, Sp, Su
PHIL 230	Aesthetics	3	F, Sp, Su
TWO COURSES from			
ART 331	Greek and Roman Art	3	Sp
ART 332	Renaissance Art	3	F
ART 333	Baroque Art	3	Sp
ART 334	American Art and Architecture	3	F
ART 336	Nineteenth-Century European Art	3	F
ART 337	Twentieth-Century Art	3	Sp
ART 338	History of Photography	3	Sp
ART 461	Seminar in Art History	3	F, Sp
<i>Studio Art</i>			
ART 202	Painting I	3	F, Sp
ART 206	Ceramics I	3	F, Sp
ART 491	Studio III: Topic	3	F, Sp

ONE COURSE from

ART	208	Printmaking: Intaglio and Monotype	3	Sp
ART	217	Introduction to Photography	3	F, Sp
ART	218	Printmaking: Lithography and Relief	3	F

ONE COURSE from

ART	221	Metalsmithing and Jewelry: Basic Fabrication/Forming	3	F, Sp
ART	223	Metalsmithing and Jewelry: Casting/Duplication Processes	3	F, Sp
ART	234	Sculpture: Wood and Alternate Materials	3	Sp
ART	235	Sculpture: Metal Casting and Fabrication	3	F

ONE COURSE from

ART	302	Painting II	3	F, Sp
ART	306	Ceramics II	3	Sp
ART	324	Graphic Design II	3	F, Sp
ART	347	Photography II	3	F, Sp

or

Level II printmaking or sculpture by special arrangement and with consent of department chair 3

ONE COURSE in computer graphics 3

ONE ADDITIONAL STUDIO COURSE at the 200- or 300-level 3

Professional Courses

ARTE	303	Introduction to Art Education	3	F, Sp
ARTE	404	Practicum in Art Education I	3	F, Sp
ARTE	405	Practicum in Art Education II	3	F, Sp
ARTE	426	Student Teaching in Art Education	9	F, Sp
ARTE	464	Student Teaching Seminar in Art Education	2	F, Sp
CEP	315	Educational Psychology	4	F, Sp, Su
FNED	346	Schooling in a Democratic Society	4	F, Sp, Su

Total Credit Hours**82**

M.A.T. IN ART EDUCATION**Admission Requirements**

1. A completed application form accompanied by a fifty-dollar nonrefundable application fee.
2. Official transcripts of all undergraduate and graduate records.
3. A minimum cumulative grade point average of 3.00 on a 4.00 scale in undergraduate course work.
4. An official report of scores on the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT).
5. A minimum of 45 credit hours of studio art and art history courses.
6. A representative portfolio of art work.
7. Three letters of recommendation.
8. A plan of study approved by the advisor and appropriate dean.
9. A written statement of philosophy.
10. An interview with the art education program coordinator.

Course requirements

Course No.	Course Title	Credit Hours	Offered
<i>Foundations Component</i>			
CEP 552	Psychological Perspectives on Learning and Teaching	3	F, Sp, Su
FNED 546	Contexts of Schooling	4	F, Sp, Su
<i>Professional Education Component</i>			
ARTE 503	Graduate Introduction to Art Education	3	F, Sp
ARTE 504	Graduate Practicum in Art Education I	3	F, Sp
ARTE 505	Graduate Practicum in Art Education II	3	F, Sp
ARTE 515	Curriculum in Art Education	3	F
ARTE 525	Graduate Student Teaching in Art Education	9	F, Sp
ARTE 562	Graduate Seminar in Student Teaching in Art Education	2	F, Sp
<i>Academic Disciplines Component</i>			
ART 560	Graduate Seminar in the Visual Arts	3	Sp
<i>and</i>			
A MINIMUM OF TWO COURSES in studio art at the 400- or 500-level.		6–8	
If a student lacks sufficient background in art history, ceramics, computer graphics, design, drawing, painting, printmaking, or sculpture, additional art courses may be required.			
<i>Research and Thesis</i>			
ART 691	Thesis	3	As needed
ARTE 591	Readings and Research in Art Education	3	As needed
Total Credit Hours		45–47	

Note: The M.A.T. program in art education is designed for applicants seeking K-through-twelve teacher certification.

M.A. IN ART—WITH CONCENTRATION IN ART EDUCATION**Admission Requirements**

1. A completed application form accompanied by a fifty-dollar nonrefundable application fee.
2. Official transcripts of all undergraduate and graduate records.
3. A minimum cumulative grade point average of 3.00 on a 4.00 scale in undergraduate course work.
4. An official report of scores on the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT).
5. Three letters of recommendation.
6. A bachelor's degree in art education or its equivalent, including 45 credit hours of art courses.
7. A representative portfolio of art work.
8. A plan of study approved by the advisor and appropriate dean.
9. A written statement of purpose.
10. An interview with the art education program coordinator.

Course Requirements

Course No.	Course Title	Credit Hours	Offered
<i>Art and Art Education</i>			
TWO COURSES in art studio, history, or theory at the 400- or 500-level		6	
ART 560	Graduate Seminar in the Visual Arts	3	Sp
ARTE 515	Curriculum in Art Education	3	F
<i>Professional Education Component</i>			
FNED 502	Social Issues in Education	3	F, Sp, Su
<i>or</i>			
FNED 520	Cultural Foundations of Education	3	F, Sp
SPED 531	Instructional Approaches to Children with Special Needs in Regular Classes	3	F, Sp, Su
<i>Professional Concentration</i>			
TWELVE CREDIT HOURS OF COURSES chosen from approved areas		12	
<i>Research and Thesis</i>			
ART 691	Thesis	3	As needed
ARTE 591	Readings and Research in Art Education	3	As needed
Total Credit Hours		36	

Note: The M.A. program in art with concentration in art education does not lead to teacher certification. Students interested in certification to teach in the secondary school should see the chapter titled "Secondary Education" in the Feinstein School of Education and Human Development section of this catalog.

Biology

Department of Biology

Professors: *Anthony (chair), Avissar, Gonsalves, Matsumoto, Meedel, Wasti*

Associate Professors: *E. Hall, Kinsey, Kolibachuk, Sheridan*

Assistant Professors: *Conklin, de Gouvenain, Merson, E. Roberts, Spinette*

Students are responsible for meeting all graduation requirements; therefore, it is important that students consult with their advisor each semester before registering for courses. This program also has specific admission and retention requirements, which may be obtained from the advisor.

COURSE REQUIREMENTS FOR B.A. IN BIOLOGY

Course No.	Course Title	Credit Hours	Offered
BIOL 111	Introductory Biology I	4	F, Sp, Su
BIOL 112	Introductory Biology II	4	Sp, Su
BIOL 221	Genetics	4	F
BIOL 318	Ecology	4	F
BIOL 320	Cell and Molecular Biology	4	Sp
BIOL 460	Biology Senior Seminar	3	F, Sp
ONE COURSE from			
BIOL 300	Developmental Biology of Animals	4	Sp
BIOL 321	Invertebrate Zoology	4	As needed
BIOL 324	Vertebrate Zoology	4	As needed
BIOL 329	Comparative Vertebrate Anatomy	4	As needed
BIOL 353	The Plant Kingdom	4	As needed
BIOL 354	Plant Growth and Development	4	As needed
TWO ADDITIONAL COURSES in biology at the 300-level or above		6–8	
<i>Cognates</i>			
CHEM 103	General Chemistry I	4	F, Sp, Su
CHEM 104	General Chemistry II	4	F, Sp, Su
CHEM 205	Organic Chemistry I	4	F, Su
CHEM 206	Organic Chemistry II	4	Sp, Su

PHYS	101	General Physics I	4	F, Su
<i>and</i>				
PHYS	102	General Physics II	4	Sp, Su
<i>or</i>				
PHYS	200	Mechanics	4	F
<i>and either</i>				
PHYS	201	Electricity and Magnetism	4	F
<i>or</i>				
PHYS	202	Thermodynamics, Waves, and Optics	4	Sp

Note: Students considering a double major in biology and chemistry should select Physics 200 and either 201 or 202.

Total Credit Hours

57-59

COURSE REQUIREMENTS FOR MINOR IN BIOLOGY

The minor in biology consists of a minimum of 19 credit hours, as follows: Biology 111, 112; two courses from: Biology 221, 300, 318, 320; and one biology course at the 300-level or above.

M.A. IN BIOLOGY**Admission Requirements**

1. A completed application form accompanied by a fifty-dollar nonrefundable application fee.
2. Official transcripts of all undergraduate and graduate records.
3. A minimum cumulative grade point average of 3.00 on a 4.00 scale in undergraduate course work.
4. A minimum of 24 credit hours of courses in biology, including those courses required of RIC undergraduate biology majors. Six to 8 credit hours of courses in physics. Sixteen to 24 credit hours of courses in chemistry, including organic chemistry.
5. An official report of scores on the Graduate Record Examination (GRE), including the general test and the subject test in biology. (This may be waived for RIC graduates in biology.)
6. Three letters of recommendation.
7. A plan of study approved by the advisor and appropriate dean.
8. An interview. (This may be waived for RIC graduates in biology.)

Course Requirements

Course No.	Course Title	Credit Hours	Offered
BIOL 560	Graduate Seminar (taken twice)	2	F
BIOL 651–654	Advanced Topics in Biology	1–4	F, Sp, Su
BIOL 691–696	Directed Research	6	F, Sp, Su
ADDITIONAL COURSES in science at the graduate level (of which 12 to 15 credit hours must be in biology for a total of 24 credit hours of biology courses)		18–21	
WRITTEN THESIS based on the research done in Biology 691–696		0	
Total Credit Hours		30	

Note: The M.A. in biology does not lead to teacher certification. Students interested in certification to teach biology in the secondary school should refer to Secondary Education under the section titled Feinstein School of Education and Human Development.

Chemical Dependency/Addiction Studies

Department of Psychology

Professors: *Agatstein, Fingeret, Goldfield, Lounsbury, Malloy, Montvilo (director), Randall, Rollins, Sugarman (chair), Tropper*

Associate Professors: *Cousins, R. Kim (clinical supervisor), Marco, Simson, White*

Students are responsible for meeting all graduation requirements; therefore, it is important that students consult with their advisor each semester before registering for courses.

Admission Requirements

Students must have a minimum grade of B- in Psychology 217, 451, and 452; and a minimum grade point average of 2.50 in all courses taken in the program prior to admission.

Retention Requirements

Students must have a minimum grade point average of 2.50 in the major, and a minimum grade of B- in Psychology 453, 471, and 474. Enrollment in these three courses requires prior admission into the chemical dependency program. In their junior year, students should file an application with the director of the program.

COURSE REQUIREMENTS FOR B.S. IN CHEMICAL DEPENDENCY/ADDICTION STUDIES

Course No.	Course Title	Credit Hours	Offered
PSYC 110	Introduction to Psychology	3	F, Sp, Su
PSYC 215	Social Psychology	3	F, Sp, Su
PSYC 217	Drugs, Society, and Chemical Dependency	3	F, Sp, Su
PSYC 221	Foundations of Psychological Research	4	F, Sp, Su
PSYC 230	Human Development	4	F, Sp, Su
PSYC 251	Personality	4	F, Sp, Su
PSYC 320	Introduction to Psychological Methods	4	F, Sp, Su
PSYC 332	Adolescent Psychology	4	F, Sp, Su
	<i>or</i>		
PSYC 339	Psychology of Aging	4	F, Sp, Su

PSYC	345	Physiological Psychology	4	F or Sp
PSYC	354	Abnormal Psychology	4	F, Sp
PSYC	376	Research Methods: Applied Areas of Psychology	4	Sp
PSYC	451	Psychology of Race, Class, and Gender	3	F
PSYC	452	Theories of Psychological Intervention	3	F
PSYC	453	Community Psychology	3	Sp
PSYC	471	Practicum in Chemical Dependency/Addiction Studies	4	F
PSYC	474	Internship in Chemical Dependency/Addiction Studies	4	Sp

Total Credit Hours**58**

Chemistry

Department of Physical Sciences

Professors: Cooley, E. Magyar, J. Magyar (*chair*), Williams Jr.

Associate Professors: *de Oliveira*, Lamontagne

Assistant Professors: Almeida, Wu

Students are responsible for meeting all graduation requirements; therefore, it is important that students consult with their advisor each semester before registering for courses. This program also has specific retention requirements, copies of which may be obtained from the advisor.

COURSE REQUIREMENTS FOR B.A. IN CHEMISTRY

Course No.	Course Title	Credit Hours	Offered
CHEM 103	General Chemistry I	4	F, Sp, Su
<i>or</i>			
CHEM 103H	Honors General Chemistry I	4	F
CHEM 104	General Chemistry II	4	F, Sp, Su
<i>or</i>			
CHEM 104H	Honors General Chemistry II	4	Sp
CHEM 205	Organic Chemistry I	4	F, Su
CHEM 206	Organic Chemistry II	4	Sp, Su
CHEM 403	Inorganic Chemistry I	3	F
CHEM 404	Analytical Chemistry	4	F, Sp (even years)
CHEM 405	Physical Chemistry I	3	F
CHEM 406	Physical Chemistry II	3	Sp
CHEM 407	Physical Chemistry Laboratory I	1	F
CHEM 408	Physical Chemistry Laboratory II	1	Sp

Cognates

MATH	212	Calculus I	4	F, Sp, Su
MATH	213	Calculus II	4	F, Sp, Su
MATH	314	Calculus III	4	F, Sp
PHYS	200*	Mechanics	4	F
PHYS	201*	Electricity and Magnetism	4	Sp

*In unusual circumstances, Physics 202 may be substituted for Physics 201, and Physics 101 and 102 may be substituted for Physics 200 and 201, with consent of department chair.

Total Credit Hours **51**

COURSE REQUIREMENTS FOR B.S. IN CHEMISTRY

The B.S. degree program is approved by the American Chemical Society.

Course No.	Course Title	Credit Hours	Offered
CHEM 103	General Chemistry I	4	F, Sp, Su
<i>or</i>			
CHEM 103H	Honors General Chemistry I	4	F
CHEM 104	General Chemistry II	4	F, Sp, Su
<i>or</i>			
CHEM 104H	Honors General Chemistry II	4	Sp
CHEM 205	Organic Chemistry I	4	F, Su
CHEM 206	Organic Chemistry II	4	Sp, Su
CHEM 403	Inorganic Chemistry I	3	F
CHEM 404	Analytical Chemistry	4	F, Sp (even years)
CHEM 405	Physical Chemistry I	3	F
CHEM 406	Physical Chemistry II	3	Sp
CHEM 407	Physical Chemistry Laboratory I	1	F
CHEM 408	Physical Chemistry Laboratory II	1	Sp
CHEM 410	Biochemistry I	3	F (even years)
CHEM 412	Inorganic Chemistry II	2	Sp
CHEM 413	Inorganic Chemistry Laboratory	1	Sp
CHEM 414	Instrumental Methods of Analysis	4	Sp (odd years)
CHEM 493	Research in Chemistry	3	As needed

ONE COURSE from

CHEM	425	Advanced Organic Chemistry	4	F (odd years)
CHEM	435	Pharmacology and Toxicology	3	As needed
PHYS	300	Atomic and Nuclear Physics	4	Sp (even years)
PHYS	407	Quantum Mechanics	3	Sp (odd years)

or

ONE COURSE in an appropriate chemistry topic, with consent of department chair 3–4

Cognates

MATH	212	Calculus I	4	F, Sp, Su
MATH	213	Calculus II	4	F, Sp, Su
MATH	314	Calculus III	4	F, Sp
MATH	416	Ordinary Differential Equations	3	As needed
PHYS	200*	Mechanics	4	F
PHYS	201*	Electricity and Magnetism	4	Sp

*In unusual circumstances, Physics 202 may be substituted for Physics 201, and Physics 101 and 102 may be substituted for Physics 200 and 201, with consent of department chair.

Total Credit Hours**70–71****COURSE REQUIREMENTS FOR MINOR IN CHEMISTRY**

The minor in chemistry consists of a minimum of 19 credit hours (five courses), as follows: Chemistry 103, 104, 205, 206; and one chemistry course at the 400-level.

Clinical Laboratory Science

Kenneth Kinsey

Director

Students are responsible for meeting all graduation requirements; therefore, it is important that students consult with their advisor each semester before registering for courses.

COURSE REQUIREMENTS FOR B.S. IN CLINICAL LABORATORY SCIENCE

Course No.	Course Title	Credit Hours	Offered
MEDT 301	Clinical Microbiology	8	F
MEDT 302	Clinical Chemistry	8	Sp
MEDT 303	Immunohematology	4	F
MEDT 304	Hematology	6	Sp
MEDT 305	Pathophysiology	2	F
MEDT 306	Clinical Immunology	2	Sp
MEDT 307	Clinical Microscopy	2	F

Cognates

BIOL 108	Basic Principles of Biology	4	F, Sp, Su
BIOL 231	Human Anatomy	4	F, Sp, Su
BIOL 335	Human Physiology	4	F, Sp, Su
BIOL 348	Microbiology	4	F, Sp, Su
BIOL 429	Medical Microbiology	4	As needed
CHEM 103	General Chemistry I	4	F, Sp, Su
CHEM 104	General Chemistry II	4	F, Sp, Su
CHEM 205	Organic Chemistry I	4	F, Su
CHEM 206	Organic Chemistry II	4	Sp, Su
CHEM 404	Analytical Chemistry	4	F, Sp (even years)

MATH	181	Applied Basic Mathematics	3	F, Sp, Su
<i>or</i>				
MATH	209	Precalculus Mathematics	4	F, Sp, Su
<i>or</i>				
MATH	212	Calculus I (based on advisement)	4	F, Sp, Su
PHYS	101	General Physics I	4	F, Su
PHYS	102	General Physics II	4	Sp, Su

Total Credit Hours**83-84**

Communications

Department of Communications

Professor: *Min*

Associate Professors: *Endress, Israel, Magen (chair), A. Olmsted, Palombo*

Assistant Professors: *MacDonald, Zuckerman*

Students are responsible for meeting all graduation requirements; therefore, it is important that students consult with their advisor each semester before registering for courses.

COURSE REQUIREMENTS FOR B.A. IN COMMUNICATIONS

Choose concentration A, B, C, D, or E below

A. Graphic Communications

Course No.	Course Title	Credit Hours	Offered
COMM 200	Fundamentals of Research in Communications	3	F, Sp, Su
COMM 208	Public Speaking	3	F, Sp
COMM 232	Introduction to Graphic Communications Technology	3	F, Sp
COMM 241	Introduction to Film and Video	3	F, Sp
COMM 254	Leadership and Management Communication	3	Sp

FOUR COURSES from

COMM 240	Mass Media and Society	3	F, Sp, Su
COMM 246	Television Production	4	F, Sp
COMM 258	Interpersonal Communication	3	F
COMM 301	Public Relations	3	F, Sp
COMM 338	Advertising	3	F
COMM 345	Digital Media Production	3	Sp
COMM 351	Persuasion	3	Sp
COMM 352	Conflict Resolution	3	As needed
COMM 356	Discussion and Group Communication	3	Sp
COMM 479	Communications Internship	4	F, Sp, Su

FIVE COURSES from

COMM 334	Presentation Techniques	3	F, Sp
COMM 434	Electronic Publishing	3	F, Sp, Su
COMG 331	Offset Press I	3	F
COMG 337	Digital Photographic Reproduction	3	As needed
COMG 433	Offset Press II	3	As needed
COMG 435	Color Reproduction	3	Sp
COMG 449	Color Correction and Control	3	F
COMG 451	Current Trends and Techniques in Graphic Communications	3	Sp

Cognates

THREE ADDITIONAL COURSES in communications, with advisor's approval, or from the following cognate areas: accounting, art, computer information systems, economics, management, marketing

Total Credit Hours

51-53

B. Public and Professional Communication

Course No.	Course Title	Credit Hours	Offered
COMM 200	Fundamentals of Research in Communications	3	F, Sp, Su
COMM 208	Public Speaking	3	F, Sp
COMM 258	Interpersonal Communication	3	F

EIGHT COURSES from

COMM 219	Vocal Improvement	3	As needed
COMM 254	Leadership and Management Communication	3	Sp
COMM 332	Gender and Communication	3	As needed
COMM 333	Intercultural Communication	3	As needed
COMM 351	Persuasion	3	Sp
COMM 352	Conflict Resolution	3	As needed
COMM 353	Political Rhetoric	3	As needed
COMM 355	Language and Thought in Communication	3	Sp
COMM 356	Discussion and Group Communication	3	Sp
COMM 359	Argumentation and Debate	3	F
COMM 479	Communications Internship	4	F, Sp, Su

Cognates

FIFTEEN CREDIT HOURS OF COURSES from no more than three of the following disciplines chosen with advisor's approval: accounting, anthropology, computer information systems, economics, English, history, labor studies, management, marketing, mass media communication, philosophy, political science, psychology, sociology, theatre. A minor in any area fulfills the cognate requirement.

15

Total Credit Hours

48-49

C. Public Relations

Course No.	Course Title	Credit Hours	Offered
COMM 200	Fundamentals of Research in Communications	3	F, Sp, Su
COMM 208	Public Speaking	3	F, Sp
COMM 240	Mass Media and Society	3	F, Sp, Su
COMM 246	Television Production	4	F, Sp
COMM 301	Public Relations	3	F, Sp
COMM 311	Advanced Public Relations	3	F
COMM 338	Advertising	3	F
COMM 351	Persuasion	3	Sp
COMM 357	Propaganda and Public Opinion	3	As needed
COMM 479	Communications Internship	4	F, Sp, Su
ENGL 240	News Writing	3	F, Sp
ENGL 341	Advanced News and Feature Writing	3	As needed
ONE COURSE from			
COMM 254	Leadership and Management Communication	3	Sp
COMM 258	Interpersonal Communication	3	F
COMM 377	Public Relations Laboratory	3	Sp
<i>Cognates</i>			
THREE COURSES from			
ART 104	Design I: Two-Dimensional Design	3	F, Sp
ART 114	Design II: Three-Dimensional Design	3	F, Sp
ART 217	Introduction to Photography	3	F, Sp
ECON 214	Principles of Microeconomics	3	F, Sp, Su
MGT 301	Foundations of Management	3	F, Sp, Su
MKT 301	Introduction to Marketing	3	F, Sp, Su
PSYC 215	Social Psychology	3	F, Sp
PSYC 230	Human Development	4	F, Sp, Su
PSYC 251	Personality	4	F, Sp, Su
Total Credit Hours		50-52	

D. Speech and Hearing Sciences

Course No.	Course Title	Credit Hours	Offered
COMM 200	Fundamentals of Research in Communications	3	F, Sp, Su
COMM 208	Public Speaking	3	F, Sp
COMM 220	Voice and Articulation	3	As needed
COMM 305	Introduction to Communication Disorders	3	F, Sp
COMM 319	Phonetics	3	F
COMM 320	Speech and Language Development	3	F
COMM 321	Speech and Hearing Science	3	Sp
COMM 323	Introduction to Audiology	3	F
COMM 325	Auditory and Speech Mechanisms	3	Sp
COMM 355	Language and Thought in Communication	3	Sp
PSYC 110	Introduction to Psychology	3	F, Sp, Su
PSYC 221	Foundations of Psychological Research	4	F, Sp, Su
<i>Cognates</i>			
THREE COURSES from			
COMM 223	Introduction to Sign Language	3	F
COMM 329	Clinical Observation	2	As needed
PSYC 230	Human Development	4	F, Sp, Su
PSYC 320	Introduction to Psychological Methods	4	F, Sp, Su
PSYC 331	Child Psychology	4	F, Sp, Su
PSYC 339	Psychology of Aging	4	F, Sp
PSYC 341	Perception	4	Sp
PSYC 342	Behavior Modification	4	F or Sp
PSYC 345	Physiological Psychology	4	F
PSYC 346	Psychological Testing	4	F, Sp
PSYC 349	Cognitive Psychology	4	F or Sp
PSYC 373	Research Methods in Developmental Psychology	4	As needed
SPED 300	Introduction to the Characteristics and Education of Children and Youth with Disabilities	4	F, Sp, Su
SPED 311	Language Development and Communication Problems of Children	3	F, Sp
Total Credit Hours		46-49	

E. Mass Media Communications

Course No.	Course Title	Credit Hours	Offered
COMM 200	Fundamentals of Research in Communications	3	F, Sp, Su
COMM 208	Public Speaking	3	F, Sp
COMM 240	Mass Media and Society	3	F, Sp, Su
COMM 242	Message, Media, and Meaning	3	F, Sp
COMM 246	Television Production	4	F, Sp
COMM 492	Senior Portfolio	4	F, Sp
<i>or</i>			
COMM 493	Senior Thesis	4	As needed
THREE COURSES from			
COMM 241	Introduction to Film and Video	3	F, Sp
COMM 340	Current Issues in Mass Media	3	Sp
COMM 342	History and Development of Electronic Media	3	F
COMM 344	Broadcast Journalism	3	F
COMM 345	Digital Media Production	3	Sp
COMM 347	Communication Law and Regulation	3	As needed
COMM 348	International Telecommunications	3	As needed
COMM 479	Communications Internship	4	F, Sp, Su
TWO ADDITIONAL COURSES in communications at the 300- or 400-level		6	
<i>Cognates</i>			
FIFTEEN CREDIT HOURS OF COURSES from the following disciplines chosen with advisor's approval: accounting, art, computer science, economics, English, film studies, graphic communications, history, management, marketing, music, political science, psychology, public relations, public and professional communication, sociology, speech and hearing, theatre		15	
Total Credit Hours		50-51	

COURSE REQUIREMENTS FOR MINOR IN COMMUNICATIONS

The minor in communications consists of a minimum of 18 credit hours (six courses), as follows: Communications 208, 240, and four additional communications courses (12 credit hours), with at least two at the 300-level.

Computer Science

Department of Mathematics and Computer Science

Professors: *Moskol, R. Simons, Zhou*

Associate Professors: *McDowell, Sanders (chair), Schaefer*

Assistant Professor: *Roy*

Students are responsible for meeting all graduation requirements; therefore, it is important that students consult with their advisor each semester before registering for courses. Students cannot count toward the major more than two courses with grades below C-.

COURSE REQUIREMENTS FOR B.A. IN COMPUTER SCIENCE

Course No.	Course Title	Credit Hours	Offered
CSCI 201	Computer Programming I	3	F, Sp
CSCI 221	Computer Programming II	3	Sp
CSCI 312	Computer Organization and Architecture I	3	Sp
CSCI 313	Computer Organization and Architecture II	3	F
CSCI 315	Information Structures	3	F
CSCI 325	Organization of Programming Languages	3	Sp
CSCI 401	Software Engineering	3	Sp
CSCI 435	Operating Systems and Computer Architecture	3	Sp
CSCI 422	Introduction to Computation Theory	3	Sp (even years)
<i>or</i>			
CSCI 423	Analysis of Algorithms	3	Sp (odd years)
ONE COURSE from			
CSCI 427	Introduction to Artificial Intelligence	3	As needed
CSCI 437	Introduction to Data and Computer Communications	3	As needed
CSCI 455	Introduction to Database Systems	3	As needed

TWO ADDITIONAL COURSES from

CSCI	305	Functional Programming	3	As needed
CSCI	422	Introduction to Computation Theory	3	Sp (even years)
CSCI	423	Analysis of Algorithms	3	Sp (odd years)
CSCI	427	Introduction to Artificial Intelligence	3	As needed
CSCI	437	Introduction to Data and Computer Communications	3	As needed
CSCI	455	Introduction to Database Systems	3	As needed

Cognates

ONE OF THE FOLLOWING TWO-COURSE SEQUENCES

MATH	200	Finite Mathematics for Computer Science	4	F, Sp
MATH	212	Calculus I	4	F, Sp, Su
<i>or</i>				
MATH	200	Finite Mathematics for Computer Science	4	F, Sp
MATH	247	Calculus: A Short Course	3	Sp
<i>or</i>				
MATH	212	Calculus I	4	F, Sp, Su
MATH	436	Discrete Mathematics	3	Sp

IT IS RECOMMENDED that students also take Communications 208; English 230; Mathematics 209, 213, 315.

Total Credit Hours**43-44**

COURSE REQUIREMENTS FOR B.S. IN COMPUTER SCIENCE

Course No.	Course Title	Credit Hours	Offered
CSCI 201	Computer Programming I	3	F, Sp
CSCI 221	Computer Programming II	3	Sp
CSCI 312	Computer Organization and Architecture I	3	Sp
CSCI 313	Computer Organization and Architecture II	3	F
CSCI 315	Information Structures	3	F
CSCI 325	Organization of Programming Languages	3	Sp
CSCI 401	Software Engineering	3	Sp
CSCI 422	Introduction to Computation Theory	3	Sp (even years)
CSCI 423	Analysis of Algorithms	3	Sp (odd years)
CSCI 435	Operating Systems and Computer Architecture	3	Sp
TWO COURSES from			
CSCI 427	Introduction to Artificial Intelligence	3	As needed
CSCI 437	Introduction to Data and Computer Communications	3	As needed
CSCI 455	Introduction to Database Systems	3	As needed
ONE ADDITIONAL COURSE from			
CSCI 203	Advanced BASIC Programming	3	As needed
CSCI 301	Introduction to Java Programming	3	As needed
CSCI 302	C++ Programming	3	Sp
CSCI 305	Functional Programming	3	As needed
<i>Cognates</i>			
ENGL 230	Business Writing	3	F, Sp, Su
<i>or</i>			
ENGL 231	Expository Writing	3	F, Sp
MATH 212	Calculus I	4	F, Sp, Su
MATH 213	Calculus II	4	F, Sp, Su
MATH 240	Statistical Methods I	3	F, Sp, Su
MATH 436	Discrete Mathematics	3	Sp
PHIL 206	Ethics	3	F, Sp, Su

ONE COURSE from

MATH	300	Bridge to Advanced Mathematics	3	F
MATH	314	Calculus III	4	F, Sp
MATH	324	College Geometry	3	F, Sp
MATH	417	Introduction to Numerical Analysis	3	As needed
MATH	418	Introduction to Operations Research	3	As needed
MATH	431	Number Theory	3	As needed
MATH	445	Statistical Methods II	3	As needed

ONE OF THE FOLLOWING TWO-COURSE SEQUENCES

BIOL	111	Introductory Biology I	4	F, Sp, Su
BIOL	112	Introductory Biology II	4	F, Sp, Su
<i>or</i>				
CHEM	103	General Chemistry I	4	F, Sp, Su
CHEM	104	General Chemistry II	4	F, Sp, Su
<i>or</i>				
PHYS	200	Mechanics	4	F
PHYS	201	Electricity and Magnetism	4	Sp
<i>or</i>				
PHYS	200	Mechanics	4	F
PHYS	202	Thermodynamics, Waves, and Optics	4	Sp

FOUR ADDITIONAL CREDIT HOURS OF COURSES in biology, chemistry, physical sciences, or physics at the 200-level or above 4

Total Credit Hours**74–75**

Note: Eleven credit hours from Biology 111; Chemistry 103; Mathematics 212, 240; or Physics 200 may be counted toward the Mathematics Category, Science and Mathematics Category, or Laboratory Science Category of General Education.

COURSE REQUIREMENTS FOR MINOR IN COMPUTER SCIENCE

The minor in computer science consists of a minimum of 21 credit hours (seven courses), as follows: Computer Science 201, 221, 312, 313 (or 315); one course from: Computer Science 101, 102, 301, 302, 305; and two additional computer science courses at the 300-level or above.

Dance Performance

Department of Music, Theatre, and Dance

Associate Professors: *Del Giudice, Franzblau (assistant chair), Ward, Wilson Jr. (chair)*

Students are responsible for meeting all graduation requirements; therefore, it is important that students consult with their advisor each semester before registering for courses.

COURSE REQUIREMENTS FOR B.A. IN DANCE PERFORMANCE

Course No.	Course Title	Credit Hours	Offered
DANC 110	Introductory Ballet	2	F
DANC 116*	Introductory Modern Dance	3	F, Sp
DANC 181	Dance Company I	1	Sp
DANC 210	Intermediate Ballet	2	Sp
DANC 216	Intermediate Modern Dance	2	F
DANC 281	Dance Company II	1	Sp
DANC 302	Musical Resources for Dance	3	As needed
DANC 303	Dance Production	3	As needed
DANC 304	Choreography I	3	F (even years)
DANC 309	Dance History	3	Sp (odd years)
DANC 316	Advanced Modern Dance	2	Sp (even years)
DANC 324	Improvisation/Performance	2	As needed
DANC 360	Seminar in Dance	3	As needed
DANC 381	Dance Company III	1	Sp

ONE OF THE FOLLOWING TWO-COURSE SEQUENCES

DANC 112	Introductory Jazz	2	F
DANC 212	Intermediate Jazz	2	Sp
<i>or</i>			
DANC 114	Introductory Tap Dance	2	F (odd years)
DANC 214	Intermediate Tap Dance	2	F (even years)

THREE COURSES from

DANC	320	Touring Dance	3	Sp (even years)
DANC	321	Dance for Musical Theatre	3	Sp
DANC	322	Repertory Performance	3	F (odd years)
DANC	405	Choreography II	3	As needed
DANC	492	Independent Performance in Dance	3	As needed

SIX ADDITIONAL CREDIT HOURS OF COURSES in dance or in other disciplines, 6
with consent of department chair

Cognates

BIOL	108**	Basic Principles of Biology	4	F, Sp, Su
BIOL	231†	Human Anatomy	4	F, Sp, Su
PED	411	Kinesiology	3	F

*Fulfills the Visual and Performing Arts Category of General Education.

**Fulfills the Laboratory Science Category of General Education.

Total Credit Hours **61**

COURSE REQUIREMENTS FOR MINOR IN DANCE PERFORMANCE

The minor in dance performance consists of a minimum of 19–22 credit hours, as follows: Dance 110 and 210 (or 112 and 212), 116, 216, 304, 309; Dance 181 and 281 (or one course from the following: Dance 320, 321, 322, 324); and 2 to 3 additional credit hours of dance courses.

English

Department of English

Professors: *Benson, J. Brown, Calbert, Cobb, Dagle, Feldstein, Grund, S. Hall, Kalinak, McMunn, Potter, Reddy (chair), Roemer, Schapiro, Scott, Zornado*

Associate Professors: *Anderson, Boren, S. Brown, Jalalzai*

Assistant Professors: *Abbotson, Bailey, Bohlinger, Cook, Paley*

Students are responsible for meeting all graduation requirements; therefore, it is important that students consult with their advisor each semester before registering for courses.

COURSE REQUIREMENTS FOR B.A. IN ENGLISH

Course No.	Course Title	Credit Hours	Offered
ENGL 201	Introduction to Literary Study I	4	F, Sp
ENGL 202	Introduction to Literary Study II	4	F, Sp
ENGL 205	Backgrounds in British Literature to 1800	4	F, Sp
ENGL 206	Backgrounds in British Literature 1800 to Present <i>or</i>	4	F, Sp
ENGL 207	Backgrounds in American Literature	4	F, Sp
ENGL 460	Seminar in Major Authors and Themes	4	F, Sp

SIX ADDITIONAL COURSES at the 300- or 400-level, as follows: one pre-1800 course, one 1801 to 1900 course, one post-1900 course, and three other courses from any period/genre (for creative writing concentrators, the other three courses must be creative writing courses.) If 207 is not taken, one of the six 300- or 400-level courses must be in American literature.

Cognates

May be recommended by the advisor, depending on the nature of the student's focus.

Total Credit Hours

38

COURSE REQUIREMENTS FOR MINOR IN ENGLISH

The minor in English consists of a minimum of 20 credit hours (six courses), as follows: English 201, 202, and four 300- or 400-level English courses, at least three of which must be in literature and one of the three in literature before 1800.

COURSE REQUIREMENTS FOR MINOR IN WRITING

The minor in writing consists of a minimum of 18 credit hours (six courses), as follows: English 201, 220; one course from 230, 231, 240; two courses from English 341, 371, 372, 373, 481; and one 300- or 400-level literature course.

M.A. IN ENGLISH

Admission Requirements

1. A completed application form accompanied by a fifty-dollar nonrefundable application fee.
2. Official transcripts of all undergraduate and graduate records.
3. A minimum cumulative grade point average of 3.00 on a 4.00 scale in 24 credit hours of upper-level courses in English language and literature.
4. An official report of scores on the Graduate Record Examination (GRE).
5. An official report of scores on the Graduate Record Advanced Literature in English Examination (optional).
6. Three letters of recommendation, with at least two from English professors.
7. A plan of study approved by the advisor and appropriate dean.
8. An interview.

Course Requirements

Course No.	Course Title	Credit Hours	Offered
	THIRTY CREDIT HOURS OF COURSES in literature at the graduate level	30	

Note: ENGL 592 is included in the 30-credit-hour total, for those students electing the Thesis Plan.

Examination Plan

Total Credit Hours	30
---------------------------	-----------

Note: The M.A. program in English does not lead to teacher certification. Students interested in certification to teach English in the secondary school should refer to Secondary Education under the section titled Feinstein School of Education and Human Development.

M.A. IN ENGLISH—WITH CONCENTRATION IN CREATIVE WRITING**Course Requirements**

Course No.	Course Title	Credit Hours	Offered
EIGHTEEN CREDIT HOURS OF COURSES at the graduate level. Twelve of the 18 credit hours must be in graduate-level literature courses.		18	
ENGL 581	Workshop in Creative Writing (taken for three semesters)	9	
ENGL 592	Thesis	3	As needed
Total Credit Hours		30	

Examination Plan

Under the examination plan (optional for M.A. in English) and upon completion of at least 24 credit hours of graduate course work, the student takes a written examination prepared and administered by the Department of English. The examination is based on reading lists in two of the following four categories: (1) British literature before 1800, (2) British literature since 1800, (3) American literature, and (4) theory or genre. Prior to the examination, the student, in consultation with faculty, will prepare reading lists for the two categories selected. The departmental graduate committee must approve the reading lists and will appoint faculty committees to conduct examinations. Guidelines for preparing reading lists are available from the departmental graduate advisor.

Thesis Plan

Under the thesis plan (optional for M.A. in English; required for M.A. in English—Creative Writing), students take English 592: Master's Thesis in their final semester of study toward the M.A. degree, during which they complete research for and write a master's thesis on a subject of their choice that has been approved by the departmental graduate committee. Students may also, as an option in a previous semester, take English 591: Directed Reading in preparation for the writing of the thesis. The thesis will be written under the direction of a faculty member of the student's choice and will be read by that faculty member and by a second reader appointed by the departmental graduate committee. For M.A. in English students, the thesis will normally be a substantial critical or research paper (though different kinds of projects are possible) of approximately fifty to seventy pages in length. For M.A. in English—Creative Writing students, the thesis will consist of a substantial body of poetry, fiction, nonfictional prose, or drama. A defense of the thesis before a faculty committee is required in all cases.

Film Studies

Bonnie L. MacDonald

Director

Students are responsible for meeting all graduation requirements; therefore, it is important that students consult with their advisor each semester before registering for courses.

COURSE REQUIREMENTS FOR B.A. IN FILM STUDIES

Course No.	Course Title	Credit Hours	Offered
COMM 241	Introduction to Film and Video	3	F, Sp
<i>or</i>			
ENGL 116	Approaches to Film and Film Criticism	3	F, Sp
FILM 220	History of Film I	4	F
FILM 221	History of Film II	4	Sp
FILM 454	Film Theory	4	As needed
TWO COURSES from			
FILM 351	Major Directors	4	As needed
FILM 352	Film Genres	4	As needed
FILM 353	National Cinemas	4	As needed
FILM 450	Topics in the Study of Film	4	As needed
THREE COURSES from			
COMM 345	Digital Media Production	3	Sp
ENGL 325	Literature and Film	3	As needed
ENGL 337	Topics in the Aesthetics of Film	3	As needed
FILM 280	Workshop in Film Studies	3–4	F
FILM 305	Exploring Ethnographic Film	4	As needed
FILM 351	Major Directors	4	As needed
FILM 352	Film Genres	4	As needed
FILM 353	National Cinemas	4	As needed
FILM 380	Workshop in Film Studies	3–4	Sp
FILM 450	Topics in the Study of Film	4	As needed
Total Credit Hours		32–34	

COURSE REQUIREMENTS FOR MINOR IN FILM STUDIES

The minor in film studies consists of a minimum of 21 credit hours, as follows: Communications 241 (or English 116); Film Studies 220, 221; and a minimum of 10 credit hours from the following: Communications 345; English 325, 337; Film Studies 280 (or 380), 305, 351, 352, 353, 450, 454.

French

Department of Modern Languages

Associate Professors: *Géloin, Weston-Gil (chair)*

Students are responsible for meeting all graduation requirements; therefore, it is important that students consult with their advisor each semester before registering for courses.

COURSE REQUIREMENTS FOR B.A. IN FRENCH

Course No.	Course Title	Credit Hours	Offered
FREN 201	Advanced French: Conversation and Composition	4	F
FREN 202	Advanced French: Composition and Conversation	4	Sp
FREN 323	Survey of French Literature from the Middle Ages to 1789	3	As needed
FREN 324	Survey of French Literature from 1789 to the Present	3	As needed
FREN 330	French Civilization	3	As needed
FREN 420	Applied Grammar	3	Alternate years
FREN 460	Seminar in French	3	Sp
THREE ADDITIONAL COURSES in French at the 300-level or above		9	
Total Credit Hours		32	

STUDY ABROAD

Students majoring in French are encouraged to study abroad, for example, in Canada or France. Please contact the Department of Modern Languages for information about programs of study.

COURSE REQUIREMENTS FOR MINOR IN FRENCH

The minor in French consists of a minimum of 20 credit hours (six courses), as follows: French 201, 202, and four additional French courses at the 300-level or above.

General Studies

Thomas A. Schmeling
Director

Admission

No entrance examination is required to be considered for admission into the Bachelor of General Studies Degree (B.G.S.) program; however, applicants must have at least five years of interruption in their education since high school. Candidates are judged on their academic potential as measured by their previous academic and/or life experience. While the B.G.S. allows students to acquire ample knowledge in a variety of disciplines, the program requires students to design their own concentration.

Assessment of Prior Learning

Matriculated returning adults with college-level learning acquired through experiences such as employer- or armed service-sponsored training, community service, self-education, relevant work assignments, or artistic development may apply for the Assessment of Prior Learning Program. Contact the office of the academic deans.

College Level Examination Program (CLEP)

As with other programs, students may gain credit toward degree requirements through CLEP tests. Detailed information is available from the appropriate dean.

Transfer Students

Students who wish to transfer into the B.G.S. program must have had a total of at least five years of interruption in their education since high school.

Valid Credit Restriction

College credit earned more than ten years before the completion of the B.G.S. program may be counted toward graduation, but not in the upper-division concentration.

COURSE REQUIREMENTS FOR B.G.S.

Course No.	Course Title	Credit Hours	Offered
<i>General Education</i>			
ENGL 161	Western Literature	4	F, Sp, Su
HIST 161	Western History	4	F, Sp, Su
CORE 3	(See General Education)	4	
CORE 4	(See General Education)	4	
<i>Concentration</i>		36	
<p>TWELVE COURSES at the 300- or 400-level from four academic departments. Departments must be from at least two different areas as defined below. No more than four courses may be from any one department. Courses beyond this limit will count as electives. Course selections are based on the following areas:</p>			
<ol style="list-style-type: none"> Humanities (Area I)—art, communications, dance, English, history, modern languages, music, philosophy, and theatre. Mathematics and Science (Area II)—biology, chemistry, computer science, mathematics, physical sciences, and physics. Social and Behavioral Sciences (Area III)—accounting, anthropology, computer information systems, economics, finance, geography, management/marketing, political science, psychology, and sociology. 			
<p><i>Note:</i> If a student completes all of the requirements for a specific major, the degree will still not bear that designation. In order to carry a major formally, the student must complete all other requirements for the B.A. or B.S. as well.</p>			
Total Credit Hours		52	

Geography

Department of Political Science

Professors: *Demars, Hofhansel (chair), Motte*

Students are responsible for meeting all graduation requirements; therefore, it is important that students consult with their advisor each semester before registering for courses.

COURSE REQUIREMENTS FOR B.A. IN GEOGRAPHY

Course No.	Course Title	Credit Hours	Offered
GEOG 100	Introduction to Environmental Studies	3	F, Sp, Su
<i>or</i>			
GEOG 205	Earth's Physical Environments	3	F, Sp, Su
GEOG 101	Introduction to Geography	3	F, Sp, Su
GEOG 306	Geographic Skills and Methods	3	As needed
GEOG 400	Regional Geography	3	F, Sp
GEOG 460	Senior Seminar: Theory and Research	3	As needed
GEOG 463	Internship in Geography	3–6	As needed
TWELVE ADDITIONAL CREDIT HOURS OF COURSES in geography, with the exception of Geography 261 and 263		12	
<i>Cognates</i>			
TWELVE CREDIT HOURS OF COURSES in related disciplines, with advisor's approval. A minor in one of the social sciences is acceptable. The cognate requirement is waived for students in elementary education.		12	
Total Credit Hours		42–45	

COURSE REQUIREMENTS FOR MINOR IN GEOGRAPHY

The minor in geography consists of a minimum of 18 credit hours (six courses), as follows: Geography 101 and five courses (15 credit hours) chosen in consultation with a geography advisor. One interdisciplinary social science course at the 300- or 400-level may be included (see course descriptions listed under Social Science).

Gerontology

Rachel Filinson
Director

Students are responsible for meeting all graduation requirements; therefore, it is important that students consult with their advisor each semester before registering for courses.

COURSE REQUIREMENTS FOR MINOR IN GERONTOLOGY

Course No.	Course Title	Credit Hours	Offered
GRTL 315	Physical Aspects of Aging	3	F
NURS 313	Mental Health and Aging	3	Sp
SOC 217	Aging and Society	3	F, Sp
SOC 320	Law and the Elderly	3	Sp
PRACTICUM EXPERIENCE through an established means, such as			
NURS 223	Fundamentals of Nursing Practice	3	F, Sp
POL 327	Internship in State Government	4	Sp
POL 328	Field Experiences in the Public Sector	4	F, Sp, Su
SWRK 436	Field Work	4–7	F
SWRK 437	Advanced Field Work	4–7	Sp
TWO COURSES from			
ANTH 308	Cross-Cultural Studies of Aging	3	As needed
NURS 312	Death and Dying	3	Sp
PED 451	Recreation for the Elderly	3	As needed
PSYC 339	Psychology of Aging	4	F, Sp, Su
SOC 314	The Sociology of Health and Illness	3	As needed
Total Credit Hours		21–26	

History

Department of History

Professors: *P. Brown, Dufour, Olson, Schuster, D. Thomas*

Associate Professors: *Benziger, Cvornyek, Espinosa, Mendy, Piccillo, Schneider (chair), Teng, Delia White*

Assistant Professors: *Hughes, Miller*

Students are responsible for meeting all graduation requirements; therefore, it is important that students consult with their advisor each semester before registering for courses.

COURSE REQUIREMENTS FOR B.A. IN HISTORY

Course No.	Course Title	Credit Hours	Offered
HIST 200	The Nature of Historical Inquiry	4	F, Sp
HIST 361	Seminar in History	4	F, Sp

ONE COURSE EACH from Categories A, B, and C

A. U.S. History

HIST 201	U.S. History to 1877	3	F, Sp, Su
HIST 202	U.S. History from 1877 to the Present	3	F, Sp, Su
HIST 320	American Colonial History	3	As needed
HIST 321	The American Revolution	3	As needed
HIST 322	The Era of American Expansion and Civil War	3	As needed
HIST 323	The Emergence of Modern America	3	As needed
HIST 324	America, 1914 to 1945	3	F
HIST 325	America since 1945	3	Sp
HIST 326	American Cultural History: The Nineteenth Century	3	As needed
HIST 327	American Cultural History: The Twentieth Century	3	As needed
HIST 328	History of the American West	3	As needed
HIST 330	History of American Immigration	3	As needed
HIST 331	Rhode Island History	3	Sp
HIST 332	The American Presidency	3	As needed
HIST 333	Women in American History	3	As needed
HIST 334	The Black Experience in America	3	As needed
HIST 335	American Foreign Policy: 1945 to the Present	3	F
HIST 336	The United States and the Emerging World	3	Sp

B. Western History

HIST	300	History of Greece	3	As needed
HIST	301	Alexander and the Hellenistic World	3	As needed
HIST	302	The Roman Republic	3	As needed
HIST	303	The Roman Empire	3	As needed
HIST	304	Medieval History	3	As needed
HIST	305	The Age of the Renaissance	3	F
HIST	306	The Age of the Reformation	3	Sp
HIST	307	Europe in the Age of Enlightenment	3	As needed
HIST	308	Europe in the Age of Revolution, 1789 to 1850	3	As needed
HIST	309	Europe in the Age of Nationalism, 1850 to 1914	3	As needed
HIST	310	Twentieth-Century Europe	3	As needed
HIST	311	The Origins of Russia to 1700	3	As needed
HIST	312	Russia from Peter to Lenin	3	As needed
HIST	313	The Soviet Union and After	3	As needed
HIST	314	Women in European History	3	As needed
HIST	315	Western Legal Systems	3	As needed
HIST	316	Modern Western Political Thought	3	F
HIST	317	Politics and Society	3	Sp
HIST	352	Colonial Latin America	3	Sp
HIST	353	Modern Latin America	3	F

C. Non-Western History

HIST	340	The Muslim World from the Age of Muhammad to 1800	3	As needed
HIST	341	The Muslim World in Modern Times, 1800 to the Present	3	As needed
HIST	342	Islam and Politics in Modern History	3	As needed
HIST	344	History of East Asia to 1600	3	As needed
HIST	345	History of China in Modern Times	3	As needed
HIST	346	History of Japan in Modern Times	3	As needed
HIST	347	Foreign Relations of East Asia in Modern Times	3	As needed
HIST	348	Africa under Colonial Rule	3	As needed
HIST	349	History of Contemporary Africa	3	As needed

FIVE COURSES in a concentration focused on one of the following: 15
a particular time period, region, or integrative thematic principle

Total Credit Hours 32

COURSE REQUIREMENTS FOR MINOR IN HISTORY

The minor in history consists of a minimum of 16 credit hours (five courses), as follows: History 200 and four additional history courses, at least two at the 300-level, chosen in consultation with advisor.

M.A. IN HISTORY**Admission Requirements**

1. A completed application form accompanied by a fifty-dollar nonrefundable application fee.
2. Official transcripts of all undergraduate and graduate records.
3. A minimum cumulative grade point average of 3.00 on a 4.00 scale in undergraduate course work.
4. A minimum of 24 credit hours of undergraduate courses in history (these courses should not include a Western civilization series or its equivalent).
5. An official report of scores on the Graduate Record Examination (GRE).
6. Three letters of recommendation, with two from history professors.
7. A plan of study approved by the advisor and appropriate dean.
8. An interview.

Course Requirements

Course No.	Course Title	Credit Hours	Offered
Choose A or B, Thesis Plan or Seminar Plan, below			
A. Thesis Plan			
HIST 501	Historiography	3	F
HIST 521	Topics in Comparative History	3	Sp
HIST 561	Graduate Seminar in History	3	F
HIST 562	Graduate Reading Seminar	3	Sp
HIST 571	Graduate Reading Course in History	3	As needed
HIST 599	Directed Graduate Research	6	As needed
NINE ADDITIONAL CREDIT HOURS OF COURSES, with advisement, from HIST 521, 550, 551, 552, 561, 562, 571. Three credit hours of courses in a related discipline may be substituted for one of these courses, with advisor's approval.		9	
ORAL EXAMINATION on the thesis and the major field		0	
Total Credit Hours		30	

B. Seminar Plan

HIST	501	Historiography	3	F
HIST	521	Topics in Comparative History	3	Sp
HIST	561	Graduate Seminar in History (taken twice)	6	F
HIST	562	Graduate Reading Seminar (taken twice)	6	Sp
HIST	571	Graduate Reading Course in History	3	As needed

NINE ADDITIONAL CREDIT HOURS OF COURSES, with advisement, from HIST 521, 550, 551, 552, 571. Three credit hours of courses in a related discipline may be substituted for one of these courses, with advisor's approval.

Total Credit Hours **30**

Note: The M.A. program in history does not lead to teacher certification. Students interested in certification to teach history in the secondary school should refer to Secondary Education under the section titled Feinstein School of Education and Human Development.

Justice Studies

Pamela Irving Jackson

Director

Students are responsible for meeting all graduation requirements; therefore, it is important that students consult with their advisor each semester before registering for courses.

COURSE REQUIREMENTS FOR B.A. IN JUSTICE STUDIES

Course No.	Course Title	Credit Hours	Offered
PHIL 206	Ethics	3	F, Sp, Su
POL 202	American Government	3	F, Sp, Su
PSYC 110	Introduction to Psychology	3	F, Sp, Su
SOC 207	Crime and Criminal Justice	3	F, Sp, Su

Choose Category A, B, or C below

Category A

SOC 302	Social Research Methods I	4	F, Sp, Su
SOC 404	Social Research Methods II	4	F, Sp, Su

Category B

POL 300	Methodology in Political Science	3	F
POL 304	Research Methods II	4	As needed
<i>or</i>			
SOC 404	Social Research Methods II	4	F, Sp, Su

Category C (ONLY FOR students double majoring in justice studies and psychology)

PSYC 320	Introduction to Psychological Methods	4	F, Sp, Su
SOC 302	Social Research Methods I	4	F, Sp, Su

Choose concentration A or B below

A. Requirements for Concentration in Criminal Justice

JSTD	466	Seminar in Justice Studies	3	As needed
POL	332	Civil Liberties in the United States	4	F, Sp
POL	335	Jurisprudence and the American Judicial Process	3	As needed
SOC	309	The Sociology of Delinquency and Crime	3	As needed
SOC	340	Law Enforcement: Theory and Application	3	As needed
SOC	341	Corrections: Process and Theory	3	As needed

ONE COURSE from

POL	327	Internship in State Government	4	Sp
POL	328	Field Experiences in the Public Sector	4	F, Sp, Su
SWRK	436	Field Work	4	F

Cognates

ONE COURSE from

ANTH	303*	Comparative Law and Justice	3	As needed
HIST	315	Western Legal Systems	3	As needed
PHIL	321	Social and Political Philosophy	3	F
SOC	318	Law and Society	3	As needed

*Sociology 304: Comparative Law and Justice may be substituted for this course.

ONE COURSE from

SOC	342	Women, Crime, and Justice	3	As needed
SOC	343	Juveniles and Justice	3	As needed
SOC	344	Minority Issues in Justice Systems	3	As needed

ONE COURSE from

PHIL	315	Evidence, Reasoning, and Proof	3	Annually
PSYC	510	Drugs and Behavior	3	F, Sp, Su
SOC	345	Victimology	3	As needed
SOC	346	Underworld and Upperworld Crime and Criminals	3	As needed

Total Credit Hours

51-52

B. Requirements for Concentration in Justice and Society

ANTH	303	Comparative Law and Justice	3	As needed
<i>or</i>				
SOC	304	Comparative Law and Justice	3	As needed
HIST	315	Western Legal Systems	3	As needed
JSTD	466	Seminar in Justice Studies	3	As needed
PHIL	321	Social and Political Philosophy	3	F
POL	332	Civil Liberties in the United States	4	F, Sp
SOC	309	The Sociology of Delinquency and Crime	3	As needed
SOC	318	Law and Society	3	As needed

Cognates

ONE COURSE from

POL	327	Internship in State Government	4	Sp
POL	328	Field Experiences in the Public Sector	4	F, Sp, Su
POL	335	Jurisprudence and the American Judicial Process	3	As needed
SWRK	436	Field Work	4	F
SOC	340	Law Enforcement: Theory and Application	3	As needed
SOC	341	Corrections: Process and Theory	3	As needed

ONE COURSE from

SOC	342	Women, Crime, and Justice	3	As needed
SOC	343	Juveniles and Justice	3	As needed
SOC	344	Minority Issues in Justice Systems	3	As needed

ONE COURSE from

MGT	341	Business, Government, and Society	3	F, Sp, Su
PHIL	315	Evidence, Reasoning, and Proof	3	Annually
POL	331	Courts and Public Policy	4	F
PSYC	510	Drugs and Behavior	3	F, Sp, Su
SOC	345	Victimology	3	As needed
SOC	346	Underworld and Upperworld Crime and Criminals	3	As needed

Total Credit Hours**50-53****COURSE REQUIREMENTS FOR MINOR IN JUSTICE STUDIES**

The minor in justice studies consists of a minimum of 16 credit hours (five courses), as follows: Political Science 332, Sociology 309; one course from the following: Anthropology 303 (or Sociology 304), History 315, Philosophy 321, Sociology 318; one course from the following: Political Science 335, Sociology 340, 341; and one course from the following: Sociology 342, 343, 344.

Labor Studies

Robert Cvornyek
Coordinator

Students are responsible for meeting all graduation requirements; therefore, it is important that students consult with their advisor each semester before registering for courses.

COURSE REQUIREMENTS FOR B.A. IN LABOR STUDIES

Course No.	Course Title	Credit Hours	Offered
LBRS 201	U.S. Labor History	3	As needed
LBRS 202	Labor Law	3	As needed
LBRS 203	Structure and Function of Unions	3	As needed
LBRS 302	Collective Bargaining and Contract Administration	3	As needed
LBRS 303	The Sociology of Work	3	As needed
LBRS 361	Seminar on the Future of the Labor Movement	3	As needed
TWO COURSES from			
LBRS 204	The Image of the Worker in American Literature	3	As needed
LBRS 301	Theories of the Labor Movement	3	As needed
LBRS 304	Contemporary Labor Problems	3	As needed
LBRS 305	Women and Work	3	As needed
LBRS 306	Organized Labor and the Urban Crisis	3	As needed
LBRS 307	Minority Workers and Organized Labor	3	As needed
MGT 322	Organizational Behavior	3	F, Sp
MGT 333	Negotiations and Conflict Resolution	3	F
A course in	comparative labor history	3	

FOUR COURSES from

CIS 251 Computers in Management 3 F, Sp, Su
or

AN EQUIVALENT COURSE, with coordinator's consent

ECON 200 Introduction to Economics 3 F, Sp, Su
or

ECON 214 Principles of Microeconomics 3 F, Sp, Su
and

ECON 215 Principles of Macroeconomics 3 F, Sp, Su

MGT 301 Foundations of Management 3 F, Sp, Su

MGT 320 Human Resource Management 3 F, Sp, Su

MATH 240 Statistical Methods I 3 F, Sp, Su
or

AN EQUIVALENT COURSE, with coordinator's consent

POL 202 American Government 3 F, Sp, Su

Total Credit Hours **36-39**

COURSE REQUIREMENTS FOR MINOR IN LABOR STUDIES

The minor in labor studies consists of a minimum of 15 credit hours (five courses) chosen in consultation with program coordinator.

Mathematics

Department of Mathematics and Computer Science

Professors: *Abrahamson, Humphreys, Moskol, Nazarian, Sedlock, R. Simons, Sullivan, Zhou*

Associate Professors: *Christy, Harrop, Kovac, La Ferla, McDowell, Sanders (chair), Schaefer, Sparks, Teixeira*

Assistant Professors: *Gall, Roy*

Students are responsible for meeting all graduation requirements; therefore, it is important that students consult with their advisor each semester before registering for courses. Students cannot count toward the major more than two courses with grades below C-.

COURSE REQUIREMENTS FOR B.A. IN MATHEMATICS

Course No.	Course Title	Credit Hours	Offered
MATH 212	Calculus I	4	F, Sp, Su
MATH 213	Calculus II	4	F, Sp, Su
MATH 300	Bridge to Advanced Mathematics	3	F
MATH 314	Calculus III	4	F, Sp
MATH 315	Linear Algebra	3	Sp
MATH 411	Calculus IV	3	F (odd years)
MATH 416	Ordinary Differential Equations	3	As needed
or			
MATH 417	Introduction to Numerical Analysis	3	As needed
MATH 432	Introduction to Abstract Algebra	3	F
MATH 441	Introduction to Probability	3	F
TWO COURSES from			
MATH 416	Ordinary Differential Equations (if not counted above)	3	As needed
or			
MATH 417	Introduction to Numerical Analysis (if not counted above)	3	As needed
MATH 418	Introduction to Operations Research	3	As needed
MATH 431	Number Theory	3	As needed
MATH 436	Discrete Mathematics	3	As needed
MATH 445	Statistical Methods II	3	As needed

Cognates

Choose category A, B, or C below

Category A

ONE COURSE from

CHEM	405	Physical Chemistry I	3	F
CSCI	312	Computer Organization and Architecture I	3	Sp
CSCI	422	Introduction to Computation Theory	3	As needed
CSCI	423	Analysis of Algorithms	3	As needed
ECON	313	Managerial Economics	3	Sp
ECON	314	Intermediate Microeconomic Theory and Applications	3	F
ECON	315	Intermediate Macroeconomic Theory and Analysis	3	Sp
MGT	249	Business Statistics II	3	F, Sp, Su
MKT	333	Market Research	3	F
PHIL	305	Intermediate Logic	3	Sp (even years)

Category B

PHYS	200	Mechanics	4	F
<i>and either</i>				
PHYS	201	Electricity and Magnetism	4	F
<i>or</i>				
PHYS	202	Thermodynamics, Waves, and Optics	4	Sp

Category C

TWO NONMATHEMATICS COURSES approved by the Department of Mathematics and Computer Science as significantly illustrating the applications of mathematics

Total Credit Hours**39–44****COURSE REQUIREMENTS FOR MINOR IN MATHEMATICS**

The minor in mathematics consists of a minimum of 21 credit hours (six courses), as follows: Mathematics 209 (or 240), 212, 213, and at least three additional mathematics courses at the 300-level or above, except Mathematics 409.

M.A. IN MATHEMATICAL STUDIES

Admission Requirements

1. A completed application form accompanied by a fifty-dollar nonrefundable application fee.
2. Official transcripts of all undergraduate and graduate records.
3. A minimum cumulative grade point average of B (3.00 on a 4.00 scale) in undergraduate course work.
4. A minimum of 30 credit hours of courses beyond precalculus mathematics.
5. An official report of scores on the Graduate Record Examination (GRE) or Miller Analogies Test (MAT).
6. Three letters of recommendation.
7. A plan of study approved by the advisor and appropriate dean.
8. An interview.

Course Requirements

Course No.	Course Title	Credit Hours	Offered
Choose concentration A or B below			
A. Mathematics			
FOUR COURSES from			
MATH 512	Foundations of Higher Analysis	3	As needed
MATH 515	Introduction to Complex Variables	3	As needed
MATH 519	Set Theory	3	As needed
MATH 532	Algebraic Structures	3	As needed
MATH 551	Topics in Proof	3	As needed
FOUR ADDITIONAL COURSES in mathematics, chosen with advisor's consent		12	
TWO COURSES in a discipline approved by advisor and department		6	
<i>Comprehensive Examination</i>		0	
Total Credit Hours		30	

B. Mathematics for the Professions

THREE COURSES from			
MATH 512	Foundations of Higher Analysis	3	As needed
MATH 515	Introduction to Complex Variables	3	As needed
MATH 519	Set Theory	3	As needed
MATH 532	Algebraic Structures	3	As needed
MATH 551	Topics in Proof	3	As needed

THREE ADDITIONAL COURSES in mathematics, chosen with advisor's consent 9

FOUR COURSES in mathematics or a related discipline, such as accounting, economics, finance, mathematics education, or pedagogy, chosen with advisor's consent 12

Comprehensive Examination 0

Total Credit Hours **30**

Note: The M.A. program in mathematical studies does not lead to teacher certification. Students interested in certification to teach mathematics in the secondary school should refer to Secondary Education under the section titled Feinstein School of Education and Human Development.

Media Studies

Department of Art

Professors: *Bockbrader (chair), H. Kim, Min*

Associate Professors: *Palombo, Potter, Rothstein, Rudolph (coordinator)*

Assistant Professor: *MacDonald*

For admissions and course requirements, see “Art” program and then subhead “M.A. in Art—with Concentration in Media Studies.”

Students are responsible for meeting all graduation requirements; therefore, it is important that students consult with their advisor each semester before registering for courses. This program also has specific admission requirements.

Modern Languages

Department of Modern Languages

Associate Professors: *Géloin, Juzyn, Margenot, Weston-Gil (chair)*

Assistant Professor: *Levi*

Language Courses

Students are responsible for meeting all graduation requirements; therefore, it is important that students consult with their advisor each semester before registering for courses.

The Department of Modern Languages offers elementary and intermediate courses in Arabic, French, German, Italian, Latin, Portuguese, and Spanish. Elementary courses (101, 102) and intermediate courses (113, 114) may be offered in languages not listed in this catalog. Recent examples include Japanese and Russian. Refer to the schedule of classes published each semester and contact the department chair for details. Advanced courses are available in French, Italian, Latin American Studies, Portuguese, and Spanish.

Placement for language study may be determined by performance on the College Entrance Examination Board (CEEB) tests or by course work. Students who demonstrate proficiency on the CEEB or the College Level Examination Program (CLEP) tests are granted credit toward graduation in accordance with College policy.

Elementary language courses numbered 101 or 102 may be taken for elective credit, except in the language presented to meet College admission requirements. Students who wish to continue their study of the language presented for admission should elect language courses numbered 110, 113, or 114. Students who complete a language course numbered 110 or 113 will be considered to have fulfilled one of the requirements for the Social and Behavioral Sciences Category of General Education.

Study Abroad

The Department of Modern Languages encourages students to study abroad and sponsors a program in Cuernavaca, Mexico. Please contact the Department of Modern Languages for information concerning this program.

Music

Department of Music, Theatre, and Dance

Professors: Mack, Markward, Stillman, Sumerlin

Associate Professors: Coffman, Franzblau (assistant chair), Wilson Jr. (chair)

Assistant Professors: Foley, Greitzer, Guilbault, Guzzio-Kregler, Sternfeld

Students are responsible for meeting all graduation requirements; therefore, it is important that students consult with their advisor each semester before registering for courses. This program also has specific admission and retention requirements, which may be obtained from the advisor.

COURSE REQUIREMENTS FOR B.A. IN MUSIC

Course No.	Course Title	Credit Hours	Offered
<i>Music Theory</i>			
MUS 230	Music Theory I	3	F
MUS 232	Music Theory II	3	Sp
MUS 234	Music Theory III	3	F
MUS 236	Music Theory IV	3	Sp
ONE COURSE from			
MUS 305	Form and Analysis	3	F (odd years)
MUS 307	Composition	3	F (even years)
MUS 321	Orchestration	3	Sp (odd years)
MUS 323	Counterpoint	3	Sp (even years)
MUS 458	Twentieth-Century Theory	3	As needed
<i>Sight Singing and Ear Training</i>			
MUS 231	Sight Singing and Ear Training I	1	F
MUS 233	Sight Singing and Ear Training II	1	Sp
MUS 235	Sight Singing and Ear Training III	1	F
MUS 237	Sight Singing and Ear Training IV	1	Sp

Music History and Literature

MUS	205	Music History and Literature I	3	F
MUS	206	Music History and Literature II	3	Sp
TWO COURSES from				
MUS	310	Medieval and Renaissance Music	3	Sp (even years)
MUS	311	Music of the Baroque	3	F (even years)
MUS	312	Music of the Classical Era	3	Sp (odd years)
MUS	313	Music of the Romantic Period	3	F (odd years)
MUS	314	Twentieth-Century Music	3	Sp (even years)

Performance

TWO SEMESTERS of each of the following groups

1.	Music 161–163 (in one ensemble)	1	F, Sp
2.	Music 270–286 or 288–289 (in one instrument)	4	F, Sp, Su

Note: Students must pass Freshman Applied Music Proficiency upon completion of the second semester of Applied Music.

Electives

FOUR CREDIT HOURS OF COURSES from

MUS	161–163	Large Ensembles	0.5	F, Sp
MUS	164–166	Chamber Ensembles	1	F, Sp
MUS	270–288	Applied Music	2	F, Sp, Su
MUS	458	Twentieth-Century Theory	3	As needed
ONE COURSE in theory or literature at the 300-level			3–4	

Total Credit Hours**40**

COURSE REQUIREMENTS FOR B.M. IN PERFORMANCE

Course No.	Course Title	Credit Hours	Offered
<i>Music Theory</i>			
MUS 230	Music Theory I	3	F
MUS 232	Music Theory II	3	Sp
MUS 234	Music Theory III	3	F
MUS 236	Music Theory IV	3	Sp
MUS 305	Form and Analysis	3	F (odd years)
ONE COURSE from			
MUS 307	Composition	3	F (even years)
MUS 321	Orchestration	3	Sp (odd years)
MUS 323	Counterpoint	3	Sp (even years)
MUS 458	Twentieth-Century Theory	3	As needed
<i>Sight Singing and Ear Training</i>			
MUS 231	Sight Singing and Ear Training I	1	F
MUS 233	Sight Singing and Ear Training II	1	Sp
MUS 235	Sight Singing and Ear Training III	1	F
MUS 237	Sight Singing and Ear Training IV	1	Sp
<i>Music History and Literature</i>			
MUS 205	Music History and Literature I	3	F
MUS 206	Music History and Literature II	3	Sp
MUS 360	Seminar in Music Literature	3	Sp (odd years)
TWO COURSES from			
MUS 310	Medieval and Renaissance Music	3	Sp (even years)
MUS 311	Music of the Baroque	3	F (even years)
MUS 312	Music of the Classical Era	3	Sp (odd years)
MUS 313	Music of the Romantic Period	3	F (odd years)
MUS 314	Twentieth-Century Music	3	Sp (even years)

Applied Music

MUS	091	Student Recital Series (taken for eight semesters)	0	F, Sp
MUS	104	Class Piano I	2	F, Sp
MUS	105	Class Piano II	2	F, Sp
MUS	308	Fundamentals of Conducting	2	F
MUS	391	Junior Recital	0	F, Sp, Su
MUS	493	Senior Recital—Music Performance Majors	0	F, Sp, Su

EIGHT SEMESTERS of each of the following groups:

1.	MUS 161–163	4
2.	MUS 370–388 (in one instrument)	24

Note: Students must pass Freshman Applied Music Proficiency upon completion of the first semester of Applied Music.

Cognates

FOUR CREDIT HOURS from

MUS	164–166	Chamber Ensembles (instrumental and vocal chamber music, including duos, trios, and quartets)	1	F, Sp
MUS	210*	Language Orientation I	2	F
MUS	211*	Language Orientation II	2	Sp
MUS	268	Opera Workshop	1	F, Sp
MUS	366**	Accompanying	1	F, Sp

*Required for voice majors. Voice majors must also take Italian 101 and 102.

**Required for piano majors.

All students are required to take Music 169 (Core 3 of General Education).

Total Credit Hours

72

COURSE REQUIREMENTS FOR MINOR IN MUSIC

The minor in music consists of a minimum of 18 credit hours, as follows: Music 205, 206, 230, 231, 232, 233, and 4 credit hours from applied music and/or ensembles. Music 201, 203, and music education courses may not be elected in the minor.

COURSE REQUIREMENTS FOR MINOR IN JAZZ STUDIES

The minor in jazz studies consists of a minimum of 21 credit hours (five courses), as follows: Music 225, 238, 239; 4 credit hours of Music 168; and 8 credit hours of Music 287.

Music Education

Department of Music, Theatre, and Dance

Professors: *Markward, Sumerlin*

Associate Professors: *Franzblau (assistant chair), Wilson Jr. (chair)*

Assistant Professor: *Guilbault*

Students are responsible for meeting all graduation requirements; therefore, it is important that students consult with their advisor each semester before registering for courses. This teacher preparation program also has specific departmental requirements, which may be obtained from the advisor.

COURSE REQUIREMENTS FOR B.S. IN MUSIC EDUCATION

Course No.	Course Title	Credit Hours	Offered
<i>Music Theory</i>			
MUS 230	Music Theory I	3	F
MUS 232	Music Theory II	3	Sp
MUS 234	Music Theory III	3	F
MUS 236	Music Theory IV	3	Sp
<i>Sight Singing and Ear Training</i>			
MUS 231	Sight Singing and Ear Training I	1	F
MUS 233	Sight Singing and Ear Training II	1	Sp
MUS 235	Sight Singing and Ear Training III	1	F
MUS 237	Sight Singing and Ear Training IV	1	Sp
<i>Music History and Literature</i>			
MUS 205	Music History and Literature I	3	F
MUS 206	Music History and Literature II	3	Sp
ONE COURSE from			
MUS 310	Medieval and Renaissance Music	3	Sp (even years)
MUS 311	Music of the Baroque	3	F (even years)
MUS 312	Music of the Classical Era	3	Sp (odd years)
MUS 313	Music of the Romantic Period	3	F (odd years)
MUS 314	Twentieth-Century Music	3	Sp (even years)

Applied Music

MUS 492	Senior Recital—Music Education Majors	0	F, Sp, Su
---------	---------------------------------------	---	-----------

SEVEN SEMESTERS of each of the following groups

- | | | | |
|---------------------------|-------------------------|-----|--|
| 1. MUS 091 | | 0 | |
| 2. MUS 161–163 | (in one major ensemble) | 3.5 | |
| 3. MUS 270–286 or 288–289 | (in one instrument) | 14 | |

ONE SEMESTER	in a second major ensemble	0.5	
--------------	----------------------------	-----	--

Note: Students must pass Freshman Applied Music Proficiency upon completion of the second semester of Applied Music.

Class Instruments

MUS 104	Class Piano I	2	F, Sp
MUS 105	Class Piano II	2	F, Sp
MUS 106	Class Strings	2	Sp
MUS 107	Class Voice	2	Sp
MUS 110	Brass Class	2	F
MUS 111	Woodwinds Class	2	Sp
MUS 112	Percussion Class	1	F
MUS 308	Fundamentals of Conducting	2	F

Related Requirements

MUS 164–166	Chamber Ensembles (instrumental and vocal chamber music, including duos, trios, and quartets)	4	F, Sp
-------------	---	---	-------

Note: Keyboard majors may substitute one credit hour of Music 366 for one credit hour of Music 164.

Professional Courses

CEP 315	Educational Psychology	4	F, Sp, Su
FNED 346	Schooling in a Democratic Society	4	F, Sp, Su
MUSE 212	Introduction to Music Education	2	Sp
MUSE 412	Practicum in Music Education I	3	F
MUSE 413	Practicum in Music Education II	3	Sp
MUSE 424	Student Teaching in Music Education	9	F
MUSE 460	Student Teaching Seminar in Music Education	1	F

Note: (1) Students are required to take Music 169 (Core 3 of General Education).

(2) Voice majors are required to take Music 210 and 211.

M.A.T. IN MUSIC EDUCATION

Admission Requirements

1. A completed application form accompanied by a fifty-dollar nonrefundable application fee.
2. A baccalaureate degree in music or at least 50 credit hours of music.
3. Official transcripts of all undergraduate and graduate records.
4. A minimum cumulative grade point average of 3.00 on a 4.00 scale in undergraduate course work.
5. An official report of scores on the Graduate Record Examination (GRE) or Miller Analogies Test (MAT).
6. Scores on the entrance examinations in music education, theory, history, and literature.
7. Three letters of recommendation.
8. Evidence of musicianship.
9. A plan of study approved by the advisor and appropriate dean.
10. An interview.

Note: Additional courses may be required as prerequisites for certification, depending on a student's educational background and the results of their entrance examinations. These courses may include various class instruments, conducting, large and small ensembles, theory, history, literature, applied music, and non-Western music.

Course Requirements

Course No.	Course Title	Credit Hours	Offered
<i>Foundations Component</i>			
CEP 552	Psychological Perspectives on Learning and Teaching	3	F, Sp, Su
FNED 546	Contexts of Schooling	4	F, Sp, Su
<i>Professional Education Component</i>			
MUSE 412	Practicum in Music Education I	3	F
MUSE 413	Practicum in Music Education II	3	Sp
MUSE 501	Research Techniques in Music Education	3	Su (even years)
MUSE 502	Perception, Assessment, and Evaluation of Music	3	Su (odd years)
MUSE 525	Advanced Studies in Music Education	3	Su (odd years)
MUSE 526	Student Teaching in Music Education	9	F
MUSE 560	Student Teaching Seminar in Music Education	1	F
<i>Academic Disciplines Component</i>			
MUS 505	Systems of Musical Analysis	3	F (even years)
MUS 560	Seminar in Music Literature	3	Sp (even years)

Applied Music

Choose A or B below, with approval of departmental graduate committee

A. Thesis/Graduate Project

MUSE	592	Graduate Thesis	3	As needed
------	-----	-----------------	---	-----------

B. Recital

MUS	591	Graduate Recital	0	As needed
-----	-----	------------------	---	-----------

and either

MUS	508	Applied Conducting	2	F, Sp, Su
-----	-----	--------------------	---	-----------

or

MUS	570–589	Applied Music	4	F, Sp, Su
-----	---------	---------------	---	-----------

Capstone Course

MUSE	566	Seminar in Music Education	3	F (odd years)
------	-----	----------------------------	---	---------------

Comprehensive Examination

0

Total Credit Hours**43–45**

M.M.ED. IN MUSIC EDUCATION

Students who have completed an M.A.T. in music education at Rhode Island College cannot apply as a candidate for the M.M.Ed. program.

Admission Requirements

1. A completed application form accompanied by a fifty-dollar nonrefundable application fee.
2. Teacher certification in music.
3. A baccalaureate degree in music or at least 50 credit hours of music.
4. Official transcripts of all undergraduate and graduate records.
5. A minimum cumulative grade point average of 3.00 on a 4.00 scale in undergraduate course work.
6. An official report of scores on the Graduate Record Examination (GRE) or Miller Analogies Test (MAT).
7. Scores on the entrance examinations in music education, theory, history, and literature.
8. Three letters of recommendation.
9. Evidence of musicianship.
10. A plan of study approved by the advisor and appropriate dean.
11. An interview.

Course Requirements

Course No.	Course Title	Credit Hours	Offered
<i>Foundations Component</i>			
FNED 502	Social Issues in Education	3	F, Sp, Su
<i>or</i>			
FNED 520	Cultural Foundations of Education	3	F, Sp
SPED 531	Instructional Approaches to Children with Special Needs in Regular Classes	3	F, Sp, Su
<i>Music Education</i>			
MUSE 501	Research Techniques in Music Education	3	Su (even years)
MUSE 502	Perception, Assessment, and Evaluation in Music	3	Su (odd years)
MUSE 525	Advanced Studies in Music Education	3	Su (odd years)
MUSE 566	Seminar in Music Education	3	F (odd years)
THREE CREDIT HOURS OF COURSES from			
MUSE 480	Workshop in Music Education	1–3	
MUSE 503	School Music Administration and Supervision	3	Su (even years)
MUSE 592	Graduate Thesis	3	As needed

Applied Music

MUS	505	Systems of Musical Analysis	3	F (even years)
MUS	560	Seminar in Music Literature	3	Sp (even years)

and

FIVE CREDIT HOURS OF COURSES from

MUS	508	Applied Conducting	2	F, Sp, Su
MUS	521	The Symphony	3	F (even years)
MUS	522	Opera	3	Sp (odd years)
MUS	570–589	Applied Music	2	F, Sp, Su
MUS	591*	Graduate Recital	0	As needed

*Students electing this course must also enroll in at least two semesters of applied music, Music 570–589.

Electives

FOUR CREDIT HOURS OF COURSES from

MUS	561–563	Large Ensembles	0.5	F, Sp
MUS	564–566	Chamber Ensembles	1	F, Sp
MUS	570–589	Applied Music	2	F, Sp, Su

Total Credit Hours**36**

Note: A thesis/graduate project or recital is required of each student. Thesis/graduate projects vary and topics must be approved by the departmental graduate committee. The recital is available only to students who clearly exhibit advanced musicianship and must be approved by the departmental graduate committee.

Philosophy

Department of Philosophy

Professors: *Castiglione (chair), R. Olmsted, Shogenji, S. Smith*

Associate Professor: *Rudolph-Larrea*

Assistant Professor: *Rawson*

Students are responsible for meeting all graduation requirements; therefore, it is important that students consult with their advisor each semester before registering for courses.

COURSE REQUIREMENTS FOR B.A. IN PHILOSOPHY

Course No.	Course Title	Credit Hours	Offered
<i>Logic</i>			
PHIL 205	Introduction to Logic	3	F, Sp, Su
<i>or</i>			
PHIL 305	Intermediate Logic	3	Sp (even years)
<i>History</i>			
PHIL 351	Plato, Aristotle, and Greek Philosophy	4	F
PHIL 356	Descartes, Hume, Kant, and Modern Philosophy	4	Sp
ONE COURSE from			
PHIL 300	American Philosophy	4	Sp (even years)
PHIL 353	Epicurus, Plotinus, and Hellenistic Philosophy	3	Sp (odd years)
PHIL 355	Augustine, Aquinas, and Medieval Philosophy	4	F
PHIL 357	Hegel, Nietzsche, and Nineteenth-Century Philosophy	4	Sp (even years)
PHIL 358	Existentialism and Contemporary Philosophy	4	Sp (odd years)

Ethics

ONE COURSE from

PHIL	306	Contemporary Ethical Theory	3	F (odd years)
PHIL	321	Social and Political Philosophy	3	F
PHIL	322	Philosophy of Law	3	Sp

Epistemology/Metaphysics

ONE COURSE from

PHIL	311	Knowledge and Truth	3	Sp (even years)
PHIL	320	Philosophy of Science	4	F (odd years)
PHIL	330	Metaphysics	3	F (even years)
PHIL	333	Philosophy of Mind	3	F (odd years)

ANY ADDITIONAL COURSES in philosophy at the 200- or 300-level
to complete a total of 30 credit hours in the major, with at least 18
credit hours at the 300-level

Total Credit Hours**30****COURSE REQUIREMENTS FOR MINOR IN PHILOSOPHY**

The minor in philosophy consists of a minimum of 18 credit hours in philosophy, with at least 6 credit hours at the 300-level. The courses chosen should form a coherent program.

Physics

Department of Physical Sciences

Professors: *Gilbert, Glanz, J. Magyar (chair)*

Associate Professors: *Rivers, Snowman*

Assistant Professor: *DelVecchio*

Students are responsible for meeting all graduation requirements; therefore, it is important that students consult with their advisor each semester before registering for courses. This program also has specific retention requirements, which may be obtained from the advisor.

COURSE REQUIREMENTS FOR B.A. IN PHYSICS

Course No.	Course Title	Credit Hours	Offered
PHYS 200	Mechanics	4	F
PHYS 201	Electricity and Magnetism	4	Sp
PHYS 202	Thermodynamics, Waves, and Optics	4	F
PHYS 300	Atomic and Nuclear Physics	4	As needed
PHYS 312	Mathematical Methods in Physics	3	As needed
PHYS 401	Advanced Electricity and Magnetism	3	As needed
PHYS 403	Intermediate Mechanics	3	As needed
PHYS 407	Quantum Mechanics	3	As needed
PHYS 413	Senior Laboratory	3	As needed
<i>Cognates</i>			
CHEM 103	General Chemistry I	4	F, Sp, Su
CHEM 104	General Chemistry II	4	F, Sp, Su
MATH 212	Calculus I	4	F, Sp, Su
MATH 213	Calculus II	4	F, Sp, Su
MATH 314	Calculus III	4	F, Sp
MATH 416	Ordinary Differential Equations	3	As needed
Total Credit Hours		54	

COURSE REQUIREMENTS FOR MINOR IN PHYSICS

The minor in physics consists of a minimum of 17 credit hours (five courses in physics in any combination).

Political Science

Department of Political Science

Professors: *Hofhansel (chair), Leazes Jr., Stone, Weiner*

Associate Professors: *Oppenlander, Perrotta, Schmeling, Weil*

Assistant Professor: *Brophy-Baermann*

Students are responsible for meeting all graduation requirements; therefore, it is important that students consult with their advisor each semester before registering for courses.

COURSE REQUIREMENTS FOR B.A. IN POLITICAL SCIENCE

Course No.	Course Title	Credit Hours	Offered
POL 202	American Government	3	F, Sp, Su
POL 203	Global Politics	3	F, Sp
POL 204	Introduction to Political Thought	3	F, Sp
POL 308	Current Political Controversy	4	F

EIGHTEEN ADDITIONAL CREDIT HOURS of departmental offerings at the 300-level or above. Political Science 208 may also be taken to fulfill part of this requirement. 18

Political science majors must also demonstrate computer literacy as approved by the department chair.

Cognates

TWELVE CREDIT HOURS OF COURSES in related disciplines, chosen with advisor's consent. The cognate requirement is waived for students completing a second major or a minor or an approved skills sequence. 12

Total Credit Hours

43

Internship

The Department of Political Science strongly encourages students to undertake internship experiences as part of their undergraduate education. Every fall, spring, and summer the department offers a twelve-week internship for students in political science, public administration, justice studies, gerontology, or other programs. Students are placed in federal, state, and local government agencies; in private sector public service organizations; and in organizations engaged in campaigns or political advocacy. To enroll in this internship, students should register for Political Science 328.

In addition, under the auspices of the Rhode Island State Internship Program, the department offers a twelve-week internship every spring semester, placing students with individual members of the Rhode Island state legislature or with members of the executive and judicial branches of state government. To enroll in this internship, students should register for Political Science 327.

In cooperation with Rhode Island's U.S. senators and representatives, several students are chosen to spend a week during the spring semester in the Washington, D.C., office of either a U.S. senator or a representative from Rhode Island.

The London Course

The London Course is the study of British politics, government, and culture, as well as urban geography and city planning in London. The course is divided into two components—a six-week proseminar at Rhode Island College during Summer Session I, followed by a three-week stay in London during July in conjunction with South Bank University. The stay in Europe includes trips to the House of Commons, Cambridge University, the Home Counties, and Paris.

COURSE REQUIREMENTS FOR B.A. IN POLITICAL SCIENCE—WITH CONCENTRATION IN PUBLIC ADMINISTRATION

Public administration is available as a second major only. Students may not select public administration as a first major.

Course No.	Course Title	Credit Hours	Offered
CIS 251	Computers in Management	3	F, Sp, Su
<i>or</i>			
SSCI 102	Introduction to Computer Use in the Social Sciences	3	As needed
POL 202	American Government	3	F, Sp, Su
POL 301	Foundations of Public Administration	3	F
POL 328	Field Experiences in the Public Sector	4	F, Sp, Su

POL	330	Administrative Law and Regulatory Politics	4	As needed
<i>or</i>				
POL	331	Courts and Public Policy	4	F
POL	452	Leadership and Bureaucratic Politics	3	F
POL	455	Policy Formation Process	4	F
PBAD	325	Politics of Public Management: Budgeting and Personnel Administration	4	Sp

Cognates

6–8

TWO COURSES at the 300- or 400-level from the following areas: anthropology, communications, economics, education, geography, labor studies, management, psychology, social work, sociology. The cognate requirement is waived for students completing a major or minor in a field other than political science.

Total Credit Hours**34–37****COURSE REQUIREMENTS FOR MINOR IN POLITICAL SCIENCE**

The minor in political science consists of a minimum of 18 credit hours, as follows: two courses from Political Science 202, 203, and 204. Additional courses are selected from departmental offerings at the 300- or 400-level, with the exception of Public Administration 325.

Portuguese

Department of Modern Languages

Associate Professor: *Weston-Gil (chair)*

Assistant Professor: *Levi*

Students are responsible for meeting all graduation requirements; therefore, it is important that students consult with their advisor each semester before registering for courses.

COURSE REQUIREMENTS FOR MINOR IN PORTUGUESE

Course No.	Course Title	Credit Hours	Offered
PORT 201	Conversation and Composition	4	F
PORT 202	Composition and Conversation	4	Sp
FOUR ADDITIONAL COURSES in Portuguese at the 200-level or above		12	
Total Credit Hours		20	

Pre dental, Pre medical, Pre optometry, Pre veterinary Preparation

Elaine Magyar

Pre medical, Pre dental, and Pre optometry Advisor

Edythe Anthony

Pre veterinary Advisor

Students are responsible for meeting all graduation requirements; therefore, it is important that students consult with their advisor each semester before registering for courses.

Admission Requirements for Preprofessional Preparation

To qualify for admission to dental, medical, optometry, or veterinary school, students must present a strong liberal arts background, show competency in writing and in their chosen academic majors, and demonstrate some knowledge of work in the laboratory sciences. Although neither a specific major nor a specific program of study is required for application, a biology or chemistry major will provide excellent preparation. In addition, most of these schools require the results of the student's performance on some standardized tests of verbal and quantitative analytical abilities.

Beginning in the freshman year, students interested in dental, medical, optometry, or veterinary school should consult with the preprofessional advisor concerning a plan of study and application procedures. Since individual schools have specific course requirements, it is essential to consult with the advisor early in the program of study. Students should also supplement their majors with the courses listed below.

COURSE REQUIREMENTS FOR PREPROFESSIONAL PREPARATION

Course No.	Course Title	Credit Hours	Offered
BIOL 111	Introductory Biology I	4	F, Sp, Su
BIOL 112	Introductory Biology II	4	Sp, Su
CHEM 103	General Chemistry I	4	F, Sp, Su
CHEM 104	General Chemistry II	4	F, Sp, Su
CHEM 205	Organic Chemistry I	4	F, Su
CHEM 206	Organic Chemistry II	4	Sp, Su
PHYS 101	General Physics I	4	F, Su
PHYS 102	General Physics II	4	Sp, Su

TWO OR THREE COURSES in advanced biology, chosen in consultation with the appropriate advisor 6–12

Total Credit Hours

38–44

Note: It is strongly recommended that students take mathematics sequences through calculus as well as intermediate or advanced courses in modern foreign languages.

BROWN UNIVERSITY MEDICAL SCHOOL EARLY IDENTIFICATION

Each year the faculty is able to nominate several students from the premedical studies area as candidates in a program of “early identification” with the medical school at Brown University. Students who meet the course requirements can be accepted as Early Decision Candidates into the medical school. Complete details are available from the premedical advisor.

Prelaw Preparation

John Perrotta

Advisor

Rhode Island College is comparable with other baccalaureate degree-granting institutions as an appropriate environment for a prelegal education. The College offers a range of experiences that help prepare students for entrance into law school.

No specific major or curriculum is required or recommended by law schools as a prerequisite for admission. One can major in any of a dozen or more possible fields and go on to law school with equal facility. Accordingly, the selection of liberal arts courses which familiarize prelaw students with society, history, philosophy, and government is as important as the choice of a major. Success in and contribution to some fields of law also increasingly require preparation in such areas as communications, accounting, and computer science.

A primary criterion for admission to law school is performance on the Law School Admissions Test (LSAT). All law schools require applicants to submit their LSAT scores. The LSAT is both “. . . a standardized test designed to . . . measure . . . an examinee’s ability to handle new situations and problems” and an examination requiring the writing of an impromptu essay on a controversial topic or situation. The former is scored in competition with all other applicants taking the LSAT on a given date around the country. The essay is scored and utilized by the admissions committees of individual law schools as they see fit. (See Law School Admission Services’ *LSAT/LSDAS Registration Information Book*.)

The LSAT examination is given four times a year at test sites throughout Rhode Island and the nation. Students who wish to apply to enter law school in the month of September, especially if they are going to seek financial support, should take the LSAT in October or December of the preceding year.

Law schools assess a student’s undergraduate record on a 4.00 index scale, excluding grades in physical education, ROTC, and applied courses in art and music. The law school applicant should demonstrate a strong grade point average, both in their major and overall course work.

Early in their undergraduate programs, those interested in law school should discuss with the College’s prelaw advisor the particulars of taking the LSAT as well as the procedures and strategies for filling out the law school application.

Preoccupational Therapy Preparation

Kenneth Kinsey

Advisor

Students are responsible for meeting all graduation requirements; therefore, it is important that students consult with their advisor each semester before registering for courses.

COURSE REQUIREMENTS FOR PREOCCUPATIONAL THERAPY PREPARATION

Course No.	Course Title	Credit Hours	Offered
BIOL 108	Basic Principles of Biology	4	F, Sp, Su
<i>or</i>			
BIOL 111	Introductory Biology I	4	F, Sp, Su
<i>and</i>			
BIOL 112	Introductory Biology II	4	Sp, Su
BIOL 231	Human Anatomy	4	F, Sp, Su
BIOL 335	Human Physiology	4	F, Sp, Su
CHEM 103	General Chemistry I	4	F, Sp, Su
CHEM 104	General Chemistry II	4	F, Sp, Su
MATH 240	Statistical Methods I	3	F, Sp, Su
PSYC 230	Human Development	4	F, Sp, Su
PSYC 251	Personality	4	F, Sp, Su
PSYC 354	Abnormal Psychology	4	F, Sp
Total Credit Hours		35-39	

Prephysical Therapy Preparation

Kenneth Kinsey

Advisor

Students are responsible for meeting all graduation requirements; therefore, it is important that students consult with their advisor each semester before registering for courses. Students interested in physical therapy enroll as liberal arts biology majors and follow a program of study in consultation with an academic advisor.

SUGGESTED COURSES FOR PREPHYSICAL THERAPY PREPARATION

Course No.	Course Title	Credit Hours	Offered
BIOL 108	Basic Principles of Biology	4	F, Sp, Su
<i>or</i>			
BIOL 111	Introductory Biology I	4	F, Sp, Su
<i>and</i>			
BIOL 112	Introductory Biology II	4	Sp, Su
BIOL 231	Human Anatomy	4	F, Sp, Su
BIOL 335	Human Physiology	4	F, Sp, Su
CHEM 103	General Chemistry I	4	F, Sp, Su
CHEM 104	General Chemistry II	4	F, Sp, Su
MATH 209	Precalculus Mathematics (with consent of advisor)	4	F, Sp, Su
PHYS 101	General Physics I	4	F, Su
PHYS 102	General Physics II	4	Sp, Su
PSYC 110	Introduction to Psychology	3	F, Sp, Su
PSYC 221	Foundations of Psychological Research	4	F, Sp, Su
PSYC 320	Introduction to Psychological Methods	4	F, Sp, Su
PSYC 354	Abnormal Psychology	4	F, Sp

Total Credit Hours

47-51

Psychology

Department of Psychology

Professors: *Agatstein, Fingeret, Goldfield, Lounsbury, Malloy, Montvilo, Randall, Rollins, Sugarman (chair), Tropper*

Associate Professors: *R. Kim, Marco, Simson, White*

Assistant Professors: *Ladd, Laupa, Lewis*

Students are responsible for meeting all graduation requirements; therefore, it is important that students consult with their advisor each semester before registering for courses.

B.A. IN PSYCHOLOGY

Course Requirements

Course No.	Course Title	Credit Hours	Offered
PSYC 110	Introduction to Psychology	3	F, Sp, Su
PSYC 215	Social Psychology	3	F, Sp, Su
PSYC 221	Foundations of Psychological Research	4	F, Sp, Su
PSYC 230	Human Development	4	F, Sp, Su
PSYC 251	Personality	4	F, Sp, Su
PSYC 320	Introduction to Psychological Methods	4	F, Sp, Su
*ONE COURSE from			
PSYC 331	Child Psychology	4	F, Sp, Su
PSYC 332	Adolescent Psychology	4	F, Sp, Su
PSYC 335	Family Psychology	4	As needed
PSYC 339	Psychology of Aging	4	F, Sp, Su
*ONE COURSE from			
PSYC 341	Perception	4	F, Sp, Su
PSYC 342	Behavior Modification	4	F, Sp
PSYC 344	Learning	4	F, Su
PSYC 345	Physiological Psychology	4	F or Sp
PSYC 346	Psychological Testing	4	F, Sp
PSYC 349	Cognitive Psychology	4	F, Sp

*ONE COURSE from

PSYC	353	History and Systems of Psychology	4	F
PSYC	354	Abnormal Psychology	4	F, Sp, Su
PSYC	356	Psychology of Women	4	F, Sp
PSYC	357	Social Cognition	4	As needed
PSYC	358	Social Psychology and the Law	4	As needed
PSYC	359	Health Psychology	4	F, Sp

*ONE COURSE from

PSYC	373	Research Methods in Developmental Psychology	4	F, Sp, Su
PSYC	374	Research Methods in Experimental Psychology	4	As needed
PSYC	375	Research Methods in Personality and Social Psychology	4	F, Sp, Su
PSYC	376	Research Methods in Applied Areas of Psychology	4	Sp, Su

*With consent of department chair, Psychology 360 may be substituted for any of the required courses listed below the asterisk, except Psychology 373, 374, and 375.

Total Credit Hours
38**COURSE REQUIREMENTS FOR MINOR IN PSYCHOLOGY**

The minor in psychology consists of 22 credit hours (six courses), as follows: Psychology 110, 215, 221, 230, 251, and one course from Psychology 341, 342, 344, 345, 346, 349.

M.A. IN PSYCHOLOGY**Admission Requirements**

1. A completed application form accompanied by a fifty-dollar nonrefundable application fee.
2. Official transcripts of all undergraduate and graduate records.
3. Prior courses in research methods and in at least four of the following areas: cognitive psychology, developmental psychology, learning, personality theory, social psychology, and statistics.
4. A minimum cumulative grade point average of 3.00 on a 4.00 scale in undergraduate course work.
5. An official report of scores on the Graduate Record Examination (GRE) or Miller Analogies Test (MAT).
6. Three letters of recommendation.
7. A plan of study approved by the advisor and appropriate dean.
8. An interview may be required.

Course Requirements

Course No.	Course Title	Credit Hours	Offered
PSYC 538	Seminar in Personality and Social Development	3	Sp
PSYC 540	Quantitative Methods in Psychological Research	3	F
PSYC 541	Seminar in Research Methods	3	Sp
PSYC 549	Cognition	3	F
PSYC 556	Seminar in Personality Theory	3	F
PSYC 558	Seminar in Social Psychology	3	Sp
PSYC 590	Directed Research	3	As needed
THREE ADDITIONAL COURSES at the 400- and 500-level, with advisor's consent. Courses from other departments may be considered.		9	
<i>Comprehensive Examination</i>		0	
Total Credit Hours		30	

Public Administration

Francis Leazes Jr.

Director

B.A. IN POLITICAL SCIENCE WITH A CONCENTRATION IN PUBLIC ADMINISTRATION

The major in political science with a concentration in public administration is available as a dual major only. Students enrolled in liberal arts majors or preprofessional programs are encouraged to consult with the director of the program about ways this major may be tailored to complement their course of study. See political science for course requirements.

B.A.—M.P.A. PROGRAM

Rhode Island College cooperates with the University of Rhode Island in providing Rhode Island College students with an opportunity to begin their graduate training in public administration as they complete their studies leading to a degree at Rhode Island College. Early advisement is essential for students seeking admission to this program. A student in this cooperative program could earn the Master of Public Administration degree in fifteen months of full-time study or pursue the degree on a part-time basis. Students should consult with the director of the undergraduate public administration program no later than the second semester of their junior year.

M.P.A. PROGRAM

The Master of Public Administration (M.P.A.) in Rhode Island Program is a cooperative program of Rhode Island College and the University of Rhode Island. M.P.A. students may take graduate-level electives at Rhode Island College to fulfill their plan of study. Requests for program information should be made to the director of the public administration program at Rhode Island College.

Sociology

Department of Sociology

Professors: *Adler, R. Clark, Filinson (chair), Jackson, Liu, Niklas, Roche*

Associate Professor: *Blank*

Assistant Professor: *Ciambrone*

Students are responsible for meeting all graduation requirements; therefore, it is important that students consult with their advisor each semester before registering for courses.

COURSE REQUIREMENTS FOR B.A. IN SOCIOLOGY

Course No.	Course Title	Credit Hours	Offered
SOC 300	Classical Sociological Theories	4	F, Sp
SOC 302	Social Research Methods I	4	F, Sp, Su
SOC 400	Contemporary Sociological Theories	4	F, Sp
SOC 404	Social Research Methods II	4	F, Sp, Su
SOC 460	Senior Seminar in Sociology	4	F, Sp
FOUR ADDITIONAL COURSES in sociology, with no more than one at the 200-level		12–16	
<i>Cognate</i>			
MATH 240	Statistical Methods I	3	F, Sp, Su
Total Credit Hours		35–39	

COURSE REQUIREMENTS FOR MINOR IN SOCIOLOGY

The minor in sociology consists of a minimum of 20 credit hours, including Sociology 300 and 302. At least 14 credit hours must be at the 300- and 400-levels.

Spanish

Department of Modern Languages

Associate Professors: *Juzyn, Margenot, Weston-Gil (chair)*

Students are responsible for meeting all graduation requirements; therefore, it is important that students consult with their advisor each semester before registering for courses.

B.A. IN SPANISH

Course Requirements

Course No.	Course Title	Credit Hours	Offered
SPAN 201*	Conversation and Composition	4	F
SPAN 202	Composition and Conversation	4	Sp
SPAN 310	Spanish Literature and Culture: Pre–Eighteenth Century	3	F
SPAN 311	Spanish Literature and Culture: From Eighteenth Century	3	Sp
SPAN 312	Latin American Literature and Culture: Pre–Eighteenth Century	3	F
SPAN 313	Latin American Literature and Culture: From Eighteenth Century	3	Sp
SPAN 420	Applied Grammar	3	Alternate years
SPAN 460	Seminar in Spanish	3	F
TWO ADDITIONAL COURSES in Spanish at the 300-level or above		6	

*Spanish speakers may substitute Spanish 200 for Spanish 201.

Total Credit Hours

32

COURSE REQUIREMENTS FOR MINOR IN SPANISH

The minor in Spanish consists of a minimum of 20 credit hours (six courses), as follows: Spanish 201, 202, 310 (or 311), 312 (or 313), and two additional Spanish courses at the 300-level or above.

B.A. IN SPANISH—WITH CONCENTRATION IN LATIN AMERICAN STUDIES**Course Requirements**

Course No.	Course Title	Credit Hours	Offered
ANTH 101	Introduction to Cultural Anthropology	3	F, Sp
HIST 352	Colonial Latin America	3	Sp
HIST 353	Modern Latin America	3	F
LAS 363	Seminar: Topics in Latin American Studies	3	As needed
SPAN 201*	Conversation and Composition	4	F
SPAN 202	Composition and Conversation	4	Sp
SPAN 312	Latin American Literature and Culture: Pre–Eighteenth Century	3	F
SPAN 313	Latin American Literature and Culture: From Eighteenth Century	3	Sp
TWO COURSES from			
ANTH 312	Regional Studies in Archeology (Latin America)	3	As needed
ANTH 325	Regional Studies in Cultural Anthropology (South American Indians)	3	As needed
ANTH 336	State and Society in the Third World	3	As needed
ANTH 461	Latinos in the United States	3	As needed
HIST 317**	Politics and Society	3	Sp
POL 203	Global Politics	3	F, Sp
POL 317**	Politics and Society	3	Sp
POL 341	The Politics of Developing Nations	3	As needed
Or a 400-level Spanish course in Latin American literature, film, culture, etc.		3	As needed
Total Credit Hours		32	

*Spanish speakers may substitute Spanish 200 for Spanish 201.

**Students cannot receive credit for both History 317 and Political Science 317.

COURSE REQUIREMENTS FOR MINOR IN LATIN AMERICAN STUDIES

The minor in Latin American studies consists of any six courses above from the major in “Spanish—with Concentration in Latin American Studies.” These courses must be chosen with advisor’s consent.

STUDY ABROAD

Students majoring in Spanish are encouraged to study abroad. The department sponsors a program in Cuernavaca, Mexico. Contact the Department of Modern Languages for more information.

Theatre

Department of Music, Theatre, and Dance

Associate Professors: *Abernathy, Franzblau (assistant chair), Panovski, Pickart, Taylor Jr., Wilson Jr. (chair)*

Students are responsible for meeting all graduation requirements; therefore, it is important that students consult with their advisor each semester before registering for courses.

COURSE REQUIREMENTS FOR B.A. IN THEATRE

Course No.	Course Title	Credit Hours	Offered
THTR 105	Introduction to Theatre	3	F, Sp
THTR 110	Fundamentals of Theatrical Design and Production	3	F, Sp
THTR 222	The Actor's Self: Improvisation and Technique	3	F, Sp
THTR 378	Theatre Production	1	F, Sp
THTR 440*	History of Theatre: Origins to 1625	3	Every third semester
THTR 441*	History of Theatre: 1625 to 1875	3	Every third semester
THTR 442	History of Theatre: 1875 to the present	3	Every third semester
THTR 460	Seminar in Theatre	3	Sp

*Students who select the musical theatre concentration may take either Theatre 440 or 441 (not both).

Choose concentration A, B, C, or D below

A. Performance

THTR 220	Voice and Articulation for the Performer	3	F
THTR 221	Movement for the Actor	3	F, Sp
THTR 320	Character Study: Psychological Realism	3	F
THTR 321	Character Study: Transformation	3	Sp
THTR 416	Makeup for the Stage, Film, and Television	3	Sp
THTR 424	Auditioning Techniques	3	F

FOUR COURSES from

THTR	302	Oral Interpretation	3	As needed
THTR	346	Musical Theatre Performance	3	Sp (even years)
THTR	405	Readers Theatre	3	As needed
THTR	422	Period Styles of Acting I	3	F (odd years)
THTR	423	Period Styles of Acting II	3	Sp (even years)
THTR	425	Fundamentals of Directing	3	F
THTR	430	Creative Drama with Children and Youth	3	F
THTR	477	Touring Theatre Production	3	F
THTR	480	Workshop in Theatre	3	As needed

Cognates

TWELVE CREDIT HOURS OF COURSES from art, communications, dance, English, film studies, health education, music, physical education, and/or psychology, including ONE COURSE from the Visual and Performing Arts Category of General Education (excluding Theatre 240) and ONE COURSE from the Social and Behavioral Sciences Category of General Education

Total Credit Hours **58**

B. Design/Technical

THTR	230	Stagecraft	3	Once annually
THTR	231	Scenography	3	Once annually

FIVE COURSES from

THTR	411	Technical Direction	3	Every third semester
THTR	412	Scene Design for the Theatre	3	Every third semester
THTR	414	Costume for the Theatre	3	F
THTR	415	Lighting for Theatre and Dance	3	Every third semester
THTR	416	Makeup for the Stage, Film, and Television	3	Sp
THTR	425	Fundamentals of Directing	3	F

TWO COURSES from

THTR	417	Stage Management for Theatre and Dance	3	As needed
THTR	480	Workshop in Theatre	3	As needed
THTR	490	Independent Study in Theatre	3	As needed
THTR	491	Special Problems in Theatre	3	As needed
THTR	493	Special Problems in Design	3	As needed

Cognates

TWELVE CREDIT HOURS OF COURSES: (1) ONE COURSE from			12	
ART 101 or 104 from the Visual and Performing Arts Category of General Education, (2) MATH 181 from the Mathematics Category of General Education, (3) ONE COURSE from the following courses in the Social and Behavioral Sciences Category of General Education: ANTH 101, 204; ECON 200; POL 202; PSYC 110, 215; SOC 208; WSTD 200; and (4) ONE COURSE from communications, English, film studies, health education, or physical education				

Total Credit Hours**60****C. General Theatre**

ONE COURSE from

THTR	220	Voice and Articulation for the Performer	3	F
THTR	221	Movement for the Actor	3	F, Sp
THTR	241	American Musical Theatre	3	F (even years)
THTR	302	Oral Interpretation	3	As needed
THTR	320	Character Study: Psychological Realism	3	F
THTR	321	Character Study: Transformation	3	Sp
THTR	425	Fundamentals of Directing	3	F
THTR	430	Creative Drama with Children and Youth	3	F
THTR	435	Theatre for Children and Youth	3	Sp

TWO COURSES from

THTR	411	Technical Direction	3	Every third semester
THTR	412	Scene Design for the Theatre	3	Every third semester
THTR	414	Costume for the Theatre	3	F
THTR	415	Lighting for Theatre and Dance	3	Every third semester
THTR	416	Makeup for the Stage, Film, and Television	3	Sp
THTR	417	Stage Management for Theatre and Dance	3	As needed
THTR	419	Performing Arts Management	3	As needed
THTR	480	Workshop in Theatre	3	As needed

TWO ADDITIONAL COURSES in theatre 6

Cognates

TWELVE CREDIT HOURS OF COURSES from art, communications, dance, English, film studies, health education, music, physical education, and/or psychology 12

Total Credit Hours 49

D. Musical Theatre

AN AUDITION IS REQUIRED FOR ACCEPTANCE INTO THE MUSICAL THEATRE CONCENTRATION

THTR	220	Voice and Articulation for the Performer	3	F
THTR	221	Movement for the Actor	3	F, Sp
THTR	241	American Musical Theatre	3	F (even years)
THTR	346	Musical Theatre Performance	3	Sp (even years)

THREE COURSES from

THTR	302	Oral Interpretation	3	As needed
THTR	320	Character Study: Psychological Realism	3	F
THTR	321	Character Study: Transformation	3	Sp
THTR	416	Makeup for the Stage, Film, and Television	3	Sp
THTR	424	Auditioning Techniques	3	F
THTR	425	Fundamentals of Directing	3	F
THTR	480	Workshop in Theatre	3	As needed

Cognates

DANC	110	Introductory Ballet	2	F (odd years)
DANC	112	Introductory Jazz	2	F
DANC	114	Introductory Tap Dance	2	F (odd years)
DANC	212	Intermediate Jazz	2	Sp
DANC	321	Dance for Musical Theatre	3	Sp

AND TWELVE CREDIT HOURS OF COURSES from

MUS	091	Student Recital Series (6 semesters)	0	F, Sp
MUS	174	Applied Music (4 semesters)	1	F, Sp, Su
MUS	203*	Elementary Music Theory	3	F, Sp, Su
MUS	204	Sight Singing and Ear Training	1	Sp
MUS	274	Voice (2 semesters)	2	F, Sp, Su

*Music 203 may be counted toward the Visual and Performing Arts Category of General Education.

Total Credit Hours 58

COURSE REQUIREMENTS FOR MINOR IN THEATRE

The minor in theatre consists of a minimum of 19 credit hours (seven courses), as follows: Theatre 105, 110, 378, and four additional theatre courses (at least two of which must be at the 300- or 400-level).

M.F.A. IN THEATRE

Admission Requirements

1. A completed application form accompanied by a fifty-dollar nonrefundable application fee.
2. Official transcripts of all undergraduate and graduate records.
3. A minimum cumulative grade point average of 3.00 on a 4.00 scale in undergraduate course work.
4. A B.A. or B.F.A. in theatre or a bachelor's degree in another discipline.
5. A preliminary examination and/or prior course work in Theatre 105, 110, 440, 441, 442, or their equivalents.
6. Three letters of recommendation.
7. A plan of study approved by the advisor and the appropriate dean.
8. A portfolio and interview. (Applicants concentrating in performance and society are also required to audition.)

Graduate Fees (2007–2008)

The fees described below are projected for the 2007–2008 academic year and are subject to change in the academic year 2008–2009. Because of rising costs, the Board of Governors for Higher Education reserves the right to change fees without notice as conditions necessitate.

Tuition, including M.F.A. surcharge (Full Time)

\$5,986 per semester (in-state students)

\$6,986 per semester (out-of-state students)

Tuition, including M.F.A. surcharge (Part Time)

\$660 per credit hour (in-state students)

\$946 per credit hour (out-of-state students)

Registration Fee

\$66 per semester

Recreation Fee

\$45 per semester (full time)

\$4 per credit hour (part time)

Library Fee

\$50 per semester (full time)

\$4 per credit hour (part time)

Technology Fee

\$50 per semester (full time)

\$4 per credit hour (part time)

Fine Arts Fee (Degree Candidates)

\$25 per semester (full time)

\$2 per credit hour (part time)

Application Fee

\$50

COURSE REQUIREMENTS FOR M.F.A. IN THEATRE

Course No.	Course Title	Credit Hours	Offered
Choose concentration A, B, or C below			
A. Performance and Society			
ARTM 542	Media Culture and Theory I	4	Sp
ARTM 543	Media Culture and Theory II	4	F
THTR 543	Dramatic Literature I	3	F (odd years)
THTR 544	Dramatic Literature II	3	Sp (even years)
THTR 674	Performance	6	F, Sp
THTR 675	Theatre Engaging Communities and Schools	18	F, Sp
THTR 676	Performance and Social Change	12	F, Sp
THTR 690	Independent Study in Theatre	3	F
THTR 695	Final M.F.A. Project	3	Sp
Total Credit Hours		56*	

*If teacher certification is sought in second year, total may equal 75.

B. Stage Management

POL 531	Public Policy in the Arts	3	Sp
THTR 522	Acting and Directing for Nonperformers	3	F
THTR 530	Stage Management I	3	F
THTR 531	Stage Management Observation I	3	F
THTR 532	Stage Management II	3	F
THTR 533	Stage Management Observation II	3	F
THTR 534	Stage Management Observation III	3	F
THTR 535	Technical Direction and Theatre Safety	3	Sp
THTR 536	Production Planning	3	Sp
THTR 538	Law and the Arts	3	F

THTR	539	Labor and Employee Relations	3	F
THTR	540	Production Management	3	Sp
THTR	543	Dramatic Literature I	3	F
THTR	544	Dramatic Literature II	3	Sp
THTR	548	History of Design: 1800 to Present	3	Sp
THTR	549	Commercial and Regional Theatre	3	Sp
THTR	565	Seminar: Collaboration in Production	3	F
THTR	566	Seminar: Personnel Issues in the Arts	3	Sp
THTR	571	Collaboration Practicum	3	Sp
THTR	572	Stage Management Practicum I	3	Sp
THTR	573	Stage Management Practicum II	3	F
THTR	695	Final M.F.A. Project	3	Sp

Total Credit Hours**66****C. Technical Theatre**

ART	510	CADD	3	Sp
POL	531	Public Policy in the Arts	3	Sp
THTR	522	Acting and Directing for Nonperformers	3	F
THTR	523	Drafting for the Theatre	3	F
THTR	535	Technical Direction and Theatre Safety	3	Sp
THTR	538	Law and the Arts	3	F
THTR	543	Dramatic Literature I	3	F
THTR	544	Dramatic Literature II	3	Sp
THTR	547	History of Design: 400 B.C. to A.D. 1800	3	F
THTR	548	History of Design 1800 to Present	3	Sp
THTR	565	Seminar: Collaboration in Production	3	F
THTR	571	Collaboration Practicum	3	Sp
THTR	577	Internship/Residency in Technical Theatre	6	F
THTR	592*	Production Assignment	0	F, Sp
THTR	612	Professional Theatre Production I	3	F
THTR	613	Professional Theatre Production II	3	Sp
THTR	623	Advanced Technical Drafting for the Theatre	3	F
THTR	624	Structural Design for the Stage	3	F
THTR	642	Production Practicum I	3	Sp
THTR	643	Production Practicum II	6	Sp
THTR	695	Final M.F.A. Project	3	Sp

*May be taken twice with different focus.

Total Credit Hours**66**

Women's Studies

Leslie Schuster
Director

Students are responsible for meeting all graduation requirements; therefore, it is important that students consult with their advisor each semester before registering for courses.

COURSE REQUIREMENTS FOR B.A. IN WOMEN'S STUDIES

Course No.	Course Title	Credit Hours	Offered
WMST 200	Gender and Society	3	F, Sp
WMST 300	Field Experience in Women's Studies	3	As needed
WMST 360	Women and the Professions	4	As needed

Humanities

THREE COURSES from

ART 461*	Seminar in Art History	3	F, Sp
COMM 350*	Topics Course	3	
ENGL 324	Literature by Women	3	As needed
ENGL 350*	Topics Course	3	
HIST 314	Women in European History	3	As needed
HIST 333	Women in American History	3	As needed
THTR 350*	Topics Course	3	

*When on women's studies topic.

Science, Mathematics, Social and Behavioral Sciences

THREE COURSES from

ANTH 301	Women in World Perspective	3	As needed
MGT 305	Women in Management	3	Sp
POL 309	Women and Politics	3	As needed
PSYC 356	Psychology of Women	4	F, Sp
SWRK 350*	Topics Course	3	
SOC 202	The Family	3	F, Sp, Su
SOC 342	Women, Crime, and Justice	3	As needed
SOC 350*	Topics Course	3	

TWO ADDITIONAL COURSES from the humanities category or the science, mathematics, social and behavioral sciences category above, with consent of director 6-7

*When on women's studies topic.

Cognates

ANY ACADEMIC MINOR

18-20

Total Credit Hours

52-56

COURSE REQUIREMENTS FOR MINOR IN WOMEN'S STUDIES

The minor in women's studies consists of a minimum of 18 credit hours (six courses), as follows: Women's Studies 200; two approved courses from the humanities; two approved courses from science, mathematics, social and behavioral sciences; and Women's Studies 360 or one additional course from the above two areas.



**PROGRAMS OF STUDY
FEINSTEIN SCHOOL OF EDUCATION
AND HUMAN DEVELOPMENT**

UNDERGRADUATE PROGRAMS OF STUDY

ROGER G. ELDRIDGE JR., INTERIM DEAN

KAREN S. CASTAGNO, INTERIM ASSOCIATE DEAN FOR TEACHER EDUCATION

MONICA G. DARCY, INTERIM ASSOCIATE DEAN OF GRADUATE STUDIES

SUSAN M. GRACIA, DIRECTOR OF ASSESSMENT

SUSAN J. SCHENCK, DIRECTOR OF SCHOOL PARTNERSHIPS AND FIELD PLACEMENTS

CURRICULUM	DEGREE	MAJOR
Elementary Education—Generalized		
<i>or</i>		
Elementary Education—Early Childhood		
	B.A.	Biology
	B.A.	Chemistry
	B.A.	Economics
	B.A.	English*
	B.A.	French*
	B.A.	General Science*
	B.A.	Geography*
	B.A.	History*
	B.A.	Mathematics*
	B.A.	Physics
	B.A.	Political Science*
	B.A.	Social Studies*
	B.A.	Spanish*
	B.A.	Theatre*
	B.S.	Special Education—Elementary/Middle School**
	B.S.	Special Education—Middle/Secondary**
	B.S.	Special Education—Severe/Profound**
Health Education	B.S.	Health Education
	B.S.	Community Health
Physical Education	B.S.	Physical Education
Secondary Education	B.A.	Anthropology
	B.A.	Biology
	B.A.	Chemistry
	B.A.	English
	B.A.	French

CURRICULUM	DEGREE	MAJOR
Secondary Education	B.A.	General Science
	B.A.	Geography
	B.A.	History
	B.A.	Mathematics
	B.A.	Physics
	B.A.	Political Science
	B.A.	Social Science
	B.A.	Sociology
Technology Education	B.S.	Spanish
	B.S.	Technology Education

*Content major.

**Teaching concentration.

Note: Honors programs are offered in elementary education—generalized *and* in elementary education—early childhood. A specialization program is available in adapted physical education. An endorsement program is available in middle school education.

See course requirements for art education and music education under the section titled Faculty of Arts and Sciences.

– PLEASE NOTE –

All undergraduate full-degree programs require the completion of at least 120 credit hours, including (1) General Education, (2) the College Writing Requirement, (3) the College Mathematics Requirement, (4) electives, and (5) the major requirements listed under each program. For more details on requirements needed to graduate, see the chapter titled “Academic Policies and Requirements” in the General Information—Undergraduate section of this catalog.

GRADUATE PROGRAMS OF STUDY

MAJOR	CONCENTRATION	DEGREE
Advanced Studies in Teaching and Learning	No	M.Ed.
Counseling	Agency Counseling	M.A.
	Chemical Dependency Counseling	M.A.
	School Counseling	M.A.
Early Childhood Education	No	M.Ed.
Education Doctoral Program	No	Ph.D.
Educational Leadership	No	M.Ed.
Elementary Education	No	M.A.T.
	No	M.Ed.
Health Education	Health Education	M.Ed.
Mental Health Counseling	No	C.A.G.S.
Reading	No	M.Ed.
*School Counseling	No	C.A.G.S.
School Psychology	No	C.A.G.S.
Secondary Education	English	M.A.T.
	French	M.A.T.
	History	M.A.T.
	Mathematical Studies	M.A.T.
	Spanish	M.A.T.
Special Education	Early Childhood, Birth through Kindergarten	M.Ed.
	Exceptional Learning Needs	M.Ed.
	Severe/Profound Disabilities	M.Ed.
	Special Education Certification	M.Ed.
	Urban Multicultural Special Education	M.Ed.
Teaching English as a Second Language	No	M.Ed.
Technology Education	No	M.Ed.

*Currently not accepting students

General Information

Application to Undergraduate Teacher Preparation Programs

Students who are in good standing at Rhode Island College may apply for admission to a teacher preparation program.

Application packets may be obtained from the office of the dean of the Feinstein School of Education and Human Development (Horace Mann 105), from departments which offer teacher preparation programs, from the Office of Academic Support and Information Services (OASIS), or from the Department of Counseling, Educational Leadership, and School Psychology.

Students interested in the art education or music education program may obtain application materials from the Department of Art or the Department of Music, Theatre, and Dance. Candidates for admission to the art or music education program should contact the department chair as soon as they are admitted to the College for specific information about the required courses in these programs and the prerequisites for admission. Candidates interested in special education programs apply for admission both in the Department of Special Education and either in the Department of Elementary Education or in the Department of Educational Studies (Secondary Education).

Most applicants acquire and complete the application materials prior to or while they are enrolled in Foundations of Education 346: Schooling in a Democratic Society. This course is a prerequisite for admission to teacher preparation programs. Applicants who transfer a course equivalent to Foundations of Education 346 into the College should complete the application materials immediately upon admission to the College. Basic skills tests are required for admission and should be completed before or during enrollment in Foundations of Education 346. Transfer students must complete these tests as soon as possible. Registration for these tests is through the Educational Testing Service in Princeton, New Jersey. Application forms for these tests are available at OASIS and on the Educational Testing Service (ETS) Web site at www.ets.org/praxis. These tests are only given on nationally scheduled dates. It takes about four to six weeks to receive scores for these tests. Individuals with disabilities should read the Special Registration Options section on the ETS Web site for information on requesting alternative test administration.

Admission Requirements to Undergraduate Teacher Preparation Programs

The applicant's academic performance and related experiences that indicate potential for success as a teacher are reviewed in the admission process. The application materials submitted by the student must provide evidence of the following:

1. Successful completion of all of the subtests (Reading 170, Math 170, and Writing 169) of the Pre-Professional Skills Test (PPST) of the Praxis I Series from the Educational Testing Service (ETS). Either the paper and pencil or computerized tests are acceptable. Test registration information is available in the Office of Academic Support and Information Services and on the ETS Web site at www.ets.org/praxis.
2. Completion of at least 24 credit hours from a nationally or regionally accredited college or university by the end of the semester in which the candidate applies for admission to a teacher preparation program at Rhode Island College.
3. A minimum grade point average (GPA) of 2.50 in all college-level courses taken prior to admission to a teacher preparation program. Candidates who transfer to Rhode Island College from another school must meet this requirement and provide transcripts from all schools previously attended.
4. Completion of Foundations of Education 346: Schooling in a Democratic Society, with a minimum grade of B-. The minimum grade requirement applies even if an equivalent course from another institution is transferred to Rhode Island College.
5. Completion of the Rhode Island College Writing Requirement and Mathematics Requirement.
6. Two Disposition Reference Forms. Information about this criterion is included in the admission packet.
7. Completion of the Career Commitment Essay and Scored Rubric. Information about this criterion is included in the admission packet.
8. Evidence of completion of the Technology Competency Requirement. Information about this criterion is included in the admission packet.
9. Fulfillment of all additional requirements that a department may have for admission to a particular teacher preparation program/concentration. Information about these requirements is available in the teacher education department to which the candidate is applying.

Admission Procedures to Undergraduate Teacher Preparation Programs

Students submit the completed application to the office of the appropriate department. The Admission and Retention Committee in the respective departments evaluates the information provided in the application packet and makes a recommendation to the associate dean about the candidate's admission to a teacher preparation program. Since certification as a special education teacher in Rhode Island also requires certification as an elementary or secondary school teacher, students applying to a program in the Department of Special Education must *also* apply for admission to an elementary education or secondary education program. For these applicants, the application to an elementary education or secondary education program requires preparation of a standard application packet available in OASIS, the office of the dean of the Feinstein School of Education and Human Development, or departmental offices. The application to a special education program requires preparation of a separate and different application packet available in the Department of Special Education. Transfer students who wish to apply to a special education program should initiate applications to either an elementary education

or secondary education program *and* a special education program as soon as they decide to become a student at Rhode Island College. Application packets may be acquired and preparation of the packet may begin prior to or simultaneous with application to the College. Students who decide they wish to apply to a special education program some time after admission to an elementary education or secondary education program must apply for separate admission to the Department of Special Education. Following department action, the second application packet and the department recommendation are forwarded to the associate dean of the Feinstein School of Education and Human Development.

The associate dean reviews the recommendation of the department. If the associate dean and the department committee concur, a letter is sent informing the applicant of their decision. If the associate dean does not concur with the recommendation of the department, the associate dean and the departmental committee confer to resolve the disagreement and the applicant is then informed of the result in writing. If the decision is negative, the applicant may reapply to the department by submitting a new application. The student may request a personal interview with the Department Admission and Retention Committee. The departmental recommendation for admission based on reapplication is forwarded to the associate dean who reviews the application and informs the applicant of the decision.

Students admitted to one teacher preparation program who wish to transfer to or add another program within the school must inform their advisor or department chair of their decision and apply for admission to the new program. Information used in the original application may be used in the new application when appropriate.

Appeal Process

The applicant may appeal a decision for admission or re-admission to a teacher preparation program to the dean of the Feinstein School of Education and Human Development on the basis of policy or procedure. Any applicant initiating an appeal must provide additional and substantiating evidence to support the appeal. Subsequent appeals should follow College policy for student appeals (see the Rhode Island College *Student Handbook*).

Community Service Requirement

The Feinstein School of Education and Human Development requires all students in undergraduate teacher preparation programs (undergraduate, second degree) to participate in a community service experience. This requirement may be completed on an individual basis or through one or more of the courses in the program and must be completed prior to student teaching.

Portfolio Requirement

The Feinstein School of Education and Human Development requires all students in teacher preparation programs (undergraduate, second degree, RITE, and M.A.T.) to successfully complete a Preparing to Teach portfolio prior to student teaching and to successfully complete an Exit Portfolio prior to graduation. Both portfolios must be rated as meeting standard or better, for a student to progress in and graduate from any teacher preparation program.

Title II Report

Rhode Island College's teacher preparation programs, housed in the Feinstein School of Education and Human Development, are approved by the Rhode Island Department of Education and accredited by the National Council for Accreditation of Teacher Education (NCATE). For the 2005–2006 academic year, 95 percent of Rhode Island College graduates seeking initial certification in Rhode Island met or exceeded the state's passing score on the Principles of Learning and Teaching (PLT) or the Elementary Education Content Knowledge and Elementary Education Content Area Exercises tests. The state's 2005–2006 average pass rate on the PLT and the Elementary Education tests was 96 percent. None of the teacher preparation programs in Rhode Island was designated as low performing for the 2005–2006 academic year.

Nine hundred and fifty-one students admitted to one or more Feinstein School of Education and Human Development teacher preparation programs were enrolled in one or more education courses during 2005–2006. Of that number, 428 individuals completed supervised student teaching, working 450 hours in an assigned classroom(s) during a fifteen-week period. Rhode Island College student teaching supervisors were assigned an average of seven student teachers during the 2005–2006 academic year.

Advanced Studies in Teaching and Learning

Department of Educational Studies

Professors: *Bigler, Cloud, Panofsky (coordinator), Stone, Sullivan*

Associate Professors: *Benziger, Brell Jr., Bogad, Christy, Cvornyek, Johnson, La Ferla, McLaughlin Jr. (chair), Niska, Özcan, Tiskus, Weston-Gil*

Assistant Professors: *August, Cook, Horton, Patterson*

M.ED. IN ADVANCED STUDIES IN TEACHING AND LEARNING

Admission Requirements

1. A completed application form accompanied by a fifty-dollar nonrefundable application fee.
2. Teacher certification and currently teaching in a middle school or high school, with three years of experience in one of the following areas: biology, chemistry, English, French, general science, history, mathematics, physics, social studies, Spanish, or other middle or high school teaching area.
3. Official transcripts of all undergraduate and graduate records.
4. A minimum cumulative grade point average of 3.00 on a 4.00 scale in undergraduate course work.
5. An official report of scores on the Graduate Record Examination (GRE) or Miller Analogies Test (MAT), and an official report of scores on the Praxis II content examination in the certification area.
6. Two Candidate Reference Forms.
7. A Professional Goals Essay.
8. A performance-based evaluation.
9. An interview.
10. A plan of study approved by the advisor and appropriate dean.

Course Requirements

Course No.	Course Title	Credit Hours	Offered
<i>Foundations Component</i>			
SED 551	Inquiry into Classroom Practice	3	F
SED 552	Social and Cultural Contexts of Education	3	Sp
SED 553	Assessing Teaching and Learning	3	Su
SED 554	Learning in Middle and High School	3	F
SED 555	Literacies in the Disciplines	3	Sp

Note: Students who have not taken Special Education 433 or its equivalent are required to take Special Education 531.

Academic Disciplines Component

FIFTEEN CREDIT HOURS OF COURSES at the graduate level in the academic field in which certification is held or other approved plan of study. Students should contact the department that provides course work in the area of certification.

15

Comprehensive Assessment

0

Total Credit Hours**30**

Counseling

Department of Counseling, Educational Leadership, and School Psychology

Associate Professor: *Boisvert (coordinator)*

Assistant Professors: *Brabeck, Darcy (chair), Holtzman, Tillotson*

M.A. IN COUNSELING—WITH CONCENTRATION IN AGENCY COUNSELING

Admission Requirements

1. A completed application form accompanied by a fifty-dollar nonrefundable application fee.
2. Official transcripts of all undergraduate and graduate records.
3. A minimum of 6 credit hours of courses in psychology or a related field.
4. A minimum cumulative grade point average of 3.00 on a 4.00 scale in undergraduate course work.
5. An official record of scores on the Graduate Record Examination (GRE) or Miller Analogies Test (MAT).
6. A written statement of purpose.
7. Three letters of recommendation.
8. A plan of study approved by the advisor and appropriate dean.
9. A performance-based evaluation of professional work or volunteer experience.
10. A current résumé.

Retention Requirements

1. A minimum cumulative grade point average of 3.00 on a 4.00 scale. Grades below B are not considered of graduate quality and are of limited application to degree work.
2. A minimum grade of B- in Counseling and Educational Psychology 531 or 532. Students who receive a grade of B- or lower in either of these courses must consult with their advisor before registering for any subsequent course in the plan of study.
3. A minimum grade of B in Counseling and Educational Psychology 538, 539, or 540. Students who receive a grade below a B in any of these courses must retake the course. After retaking the course, a recommendation to continue from the student's advisor is also required.
4. Failure to meet any one of the above requirements is sufficient cause for dismissal from the program.

Course Requirements

Course No.	Course Title	Credit Hours	Offered
CEP 531	Human Development across Cultures	3	F, Sp, Su
CEP 532	Theories and Methods of Counseling	3	F, Sp, Su
CEP 534	Quantitative Measurement and Test Interpretation	3	Sp, Su
CEP 535	Vocational Counseling and Placement	3	Sp, Su
CEP 536	Biological Perspectives in Mental Health	3	F, Su
CEP 537	Introduction to Group Counseling	3	F, Sp, Su
CEP 538	Clinical Practicum I	3	F, Sp, Su
CEP 539	Clinical Practicum II	3	F, Sp, Su
CEP 543	Clinical Assessment and Case Problems	3	Sp, Su
CEP 554	Research Methods in Applied Settings	3	F, Su
<i>Elective</i>		3	
<i>Comprehensive Examination</i>		0	F, Sp
Total Credit Hours		33	

M.A. IN COUNSELING—WITH CONCENTRATION IN CHEMICAL DEPENDENCY COUNSELING**Admission Requirements**

1. A completed application form accompanied by a fifty-dollar nonrefundable application fee.
2. Official transcripts of all undergraduate and graduate records.
3. A minimum of 6 credit hours of courses in psychology or a related field.
4. A minimum cumulative grade point average of 3.00 on a 4.00 scale in undergraduate course work.
5. An official record of scores on the Graduate Record Examination (GRE) or Miller Analogies Test (MAT).
6. A written statement of purpose.
7. Three letters of recommendation.
8. A plan of study approved by the advisor and appropriate dean.
9. A performance-based evaluation of professional work or volunteer experience.
10. A current résumé.

Retention Requirements

1. A minimum cumulative grade point average of 3.00 on a 4.00 scale. Grades below B are not considered of graduate quality and are of limited application to degree work.
2. A minimum grade of B- in Counseling and Educational Psychology 531 or 532. Students who receive a grade of B- or lower in either of these courses must consult with their advisor before registering for any subsequent course in the plan of study.

3. A minimum grade of B in Counseling and Educational Psychology 538, 539, or 540. Students who receive a grade below a B in any of these courses must retake the course. Following retake of the course, a recommendation to continue from the student's advisor is also required.
4. Failure to meet any one of the above requirements is sufficient cause for dismissal from the program.

Course Requirements

Course No.	Course Title	Credit Hours	Offered
CEP 531	Human Development across Cultures	3	F, Sp, Su
CEP 532	Theories and Methods of Counseling	3	F, Sp, Su
CEP 534	Quantitative Measurement and Test Interpretation	3	Sp, Su
CEP 535	Vocational Counseling and Placement	3	Sp, Su
CEP 536	Biological Perspectives in Mental Health	3	F, Su
CEP 537	Introduction to Group Counseling	3	F, Sp, Su
CEP 538	Clinical Practicum I	3	F, Sp, Su
CEP 539	Clinical Practicum II	3	F, Sp, Su
CEP 543	Clinical Assessment and Case Problems	3	Sp, Su
CEP 546	Rehabilitation of the Chemically Dependent Person	3	F
CEP 547	Treatment of the Chemically Dependent Person	3	Sp
CEP 554	Research Methods in Applied Settings	3	F, Su
PSYC 510	Drugs and Behavior	3	F, Sp
<i>Comprehensive Examination</i>		0	F, Sp
Total Credit Hours		39	

M.A. IN COUNSELING—WITH CONCENTRATION IN SCHOOL COUNSELING

Admission Requirements

1. A completed application form accompanied by a fifty-dollar nonrefundable application fee.
2. Teacher certification.
3. Official transcripts of all undergraduate and graduate records.
4. A minimum of 6 credit hours of courses in psychology or a related field.
5. A minimum cumulative grade point average of 3.00 on a 4.00 scale in undergraduate course work.
6. An official record of scores on the Graduate Record Examination (GRE) or Miller Analogies Test (MAT).
7. A written statement of purpose.
8. Three letters of recommendation.
9. A plan of study approved by the advisor and appropriate dean.
10. A performance-based evaluation of professional work or volunteer experience.
11. A current résumé.

Retention Requirements

1. A minimum cumulative grade point average of 3.00 on a 4.00 scale. Grades below B are not considered of graduate quality and are of limited application to degree work.
2. A minimum grade of B- in Counseling and Educational Psychology 531 or 532. Students who receive a grade of B- or lower in either of these courses must consult with their advisor before registering for any subsequent course in the plan of study.
3. A minimum grade of B in Counseling and Educational Psychology 538, 539, or 540. Students who receive a grade below a B in any of these courses must retake the course. Following retake of the course, a recommendation to continue from the student's advisor is also required.
4. Failure to meet any one of the above requirements is sufficient cause for dismissal from the program.

Course Requirements

Course No.	Course Title	Credit Hours	Offered
CEP 531	Human Development across Cultures	3	F, Sp, Su
CEP 532	Theories and Methods of Counseling	3	F, Sp, Su
CEP 534	Quantitative Measurement and Test Interpretation	3	Sp, Su
CEP 535	Vocational Counseling and Placement	3	Sp, Su
CEP 536	Biological Perspectives in Mental Health	3	F, Su
CEP 537	Introduction to Group Counseling	3	F, Sp, Su
CEP 538	Clinical Practicum I	3	F, Sp, Su
CEP 540	Clinical Practicum with Children in Schools	3	F
CEP 541	Clinical Internship in School Counseling I	3	F
CEP 542	Clinical Internship in School Counseling II	3	Sp
CEP 551	Behavioral Assessment and Intervention	3	Sp
CEP 554	Research Methods in Applied Settings	3	F, Su
FNED 520	Cultural Foundations of Education	3	F, Sp, Su
<i>Comprehensive Examination</i>		0	F, Sp
Total Credit Hours		39	

Early Childhood Education

Department of Elementary Education

Professor: *Rowell*

Associate Professor: *Owen (chair)*

Assistant Professors: *McGuire-Schwartz (coordinator), Sevey*

M.ED. IN EARLY CHILDHOOD EDUCATION

Admission Requirements

1. A completed application form accompanied by a fifty-dollar nonrefundable application fee.
2. Official transcripts of all undergraduate and graduate records.
3. Teacher certification in elementary education or an appropriate field.
4. A minimum cumulative grade point average of 3.00 on a 4.00 scale in undergraduate course work.
5. An official report of scores on the Graduate Record Examination (GRE) or Miller Analogies Test (MAT).
6. A Professional Goals Essay.
7. A performance-based evaluation.
8. Two Candidate Reference Forms completed by former instructors, employers, or other professionals who can assess the candidate's potential to complete graduate study and make a positive influence in the field.

Course Requirements

Course No.	Course Title	Credit Hours	Offered
<i>Foundations Component</i>			
ELED 510	Research Methods, Analysis, and Application	3	F, Sp, Su
FNED 502	Social Issues in Education	3	F, Sp, Su
<i>or</i>			
FNED 520	Cultural Foundations of Education	3	F, Sp, Su
<i>Professional Education Component</i>			
ECED 502	Curriculum, Developmental Play, and Programs	3	F
ECED 503	Infants and Toddlers in Early Care and Education Programs	3	Sp
ECED 505	Early Childhood Education and Development Issues	3	Sp
ECED 512	Working with Families: Building Home-School Partnerships	3	Sp

ECED	580	*Workshop	3	
<i>or</i>				
ECED	661	Directing Early Care and Education Programs	3	Sp (as needed)
ECED	662	Seminar in Early Childhood Education Research	3	F

*Only with consent of advisor.

Electives

TWO COURSES from

SPED	513**	Orientation to the Education of Young Children with Special Needs	3	F
SPED	516	Organization and Implementation of Programs for Infants and Preschool Children with Special Needs	3	Sp
SPED	534	Involvement of Parents and Families Who Have Children with Disabilities	3	F, Sp

**Students who have never completed a special education course must take this course and then select a second special education course from the list above.

TWO COURSES from

CEP	533	Psychology of Students with Exceptionalities	3	F
ECED	509†	Emergent Literacy—Infants through Grade Two	3	Sp
ELED	504	Mathematics in the Elementary School	3	F, Sp, Su
ELED	508	Language Arts in the Elementary School	3	F, Sp, Su
ELED	515	Literature in the Elementary School	3	F
ELED	518	Science in the Elementary School	3	F, Sp, Su
ELED	528	Social Studies in the Elementary School	3	F, Sp, Su
TESL	539	Language Acquisition and Learning	3	Sp, Su
TESL	549	Sociocultural Foundations of Language Minority Education	3	F, Sp

†Students who have never completed a course in beginning reading must take this course and then select a second course from the list above.

Comprehensive Assessment 0

Total Credit Hours 36

Education Doctoral Program

Professors: *Barton, Carey, Cordeiro, Dufour, Filinson, Fluehr-Lobban, Gleason, Kochanek, Medeiros Landurand, Panofsky, Roemer, Rowell, Stieglitz*

Associate Professors: *Brell Jr., Eldridge (coordinator), Gracia, Niska, Özcan*

Adjunct Professors: *Boulmetis, Brady, Brand, Byrd, Eichinger, Hammadou-Sullivan, Heifetz, McKinney, Purnell, Roush, George Willis, Grant Willis, Young*

Adjunct Associate Professors: *Adamy, Branch, Hicks, Kovarsky, McCurdy, Shim*

Adjunct Assistant Professors: *Cicomascolo, Deeney*

PH.D. IN EDUCATION

Admission Requirements

1. A completed electronic application form received by the University of Rhode Island graduate school.
2. A master's degree or 30 credits beyond the bachelor's degree, including a minimum of three credits in research, three in foundations, and three in curriculum from a regionally accredited college or university.
3. A curriculum vita.
4. Official transcripts of all undergraduate and graduate records.
5. A minimum cumulative grade point average of 3.00 on a 4.00 scale in undergraduate course work.
6. An official report of scores on the Graduate Record Examination (GRE).
7. Three letters of recommendation.
8. An interview.

Course Requirements

Course No.	Course Title	Credit Hours	Offered
<i>Core Seminars</i>			
EDP 610–611	Core Seminar I: Issues and Problems in Educational Inquiry and Foundations	6	F, Sp
EDP 620–621	Core Seminar II: Issues and Problems in Human Development, Learning, and Teaching	6	F, Sp
EDP 630–631	Core Seminar III: Issues and Problems in Organizational Theory, Leadership, and Policy Analysis	6	F, Sp

Field-based Research Experiences

EDP	615	Research Methodologies	3	Sp
EDP	622	Community Service Learning	2	As needed
EDP	625	Quantitative Analysis in Educational Research	3	As needed
EDP	641	Field Research Seminar (taken six semesters)	6	F, Sp

*Specialization Courses*12

Dissertation and Defense

EDP	699	Doctoral Dissertation Research	12	As needed
-----	-----	--------------------------------	----	-----------

*Comprehensive Examination*0

Total Credit Hours**56**

Educational Leadership

Department of Counseling, Educational Leadership, and School Psychology

Associate Professor: *Gracia*

Assistant Professors: *Darcy (chair), Page*

M.ED. IN EDUCATIONAL LEADERSHIP

Successful completion of this program leads to a master's degree and certification as a school principal in the state of Rhode Island.

Admission Requirements

1. A completed application form accompanied by a fifty-dollar nonrefundable application fee.
- *2. Professional certification (teaching or support) and appropriate experience working in an educational setting.
3. Official transcripts of all undergraduate and graduate records.
4. A minimum cumulative grade point average of 3.00 on a 4.00 scale in undergraduate course work.
5. An official record of scores on the Graduate Record Examination (GRE) or Miller Analogies Test (MAT).
6. A written statement of purpose.
7. Three letters of recommendation.
8. A performance-based evaluation of professional work or volunteer experience.
9. An interview.
10. A plan of study approved by the advisor and appropriate dean.

*For students interested in certification as a school principal, a minimum of three years of documented teaching experience is required.

Retention Requirements

1. A minimum cumulative grade point average of 3.00 on a 4.00 scale. Grades below B are not considered to be of substantial graduate quality and are of limited application to degree work.
2. A minimum grade of B- in LEAD 500 or 502. Students who receive a grade of B- or lower in either of these courses must consult with their advisor before registering for any subsequent course in the plan of study.
3. A minimum grade of B in LEAD 504, 505, or 511. Students who receive a grade below a B in any of these courses must retake the course. Following retake of the course, a recommendation to continue from the student's advisor is also required.
4. Failure to meet any one of the above requirements is sufficient cause for dismissal from the program.

Course Requirements

Course No.	Course Title	Credit Hours	Offered
<i>Year One</i>			
LEAD 500	Developing Leaders for Learning	3	F
LEAD 501	Developing Inquiry for Reflective Leaders	1	F
LEAD 502	Building Connections: External Contexts of Leadership	3	Sp
LEAD 503	Building Connections in Diverse Contexts	1	Sp
<i>Elective</i>			
Course must be chosen with advisor's consent		3	F, Sp, Su
<i>Year Two</i>			
LEAD 504	Leading Learning I: Planning, Instruction, Assessment	4	F
LEAD 505	Leading Learning II: Collaboration, Supervision, Technology	2	Sp
LEAD 506	Creating Learning Structures: Equity, Law, Practice	4	Su
LEAD 511	Leadership Internship I	2	Sp
<i>Year Three</i>			
LEAD 507	Leading Change I: Challenges, Capacity, Transformation	4	F
LEAD 508	Leading Change II: Research, Accountability, Ethics	2	Sp
LEAD 512	Leadership Internship II	2	Sp
<i>Comprehensive Assessment</i>		0	F, Sp, Su
Total Credit Hours		31	

Elementary Education

Department of Elementary Education

Professors: *Betres, Cordeiro, Kniseley (coordinator), Nixon*

Associate Professors: *Cotti, Eldridge Jr., Goodrow, Henshaw, Owen (chair)*

Assistant Professors: *Capalbo, Creighton, Horn, Kaya, Lawrence*

Students are responsible for meeting all graduation requirements; therefore, it is important that students consult with their advisor each semester before registering for courses.

Retention Requirements for B.A. and B.S. in Elementary Education

1. A minimum overall grade point average of 2.50 each semester.
2. A minimum grade of B- in Elementary Education 300 or Early Childhood Education 301, and a recommendation to continue from the instructor.
3. A minimum grade of B- in all other professional courses, and a recommendation to continue from the instructors. Courses in the department may be repeated once with a recommendation to retake from the previous instructor.
4. A minimum grade of C in all prerequisite courses offered in the Faculty of Arts and Sciences.
5. Students accepted into the Department of Special Education and the Department of Elementary Education must maintain concurrent retention in both departments.

Records of students who do not maintain good standing or who receive a Recommendation to Continue with Concerns are reviewed by the departmental retention committee. Students may be dismissed from the program. Appeal of a decision to dismiss a student is made to the dean of the Feinstein School of Education and Human Development.

B.A. and B.S. in Elementary Education

Students in elementary education follow one of two programs:

1. **Early childhood education program**, for those who seek certification for infant programs through grade two.
2. **Elementary school program**, for those who seek certification for grades one through six.

Students are awarded either a B.A. or a B.S. degree. The B.A. is awarded to students choosing a major, and the B.S. is awarded to students electing a teaching concentration in special education. Some programs, including middle school endorsement, will total more than 120 credits and may take longer than four years.

COURSE REQUIREMENTS FOR B.A. AND B.S. IN ELEMENTARY EDUCATION

Course No.	Course Title	Credit Hours	Offered
<i>Cognates</i>			
BIOL 109*	Fundamental Concepts of Biology	4	F, Sp, Su
CEP 315	Educational Psychology	4	F, Sp, Su
MATH 143**	Mathematics for Elementary School Teachers I	3	F, Sp, Su
MATH 144**	Mathematics for Elementary School Teachers II	3	F, Sp, Su
PSCI 103*	Physical Science	4	F, Sp, Su
POL 201†	Development of American Democracy	3	F, Sp, Su

*Students electing a content major in general science are not required to take these courses as prerequisites. Electives may be taken.

**Students electing a content major in mathematics are required to take these courses.

†Students electing a content major in social studies are required to take this course.

Professional Courses

ARTE 340	Methods and Materials in Art Education	2	F, Sp, Su
FNED 346	Schooling in a Democratic Society	4	F, Sp, Su
MUSE 341	Methods and Materials in Music Education	2	F, Sp, Su
SPED 433*	Adaptation of Instruction for Inclusive Education	3	F, Sp, Su
HED 346	Methods and Materials in Elementary School Health Education and Physical Education	3	F, Sp
<i>or</i>			
PED 346	Methods and Materials in Elementary School Health Education and Physical Education	3	F, Sp, Su

*Students electing a teaching concentration in special education are not required to take this course.

Choose category A or B below. See department for required sequence of courses.

A. Early Childhood Education Program

ECED 301	Developmental Approaches to Teaching and Learning	3	F, Sp
ECED 419	Early Care and Education for Children, Birth to Three Years	3	F, Sp
ECED 420	Mathematics, Prekindergarten through Second Grade	3	F, Sp
ECED 423	Developmental Literacy and the Language Arts I	4	F, Sp
ECED 425	Developmental Literacy and the Language Arts II	4	F, Sp
ECED 429	Social Studies and Science	4	F, Sp
ELED 439*	Student Teaching in the Elementary School	9 or 5	F, Sp
ELED 469	Student Teaching Seminar in Elementary Education	1	F, Sp

*Students electing a teaching concentration in special education receive 5 credits for this course.

B. Elementary School Program

ELED	300	Concepts of Teaching	3	F, Sp
ELED	422	Teaching Developmental Reading I	3	F, Sp
ELED	424	Teaching Developmental Reading II	3	F, Sp
ELED	435	Teaching Language Arts in the Elementary School	3	F, Sp
ELED	436	Teaching Elementary School Social Studies	3	F, Sp
ELED	437	Teaching Elementary School Science	3	F, Sp
ELED	438	Teaching Elementary School Mathematics	3	F, Sp
ELED	439*	Student Teaching in the Elementary School	9 or 5	F, Sp
ELED	469	Student Teaching Seminar in Elementary Education	1	F, Sp

*Students electing a teaching concentration in special education receive 5 credits for this course.

Total Credit Hours

66

Requirements for Students Electing a B.A. in Elementary Education

Students must complete the required courses in elementary education and select a **content major** from one of the following: English, French, general science, geography, history, mathematics, political science, social studies, Spanish, or theatre. These majors are directly relevant to a subject area taught in prekindergarten through grade six and they provide appropriate depth and academic rigor in the content area.

Students who wish to elect majors that total more than 30 credits may select from: biology, chemistry, economics, or physics. Students who receive permission to elect majors that total more than 30 credits will need more than four years to complete the degree, which will total more than 120 credits.

Content Major in English

In addition to completing required courses in elementary education, students electing a content major in English must complete the following courses with a minimum grade point average of 2.67 and may not proceed to student teaching without the required GPA:

- English 201, 202, 205, 207, 210
- FOUR COURSES in literature at the 300- or 400-level. *Note:* students seeking middle school endorsement must choose from English 301 (or 302 or 303), 326 (or 327), 336 as three of their four literature courses. English 212 and Secondary Education 445 are also required for middle school endorsement.

Total credit hours: 31

Content Major in French

In addition to completing required courses in elementary education, students electing a content major in French must complete the following courses:

- French 201, 202, 323, 324, 330, 400, 420, and two additional French courses at the 300-level or above

Total credit hours: 29

Content Major in General Science

In addition to completing required courses in elementary education, students electing a content major in general science must complete the following courses:

- Biology 111; Chemistry 105; Physical Science 212, 357, 491 (or Biology 491, or Chemistry 491, or Physics 491); Physics 101
- ONE COURSE from Biology 112; Chemistry 106; Physical Science 210, 214, 217; Physics 102
- TWO COURSES from Biology 318, 321, 324, 329, 353, 354; Chemistry 404; Physical Science 340

Total credit hours: 30–32

Content Major in Geography

In addition to completing required courses in elementary education, students electing a content major in geography must complete the following courses:

- Geography 100, 101, 205, 400
- SIX COURSES from Geography 301, 305, 306, 312, 313, 320, 337, 338, 339, 407, 408

Total credit hours: 30

Content Major in History

In addition to completing required courses in elementary education, students electing a content major in history must complete the following courses:

- History 200, 201, 202, 331, 362, 381
- ONE COURSE from Western History (See page 167)
- ONE COURSE from Non-Western History (See page 167)
- TWO COURSES from either A, B, or C below:
 - A. Western History (See page 167)
 - B. Non-Western History (See page 167)
 - C. U.S. History (See page 166)

Total credit hours: 30

Note: No courses may be double counted.

Content Major in Mathematics

In addition to completing required courses in elementary education, students electing a content major in mathematics must complete the following courses:

- Mathematics 200, 209, 212 (or 247), 240, 324, 409, 431
- ONE COURSE from Computer Science 101, 102, 201; Mathematics 210. (Students seeking middle school endorsement in mathematics MUST select Mathematics 210.)
- ONE COURSE from Mathematics 418, 436, 445

Total credit hours: 30–31

Content Major in Political Science

In addition to completing required courses in elementary education, students electing a content major in political science must complete the following courses:

- Political Science 202, 203, 204 (or 316), 208, 306, 308, 332, 357, 358

Total credit hours: 29

Content Major in Social Studies

In addition to completing the required courses in elementary education, students electing a content major in social studies must complete the following courses:

- Anthropology 101 (or Economics 200); Geography 400; History 200 (or Sociology 302), 201, 202, 331; Political Science 202, 316 (or History 316 or Geography 337)
- ONE COURSE from History 340, 341, 342, 344, 345, 346, 347, 348, 349
- ONE COURSE from History 307, 308, 310, 314, 352, 353

Total credit hours: 31

Content Major in Spanish

In addition to completing required courses in elementary education, students electing a content major in Spanish must complete the following courses:

- Spanish 201, 202, 310, 311, 312, 313, 400, 420, and one additional Spanish course at the 300-level or above

Total credit hours: 29

Content Major in Theatre

In addition to completing required courses in elementary education, students electing a content major in theatre must complete the following courses:

- Theatre 105, 110, 222, 425, 430, 435
- ONE COURSE from Theatre 440, 441, 442
- THREE ADDITIONAL COURSES in theatre

Total credit hours: 30

Requirements for Students Electing a B.S. in Elementary Education with a Teaching Concentration in Special Education

Students must complete the course requirements for the B.S. in elementary education and the required courses in special education.

MIDDLE SCHOOL ENDORSEMENT

The endorsement program in middle school education is for students who wish to teach in a middle school. Students seeking **middle school endorsement** must be enrolled in an elementary education program and a content major that offer eligibility for certification. Students must complete the courses requirements for elementary education and the requirements listed below.

Course Requirements for Middle School Endorsement

Complete sections I, II, and III below.

Section I

Middle Level Education 310, 320, and 330, a student teaching experience at a middle school.

Section II

Select a content major from the following list: English, French, general science, mathematics, social studies, Spanish.

Section III

Complete three courses in a discipline different from your content major. Choose category A, B, C, D, E, or F below.

Category A—English

English 201, 212 (or Secondary Education 444); Secondary Education 445

Total Credit Hours: 10

Category B—French

French 201, 202, 330

Total Credit Hours: 11

Category C—Mathematics

Mathematics 209 (or 212 or 247), 240, 324 (or 409 or 431)

Total Credit Hours: 9–11

Category D—Science

Biology 101; Chemistry 103; Physical Science 212

Total Credit Hours: 12

Category E—Social Studies

Geography 400; History 201, 202

Total Credit Hours: 9

Category F—Spanish

Spanish 201, 202, 310 (or 311 or 312 or 313)

Total Credit Hours: 11

M.A.T. IN ELEMENTARY EDUCATION**Admission Requirements**

1. A completed application form accompanied by a fifty-dollar nonrefundable application fee.
2. A résumé outlining educational and work experiences.
3. Official transcripts of all undergraduate and graduate course work.
4. A minimum cumulative grade point average of 3.00 on a 4.00 scale in undergraduate course work.
5. An official report of scores on the Praxis II: Elementary Content Knowledge Test, with a minimum score as established by the Rhode Island Department of Education.
6. Two Disposition Reference Forms: one from a faculty or supervisor of a child/youth-related activity, and one from a work supervisor.
7. A Career Commitment Essay and Scored Rubric.
8. Evidence of completion of the Technology Competency Requirement.
9. An interview with an advisor in the M.A.T. program in elementary education.
10. A plan of study approved by the advisor and appropriate dean.

Course Requirements

Course No.	Course Title	Credit Hours	Offered
<i>Foundations Component</i>			
CEP 552	Psychological Perspectives on Learning and Teaching	3	F, Sp, Su
FNED 546	Contexts of Schooling	4	F, Sp, Su
<i>Professional Courses</i>			
ELED 500	Reflections: The Art and Science of Teaching	3	F, Sp
ELED 524	Developmental Reading: M.A.T. Practicum II	3	Sp
ELED 559	Student Teaching in the Elementary School	9	F, Sp
SPED 531	Instructional Approaches to Children with Special Needs in Regular Classes	3	F, Sp, Su
FIVE COURSES from the following. At least two must be practicum courses.			
ELED 504	Mathematics in the Elementary School	3	F, Sp, Su
<i>or</i>			
ELED 538	Mathematics M.A.T. Practicum	3	F, Sp
<i>or</i>			
ELED 508	Language Arts in the Elementary School	3	F, Sp, Su
<i>or</i>			
ELED 527	Language Arts M.A.T. Practicum	3	F
<i>or</i>			
ELED 518	Science in the Elementary School	3	F, Sp, Su
<i>or</i>			
ELED 537	Science M.A.T. Practicum	3	F, Sp

ELED	522	Developmental Reading: M.A.T. Practicum I	3	F, Sp
<i>or</i>				
ELED	534	Developmental Reading: Prekindergarten through Grade Eight	3	F, Sp, Su
ELED	528	Social Studies in the Elementary School	3	F, Sp, Su
<i>or</i>				
ELED	536	Social Studies M.A.T. Practicum	3	F

Total Credit Hours
40

M.ED. IN ELEMENTARY EDUCATION

The Department of Elementary Education is in the process of redesigning the M.Ed. in elementary education program. Admission has been suspended until January 2008, while the program is being revised.

Please access our Web site for information about this program.

Health Education

Department of Health and Physical Education

Professors: *Castagno, Lombardo*

Associate Professors: *Ainley (coordinator), Auld, Rauhe (chair)*

Assistant Professors: *Berard-Reed, S. Clark, Vastis*

Students are responsible for meeting all graduation requirements; therefore, it is important that students consult with their advisor each semester before registering for courses. This teacher preparation program also has specific departmental requirements, which may be obtained from the advisor.

Retention Requirements for B.S. in Health Education

1. A minimum overall grade point average of 2.50 each semester.
2. A minimum grade of B- in Health Education 300 and 418, and a recommendation to continue from the instructors of each course.
3. A minimum grade of B- in all other required and professional courses.
4. Completion of the Professional Service Retention Requirement prior to enrolling in Health Education 427.

COURSE REQUIREMENTS FOR B.S. IN HEALTH EDUCATION

Students must present current certification in basic first aid and adult-child-infant CPR in order to student teach.

Course No.	Course Title	Credit Hours	Offered
HED 101	Human Sexuality	3	F, Sp, Su
HED 102	Personal Health	3	F, Sp, Su
HED 202	Principles of Health Education	3	F
HED 221	Nutrition	3	F, Sp
HED 233	Social Perspectives of Health	3	Sp
HED 303	Community Health	3	Sp
HED 307	Dynamics and Determinants of Disease	3	F
HED 325	Assessment in Health and Physical Education	3	F or Sp
HED 404	Organization and Administration of School Health Education Programs	3	Sp
HED 410	Stress Management	3	F
HED 431	Drug Education	3	Sp

Professional Courses

CEP	315	Educational Psychology	4	F, Sp, Su
FNED	346	Schooling in a Democratic Society	4	F, Sp, Su
HED	300	Concepts of Teaching	4	F, Sp
HED	418	Practicum in Health Education	4	F
HED	427	Student Teaching in Health Education	5 or 9	F, Sp
HED	428	Student Teaching Seminar in Health and Physical Education	1	F, Sp
SPED	433	Adaptation of Instruction for Inclusive Education	3	F, Sp, Su

Cognates

BIOL	108	Basic Principles of Biology	4	F, Sp, Su
BIOL	231	Human Anatomy	4	F, Sp, Su
BIOL	335	Human Physiology	4	F, Sp, Su
BIOL	348	Microbiology	4	F, Sp, Su
PSYC	110	Introduction to Psychology	3	F, Sp, Su

Total Credit Hours**75–79**

COURSE REQUIREMENTS FOR B.S. IN HEALTH EDUCATION—WITH CONCENTRATION IN COMMUNITY HEALTH

Course No.	Course Title	Credit Hours	Offered
HED 101	Human Sexuality	3	F, Sp, Su
HED 102	Personal Health	3	F, Sp, Su
HED 115	Fundamentals of First Aid and Cardiopulmonary Resuscitation	2	F, Sp, Su
HED 202	Principles of Health Education	3	F
HED 221	Nutrition	3	F or Sp
HED 233	Social Perspectives of Health	3	Sp
HED 300	Concepts of Teaching	4	F, Sp
HED 303	Community Health	3	Sp
HED 307	Dynamics and Determinants of Disease	3	F
HED 418	Practicum in Health Education	4	F
TWELVE ADDITIONAL CREDIT HOURS OF COURSES in health education, chosen with consent of community health advisor		12	
<i>Professional Courses</i>			
COMM 208	Public Speaking	3	F, Sp
CEP 315	Educational Psychology	4	F, Sp, Su
HED 419	Practicum in Community Health	3	F
HED 426	Community Health: Field Placement	9	Once annually
<i>Cognates</i>			
BIOL 108	Basic Principles of Biology	4	F, Sp, Su
BIOL 231	Human Anatomy	4	F, Sp, Su
BIOL 335	Human Physiology	4	F, Sp, Su
PSYC 110	Introduction to Psychology	3	F, Sp, Su
ONE COURSE from			
CIS 251	Computers in Management	3	F, Sp, Su
CSCI 101	Introduction to Computers	3	F, Sp, Su
SSCI 102	Introduction to Computer Use in the Social Sciences	3	As needed
Total Credit Hours		80	

M.ED. IN HEALTH EDUCATION

Admission Requirements

1. A completed application form accompanied by a fifty-dollar nonrefundable application fee.
2. Teacher certification.
3. Official transcripts of all undergraduate and graduate records.
4. Completion of courses in psychology, human physiology or human biology, and sociology or anthropology, and in critical areas of health science.
5. A minimum cumulative grade point average of 3.00 on a 4.00 scale in undergraduate and graduate course work.
6. An official report of scores on the Graduate Record Examination (GRE) or Miller Analogies Test (MAT).
7. Three letters of recommendation.
8. A plan of study approved by the advisor and appropriate dean.
9. An interview.

Course Requirements

Course No.	Course Title	Credit Hours	Offered
<i>Foundations Component</i>			
ELED 510	Research Methods, Analysis, and Applications	3	F, Sp, Su
FNED 502	Social Issues in Education	3	F, Sp, Su
<i>Related Disciplines Component</i>			
SPED 531*	Instructional Approaches to Children with Special Needs in Regular Classes	0–3	F, Sp, Su
*If its equivalent has not been taken at the undergraduate or graduate level.			
<i>Professional Education Component</i>			
HED 500	Introduction to Health Education and Health Promotion	3	F
HED 501	Curriculum Design in Health Education	3	F
HED 505	Principles of Program Development in Health Education	3	Sp
HED 507	Epidemiology and Biostatistics	3	Sp
HED 562	Seminar in Health Education	3	F
THREE COURSES from			
HED 410	Stress Management	3	F
HED 450*	Topics in Health Education	3	As needed
HED 480*	Workshop in Health Education	3	As needed
HED 530	Family Life and Sexuality Education	3	As needed
HED 590	Directed Study in Health Education	3	As needed
HED 591	Directed Reading in Health Education	3	As needed

*With consent of advisor.

<i>Electives</i>	3–6
Courses should be health-related or health education courses. Some students may have to take an additional foundations of education course as one of these electives.	
<i>Comprehensive Assessment</i>	0
Total Credit Hours	33–36

Mental Health Counseling

Department of Counseling, Educational Leadership, and School Psychology

Associate Professor: *Boisvert*

Assistant Professors: *Brabeck, Darcy (chair), Holtzman, Tillotson*

C.A.G.S. IN MENTAL HEALTH COUNSELING

Admission Requirements

1. A completed application form accompanied by a fifty-dollar nonrefundable application fee.
2. Official transcripts of all undergraduate and graduate records.
3. A minimum of 6 credit hours of undergraduate courses in psychology. Applicants who have not taken courses in counselor education must elect or complete eight courses in the field prior to entrance into the advanced program.
4. A minimum cumulative grade point average (GPA) of 3.00 on a 4.00 scale in undergraduate course work, and a minimum GPA of 3.25 in previous graduate course work.
5. An official record of scores on the Graduate Record Examination (GRE) or Miller Analogies Test (MAT).
6. A written statement of purpose.
7. Three letters of recommendation.
8. A plan of study approved by the advisor and appropriate dean.
9. A performance-based evaluation of professional work or volunteer experience.
10. A current résumé.

Retention Requirements

1. A minimum cumulative grade point average of 3.25 each semester. Grades below B are not considered of graduate quality and are of limited application to degree work.
2. A minimum grade of B- in Counseling and Educational Psychology 531 or 532 or their equivalent. Students who receive a grade of B- or lower in either of these courses must consult with their advisor before registering for any subsequent course in the plan of study.
3. A minimum grade of B in Counseling and Educational Psychology 538, 539, or 540. Students who receive a grade below a B in any of these courses must retake the course. After retaking the course, a recommendation to continue from the student's advisor is required.
4. A passing score on the M.A. comprehensive examination.
5. A minimum grade of B in Counseling and Educational Psychology 610, 611, 683, and 684, and a recommendation to continue from the program director.
6. A satisfactory rating on the internship portfolio.
7. Failure to meet any one of the above requirements is sufficient cause for dismissal from the program.

Course Requirements

Course No.	Course Title	Credit Hours	Offered
<i>Foundations Component</i>			
CEP 531	Human Development across Cultures	3	F, Sp, Su
CEP 532	Theories and Methods of Counseling	3	F, Sp, Su
CEP 534	Quantitative Measurement and Test Interpretation	3	Sp, Su
CEP 535	Vocational Counseling and Placement	3	Sp, Su
CEP 537	Introduction to Group Counseling	3	F, Sp, Su
CEP 543	Clinical Assessment and Case Problems	3	Sp, Su
CEP 544	Family Counseling Theory and Practice	3	F
CEP 554	Research Methods in Applied Settings	3	F, Su
CEP 609	Ethical and Legal Issues in Counseling	3	F
CEP 612	Cross-Cultural Counseling	3	Sp
CEP 682	Advanced Theory and Practice of Group Counseling	3	Sp
<i>Practicum Component</i>			
CEP 538	Clinical Practicum I	3	F, Sp, Su
CEP 539	Clinical Practicum II	3	F, Sp, Su
CEP 683	Advanced Clinical Practicum in Counseling I	3	F
CEP 684	Advanced Clinical Practicum in Counseling II	3	Sp
<i>Internship Component</i>			
CEP 610	Advanced Clinical Internship I	6	F
CEP 611	Advanced Clinical Internship II	6	Sp
<i>Cognates</i>			
ONE COURSE from			
CEP 536	Biological Perspectives in Mental Health	3	F, Su
CEP 613	Psychopharmacology and Mental Health	3	As needed
CEP 663	Research and Information Technology for Counselors	3	As needed
CEP 675	Consultation and Collaboration in School and Community Settings	3	Sp
CEP 686	Supervision in Counseling	3	As needed
<i>National Clinical Mental Health Counseling Examination (C.A.G.S.—Nonthesis Option)</i>		0	
<i>Field Project (C.A.G.S.—Thesis Option)</i>		0	
Total Credit Hours		60	

M.A. in Counseling—With Concentration in Agency Counseling

For candidates admitted to the C.A.G.S. in mental health counseling, the M.A. in counseling (agency counseling concentration) is awarded when the student has completed all 500-level courses and satisfactorily passed a written examination prepared and administered by the Department of Counseling, Educational Leadership, and School Psychology. The examination is based on the student's knowledge of human development, counseling approaches, and intervention strategies.

C.A.G.S. in Mental Health Counseling

The C.A.G.S. in mental health counseling is awarded when the student has completed

1. The 500-level courses required for the M.A. in counseling and an additional 27 credit hours of graduate course work at the 600-level as specified in the student's integrated plan of study for a total of 60 credit hours.
2. A two-semester, 12-credit internship in a cooperating mental health agency, and submission of a performance portfolio at the conclusion of the internship, and
3. A passing score in the Clinical Mental Health Counselor Licensure Examination (nonthesis option) or successful completion of a field project (thesis option).

Physical Education

Department of Health and Physical Education

Professors: *Castagno, Lombardo*

Associate Professors: *Ainley, Auld, Rauhe (chair)*

Assistant Professor: *Tunncliffe*

Students are responsible for meeting all graduation requirements; therefore, it is important that students consult with their advisor each semester before registering for courses. This teacher preparation program also has specific departmental requirements, which may be obtained from the advisor.

Retention Requirements for B.S. in Physical Education

1. A minimum overall grade point average of 2.50 each semester.
2. A minimum grade of B- in Physical Education 302, 413, and 414; and a recommendation to continue from the instructors of each course.
3. A minimum grade of B- in all other required and professional courses.
4. Completion of the Professional Service Retention Requirement prior to enrolling in Physical Education 426.

COURSE REQUIREMENTS FOR B.S. IN PHYSICAL EDUCATION

Course No.	Course Title	Credit Hours	Offered
HED 102	Personal Health	3	F, Sp, Su
PED 140	Introduction to Movement Sciences	3	F, Sp
PED 206	Fundamental Movement and Its Analysis	3	F, Sp
PED 243	Foundations of Movement	3	F, Sp
PED 301	Principles of Teaching Activity	3	F, Sp
PED 409	Adapted Physical Education	3	F
PED 410	Evaluation and Measurement in Physical Education	3	F, Sp
PED 411	Kinesiology	3	F
PED 412	Organization and Administration of Physical Education Programs: Prekindergarten through Grade Twelve	2	F
PED 420	Physiological Aspects of Exercise	3	F, Sp

TEN CREDIT HOURS OF COURSES in activities, including

PED	123	Outdoor Activities—Summer	1	F, Sp
PED	132	Beginning Gymnastics	2	F, Sp
PED	147	Rhythmic Activities	1	Sp
PED	205	Conditioning for Personal Fitness	2	F, Sp
PED	207	Motor Skill Development for Lifetime Wellness I	2	F, Sp
PED	208	Motor Skill Development for Lifetime Wellness II	2	F, Sp

Note: Students must also demonstrate basic-level competency in aquatics by providing evidence of satisfactory completion of an entry-level or higher swimming course or its equivalent prior to student teaching. Materials explaining ways to fulfill this requirement are available in the Department of Health and Physical Education.

Professional Courses

CEP	315	Educational Psychology	4	F, Sp, Su
FNED	346	Schooling in a Democratic Society	4	F, Sp, Su
PED	302	Practicum in Team Activities	3	Sp
PED	413	Creative Rhythms and Dance	3	F
PED	414	Practicum in Individual and Dual Activities	3	Sp
PED	426	Student Teaching in Physical Education	9	F, Sp
PED	428	Student Teaching Seminar in Health and Physical Education	1	F, Sp

Cognates

BIOL	108*	Basic Principles of Biology	4	F, Sp, Su
BIOL	231**	Human Anatomy	4	F, Sp, Su
BIOL	335	Human Physiology	4	F, Sp, Su
SPED	300	Introduction to the Characteristics and Education of Children and Youth with Disabilities	4	F, Sp, Su

*Students in the physical education curriculum who complete Biology 108 shall be considered to have fulfilled the Laboratory Science Category of General Education.

**Students in the physical education curriculum who complete Biology 231 shall be considered to have fulfilled the Science and Mathematics Category of General Education.

Total Credit Hours

82

Specialization in Adapted Physical Education

Students who anticipate working with special populations must meet the following additional requirements:

1. A minimum grade of B in each of the following courses: Physical Education 302, 409, 413, 414, 415; and Special Education 300, 525.
2. Additional laboratory experiences with children with disabilities in Physical Education 409 and 415.
3. A minimum of forty-five documented hours of experience with kindergarten through grade twelve school-children in an adapted setting.

Reading

Department of Elementary Education

Professors: *Barton, Carey, Rude (coordinator), Stieglitz*

Associate Professors: *Eldridge Jr., Owen (chair)*

Assistant Professor: *Zbaracki*

M.ED. IN READING

Admission Requirements

1. A completed application form accompanied by a fifty-dollar nonrefundable application fee.
2. Teacher certification.
3. One year of professional teaching experience.
4. Official transcripts of all undergraduate and graduate records.
5. A minimum cumulative grade point average of 3.00 on a 4.00 scale in undergraduate course work.
6. An official report of scores on the Graduate Record Examination (GRE) or Miller Analogies Test (MAT).
7. Three letters of recommendation (one from a professor).
8. A plan of study approved by the advisor and appropriate dean.
9. An interview.

Course Requirements

Course No.	Course Title	Credit Hours	Offered
<i>Foundations Component</i>			
ELED 510	Research Methods, Analysis, and Applications	3	F, Sp, Su
FNED 502	Social Issues in Education	3	F, Sp, Su
<i>Professional Education Component</i>			
ELED 501	Reading in the Content Areas	3	F, Sp, Su
ELED 534	Developmental Reading: Prekindergarten through Grade Eight	3	F, Sp, Su
ELED 629	Remedial Reading Clinic	6	Su
ELED 641	Administration of Reading Programs	3	Sp
ELED 663	Seminar in Education: Review of Research in Reading	3	F
ELED 685	Diagnosis of Reading Difficulties	3	F
ELED 686	Treatment of Reading Difficulties	3	Sp

Electives

SIX CREDIT HOURS OF COURSES, chosen with advisor's consent 6

Comprehensive Assessment 0

Total Credit Hours 36

School Counseling

Department of Counseling, Educational Leadership, and School Psychology

Associate Professor: *Boisvert*

Assistant Professors: *Brabeck, Darcy (chair and coordinator), Holtzman, Tillotson*

The C.A.G.S. in school counseling has been suspended. The department is currently not accepting students.

School Psychology

Department of Counseling, Educational Leadership, and School Psychology

Associate Professor: *Boisvert*

Assistant Professors: *Brabeck, Darcy (chair), Holtzman, Tillotson (coordinator)*

M.A. IN COUNSELING—WITH CONCENTRATION IN EDUCATIONAL PSYCHOLOGY/ C.A.G.S. IN SCHOOL PSYCHOLOGY

Admission Requirements

1. A completed application form accompanied by a nonrefundable fifty-dollar application fee.
2. Official transcripts of all undergraduate and graduate records.
3. A minimum of three courses in psychology, including child or adolescent development, personality, and abnormal psychology.
4. A minimum cumulative grade point average (GPA) of 3.00 on a 4.00 scale in undergraduate course work, and a minimum GPA of 3.25 in previous graduate course work.
5. An official record of scores on the Graduate Record Examination (GRE) or Miller Analogies Test (MAT).
6. A written statement of professional work or volunteer experience, and a written statement of purpose.
7. Three letters of recommendation.
8. An integrated and sequential plan of study approved by the advisor and appropriate dean. The plan of study will take into consideration previous graduate course work by students with a master's degree in psychology, counseling, or a related field, who seek admission into the school psychology program.
9. An interview.

Retention Requirements

1. A minimum cumulative grade point average of 3.25 on a 4.00 scale each semester. Grades below B are not considered of graduate quality and are of limited application to degree work.
2. A minimum grade of B- in Counseling and Educational Psychology 531, 533, 552, and 603. Students who receive a grade of B- or lower in any of these courses must consult with their advisor before registering for any subsequent course in the plan of study.
3. A passing score on the M.A. comprehensive examination.
4. A satisfactory rating on the training portfolio, and a recommendation to continue from the program director.
5. Failure to meet any one of the above requirements is sufficient cause for dismissal from the program.

COURSE REQUIREMENTS

Course No.	Course Title	Credit Hours	Offered
<i>Foundations Component</i>			
CEP 531	Human Development across Cultures	3	F, Sp, Su
CEP 532	Theories and Methods of Counseling	3	F, Sp, Su
CEP 533	Psychology of Students with Exceptionalities	3	F
CEP 536	Biological Perspectives in Mental Health	3	Sp, Su
CEP 552	Psychological Perspectives on Learning and Teaching	3	F, Sp, Su
ELED 534	Developmental Reading: Prekindergarten through Grade Eight	3	F, Sp, Su
<i>or</i>			
SPED 531	Instructional Approaches to Children with Special Needs in Regular Classes	3	F, Sp, Su
CEP 544	Family Counseling Theory and Practice	3	F
<i>or</i>			
SPED 534	Involvement of Parents and Families Who Have Children with Disabilities	3	F, Sp
<i>Interventions/Problem-Solving Component</i>			
CEP 537	Introduction to Group Counseling	3	F, Sp, Su
CEP 538	Clinical Practicum I	3	F, Sp, Su
CEP 551	Behavioral Assessment and Intervention	3	Sp
CEP 602	Social-Emotional Assessment and Intervention	3	F
CEP 675	Consultation and Collaboration in School and Community Settings	3	Sp
<i>Research and Evaluation Component</i>			
CEP 534	Quantitative Measurement and Test Interpretation	3	Sp, Su
CEP 554	Research Methods in Applied Settings	3	F, Su
<i>Professional School Psychology Component</i>			
CEP 601	Cognitive Assessment	3	F
CEP 603	Professional School Psychology	3	Sp
CEP 604	Psychoeducational Assessment and Response-to-Intervention	3	Sp
CEP 605	School Psychology Practicum	6	F, Sp
CEP 629	Internship in School Psychology	12	F, Sp
<i>Comprehensive Examination (Master of Arts)</i>		0	F, Sp
<i>National School Psychology Examination (C.A.G.S.)</i>		0	F, Sp
Total Credit Hours		69	

M.A. in Counseling—with Concentration in Educational Psychology

The M.A. in counseling (educational psychology concentration) is awarded when the student has completed at least 30 credit hours (Counseling and Educational Psychology 531, 532, 533, 534, 536, 537, 538, 551, 552, 554) and satisfactorily passed a written examination prepared and administered by the Department of Counseling, Educational Leadership, and School Psychology. The examination is based on the student's knowledge of human development, counseling approaches, and intervention strategies. *The M.A. in counseling with concentration in educational psychology is not a terminal degree and does not meet requirements for certification as a school psychologist.*

C.A.G.S. in School Psychology

1. An additional 27 credit hours of graduate course work beyond the master's level as specified in the student's integrated and sequential plan of study.
2. A one-year, 1200-hour, 12-credit internship in a cooperating school system.
3. A passing score (as determined by the Department of Counseling, Educational Leadership, and School Psychology) on the National School Psychology Examination administered by the Educational Testing Service (ETS/PRAXIS II #10400).
4. A performance portfolio at the conclusion of the internship.

The C.A.G.S. in school psychology meets state certification requirements in school psychology from the Rhode Island Department of Education.

Secondary Education

Department of Educational Studies

Professors: *Bigler, Cloud, Panofsky, Stone, Sullivan*

Associate Professors: *Benziger, Bogad, Brell Jr., Christy, Cvornyek, Davis, Goodwin Gomez, La Ferla, McLaughlin Jr. (chair), Niska, Özcan, Tiskus, Weston-Gil*

Assistant Professors: *August, Cook, Horton, Johnson, Patterson*

Undergraduates planning to teach in the secondary school—grades seven through twelve—major in one of the following areas: anthropology, biology, chemistry, English, French, general science, geography, history, mathematics, physics, political science, social science, sociology, and Spanish. See course requirements for these majors on the following pages. A teaching concentration in special education may be chosen in addition to one of these majors. See course requirements for the teaching concentration in special education in the section titled Special Education.

Students are responsible for meeting all graduation requirements; therefore, it is important that students consult with their advisor each semester before registering for courses.

Retention Requirements for B.A. in Secondary Education

1. A minimum overall grade point average (GPA) of 2.50 each semester.
2. A minimum grade of B- in all teacher education courses.
3. A satisfactory GPA in the major area.
4. Positive recommendations from all education instructors based on academic work, fieldwork, and professional behavior.

If a student's overall GPA falls below the minimum 2.50, or if the required GPA in the major falls below the minimum, the student will be put on probation, which means the student cannot continue to take courses in the professional education sequence until the probationary status is removed. If either the overall GPA or the required GPA in the major falls below the minimum for two consecutive semesters, the student may be suspended or dismissed from the secondary education program.

COURSE REQUIREMENTS FOR B.A. IN SECONDARY EDUCATION

Course No.	Course Title	Credit Hours	Offered
CEP 315	Educational Psychology	4	F, Sp, Su
FNED 346	Schooling in a Democratic Society	4	F, Sp, Su
SED 405	Dimensions of Secondary Education	4	F, Sp, Su
SED 410	Practicum in Secondary Education	5	F, Sp
SED 421	Student Teaching in the Secondary School	9	F, Sp
SED 422	Student Teaching Seminar in Secondary Education	2	F, Sp
SPED 433*	Adaptation of Instruction for Inclusive Education	3	F, Sp, Su

*Students electing a teaching concentration in special education are not required to take Special Education 433.

Total Credit Hours **31**

Additional Course Requirements in the Major**Major in Anthropology**

Along with completing required secondary education courses listed above, students majoring in anthropology must fulfill the following requirements to obtain social studies and history certification:

- Anthropology 101, 103, and either 102 or 104
- Geography 400
- History 200 (or an approved social science methods course), 362
- ONE COURSE from African and African American Studies 200, Anthropology 205, History 334, Sociology 208
- ONE COURSE from Anthropology 301, 336, 418, 424, 461; History 314, 330, 333; Political Science 309, 317, 336; Secondary Education 461; Social Science 418, 461; Sociology 312, 317; or an appropriate course at the 300- or 400-level approved by the advisor and department chair
- ONE COURSE from Anthropology 311, 312, 313, 314, 319, 322, 325, 327, 424
- ONE COURSE from Anthropology 319, 322, 325, 327, 424

History Component

- History 201, 202
- ONE COURSE from A, B, and C below:
 - A. History 308, 309, 310, 313, 314
 - B. History 320, 321, 322, 323, 324, 325, 326, 327, 330, 331, 332, 333, 334
 - C. History 340, 341, 342, 344, 345, 346, 347, 348, 349
- (History elective, if needed, to complete 24-credit-hour requirement)

Social Studies Component

- Economics 214
- Political Science 202
- ONE COURSE from Geography 337; Political Science 208, 337, 357, 358

(Total Credit Hours: 56)

Note: To enroll in Secondary Education 410, students must have completed at least 24 credit hours in the Social Studies and History Components, including Economics 214, Geography 400, History 201 and 202, and Political Science 202. Students are also required to maintain a minimum grade point average of 2.75 in all courses in the program.

Major in Biology

Along with completing required courses for secondary education, students majoring in biology must fulfill the following requirements:

- Biology 111, 112, 221, 318, 320, 335, 348, 491
- Chemistry 103, 104, 205, 206
- Mathematics 209, 240
- Physical Science 212, 357
- Physics 101 or 200
- ONE COURSE from Biology 300, 321, 324, 329, 353, 354

(Total Credit Hours: 67)

Note: To enroll in Secondary Education 410, students must have completed at least 55 credit hours of required and cognate courses in the major or have the consent of the program advisor. Prior to enrolling in Secondary Education 421, students must have completed all program and content area requirements. Also, students must have maintained a minimum grade point average of 2.50 in all science and mathematics courses, with a minimum grade of C in these courses.

Major in Chemistry

Along with completing required courses for secondary education, students majoring in chemistry must fulfill the following requirements:

- Biology 111
- Chemistry 103, 104, 205, 206, 403, 404, 405, 406, 407, 408, 410, 491
- Mathematics 212, 213, 314
- Physical Science 212, 357
- Physics 200 and 201 (In unusual circumstances Physics 202 may be substituted for Physics 201, and Physics 101 and 102 may be substituted for Physics 200 and 201, with consent of department chair.)

(Total Credit Hours: 66)

Note: To enroll in Secondary Education 410, students must have completed at least 55 credit hours of required and cognate courses in the major or have the consent of the program advisor. Prior to enrolling in Secondary Education 421, students must have completed all program and content area requirements. Also, students must have maintained a minimum grade point average of 2.50 in all science and mathematics courses, with a minimum grade of C in these courses.

Major in English

Along with completing required courses for secondary education, students majoring in English must fulfill the following requirements:

- English 201, 202, 205, 207, 212, 326 (or 327), 336, 345 (or 346), 432 (or 433), 460
- Secondary Education 445 (or equivalent)
- ONE COURSE in nonprint media or English 325
- ONE 300/400-level elective

(Total Credit Hours: 44)

Note: To enroll in Secondary Education 410, students must have completed English 201 and 202 and a minimum of five additional courses in the major. To enroll in Secondary Education 421, students must have completed all program requirements and all but two of the required 300-level English courses. Also, students must have maintained a minimum grade point average of 3.00 in all English courses.

Major in French

Along with completing required courses for secondary education, students majoring in French must fulfill the following requirements:

- French 201, 202, 323, 324, 330, 400, 420, 460
- TWO COURSES in French at the 200-level or above

(Total Credit Hours: 32)

Note: A minor in French that is specifically tailored to secondary education consists of 20 credit hours (six courses), as follows: French 201, 202, 330, 400, and two additional French courses at the 300-level or above

Note: To enroll in Secondary Education 410, students must have completed seven of the required courses in the major, including French 201, 202, 323, 324, 330, 400, and 420. Also, students must have maintained a minimum grade point average of 3.00 in all French courses.

Major in General Science

Along with completing required courses for secondary education, students majoring in general science must fulfill the following requirements:

- Biology 111, 112
- Chemistry 103, 104
- Mathematics 209, 212, 240
- Physical Science 212, 217, 357
- Physics 101 and 102 (or Physics 200 and either 201 or 202)
- ONE RESEARCH COURSE from Biology 491, Chemistry 491, Physical Science 491, Physics 491, chosen from the same area as the two courses that were chosen from the same area above
- THREE COURSES at the 300-level or above from the following four areas: biology, chemistry, physical science, and physics (two courses must be in the same area)

(Total Credit Hours: 56–59)

Note: To enroll in Secondary Education 410, students must have completed at least 55 credit hours of required and cognate courses in the major or have the consent of the program advisor. Prior to Secondary Education 421, students must have completed all program and content area requirements. Also, students must have maintained a minimum grade point average of 2.50 in all science and mathematics courses, with a minimum grade of C in these courses.

Major in Geography

Along with completing required courses for secondary education, students majoring in geography must fulfill the following requirements to obtain social studies and history certification:

- Geography 101, 205, 306, 337 (or Political Science 337), 400
- History 200 (or an approved social science methods course), 362
- ONE COURSE in geography at the 300- or 400-level
- ONE COURSE from Anthropology 301, 336, 418, 424, 461; History 314, 330, 333; Political Science 309, 317, 336; Secondary Education 461; Social Science 418, 461; Sociology 312, 317; or an appropriate course at the 300- or 400-level approved by the advisor and department chair
- ONE COURSE from History 323, 324, 325, 326, 327, 330, 331, 332, 333, 334

History Component

- History 201, 202
- ONE COURSE from History 308, 309, 310, 311, 313, 314
- ONE COURSE from History 340, 341, 342, 344, 345, 346, 347, 348, 349
- (History elective, if needed, to complete 24-credit-hour requirement)

Social Studies Component

- Economics 214
- Political Science 202
- One course from African and African American Studies 200, Anthropology 205, History 334, Sociology 208

(Total Credit Hours: 53)

Note: To enroll in Secondary Education 410, students must have completed at least 24 credit hours in the Social Studies and History Components, including Economics 214, Geography 400, History 201 and 202, and Political Science 202. Students are also required to maintain a minimum grade point average of 2.75 in all courses in the program.

Major in History

Along with completing required courses for secondary education, students majoring in history must fulfill the following requirements:

- History 200, 201, 202, 362
- ONE COURSE from U.S. History at the 300-level: (See page 166)
- ONE COURSE from Western History I: History 300, 301, 302, 303, 304, 305, 306, 307, 311, 312, 315, 352
- ONE COURSE from Western History II: History 308, 309, 310, 313, 316, 317, 353
- ONE COURSE from Non-Western History: (See page 167)
- TWO ADDITIONAL COURSES from U.S., Western (I or II), or Non-Western History

Note: To enroll in Secondary Education 410, students must have completed at least 24 credit hours of courses in social science/history, including Economics 214, Geography 400, History 201 and 202, and Political Science 202. Students must have completed History 200 and one 300-level course in Non-Western History, Western History, and U.S. History. (General Education courses may be counted to meet this requirement.) Also, students must have maintained a minimum grade point average of 2.75 in all required courses in the program.

Certification Courses

To be certified to teach history in Rhode Island secondary schools, students must also complete seven of the certification courses listed below. If students complete the certification courses, they may be eligible for Rhode Island endorsement to teach economics, geography, political science, and social studies. Students may be eligible for endorsement to teach anthropology and/or sociology, if they take two of the designated anthropology courses (see below) and/or two of the designated sociology courses (see below). Only one course in these disciplines is required if endorsement in these disciplines is not sought.

- Economics 214, 215
- Geography 400
- Political Science 202
- ONE COURSE from Anthropology 101, 205; Sociology 200, 202, 208
- ONE COURSE from Geography 101, 312, 320, 337, 408
- ONE COURSE from Political Science 208, 337, 357, 358

(Total Credit Hours: 32)

Major in Mathematics

Along with completing required courses for secondary education, students majoring in mathematics must fulfill the following requirements:

- Computer Science 201
- Mathematics 212, 213, 240, 300, 314, 315, 324, 418 (or 436), 431, 432, 441, 458
- Physics 200

(Total Credit Hours: 46)

Note: To enroll in Secondary Education 410, students must have completed the calculus sequence: Mathematics 212, 213, 314; in addition to Mathematics 240, 300, 315, 324; and at least concurrent enrollment in Mathematics 432. Also, students must have maintained a minimum grade point average (GPA) of 2.50 in all required mathematics courses. Prior to enrollment in Secondary Education 421 and 422, students must have completed all other program and mathematics major requirements and maintained a minimum GPA of 2.50 in all required mathematics courses.

Major in Physics

Along with completing required courses for secondary education, students majoring in physics must fulfill the following requirements:

- Biology 111
- Chemistry 103, 104
- Mathematics 212, 213, 314, 416
- Physical Science 212, 357
- Physics 200, 201, 202, 300, 312, 401, 403, 407, 413, 491

(Total Credit Hours: 67)

Note: To enroll in Secondary Education 410, students must have completed at least 55 credit hours of required and cognate courses in the major or have the consent of the program advisor. Prior to enrollment in Secondary Education 421, students must have completed all program and content area requirements. Also, students must have maintained a minimum grade point average of 2.50 in all science and mathematics courses, with a minimum grade of C in these courses.

Major in Political Science

Along with completing the required courses for secondary education, students majoring in political science must fulfill the following requirements to obtain social studies and history certification:

- History 200 (or an approved social science methods course), 362
- Political Science 202, 203, 208
- ONE COURSE from African and African American Studies 200, Anthropology 205, Sociology 208
- ONE COURSE from Anthropology 301, 336, 418, 424, 461; History 314, 330, 333; Political Science 309, 317, 336; Secondary Education 461; Social Science 418, 461; Sociology 312, 317; or an appropriate 300- or 400-level course approved by the student's major advisor and department chair
- ONE COURSE from History 320, 321, 322, 323, 324, 325, 326, 327, 330, 331, 332, 333, 334
- TWO COURSES in political science at the 300- or 400-level

History Component

- History 201, 202
- ONE COURSE from History 308, 309, 310, 311, 313, 314
- ONE COURSE from History 340, 341, 342, 344, 345, 346, 347, 348, 349
- (History elective, if needed, to complete 24-credit-hour requirement)

Social Studies Component

- Economics 214
- Geography 400
- ONE COURSE from Anthropology 101; Economics 215; Geography 101; Sociology 200

(Total Credit Hours: 53–55)

Note: To enroll in Secondary Education 410, students must have completed at least 24 credit hours in the Social Studies and History Components, including Economics 214, Geography 400, History 201 and 202, and Political Science 202. Students are also required to maintain a minimum grade point average of 2.75 in all courses in the program.

Major in Social Science

Along with completing required courses for secondary education, students majoring in social science must fulfill the following requirements to obtain social studies and history certification:

- Anthropology 101
- Economics 214
- Geography 400
- History 200 (or an approved social science methods course)
- Political Science 202
- ONE COURSE from Anthropology 311, 312, 313, 314, 319, 322, 325, 327, 424 (or Social Science 310 or 311)
- ONE COURSE from History 308, 309, 310
- ONE COURSE from History 340, 341, 342, 344, 345, 346, 347, 348, 349
- ONE COURSE from Political Science 203, 208, 337; Geography 337
- ONE COURSE from Political Science 341, 342, 343

History Component

- History 201, 202, 362
- ONE COURSE from History 320, 321, 322, 323, 324, 325, 326, 327, 328, 330, 331, 332, 333, 334
- (History elective, if needed, to complete 24-credit-hour requirement)

Social Studies Component

- ONE COURSE from African and African American Studies 200, Anthropology 205, History 334, Sociology 208
- ONE COURSE from Anthropology 301, 336, 418, 424; History 314, 330, 333; Political Science 309, 317, 336; Sociology 312, 317
- ONE COURSE from Anthropology 461; Secondary Education 461; Social Science 418, 461
- ONE COURSE from Geography 337; Political Science 208, 337, 357, 358

(Total Credit Hours: 55)

Note: To enroll in Secondary Education 410, students must have completed at least 24 credit hours in the Social Studies and History Components, including Economics 214, Geography 400, History 201 and 202, and Political Science 202. Students are also required to maintain a minimum grade point average of 2.75 in all courses in the program.

Major in Sociology

Along with completing the required courses for secondary education, students majoring in sociology must fulfill the following requirements to obtain social studies and history certification:

- History 200 (or an approved social science methods course), 362
- Sociology 200, 208, 300
- ONE COURSE from Anthropology 301, 336, 418, 424, 461; History 314, 330, 333; Political Science 309, 317, 336; Secondary Education 461; Social Science 418, 461; Sociology 312, 317; or an appropriate 300- or 400-level course approved by the student's major advisor and department chair
- ONE COURSE from History 320, 321, 322, 323, 324, 325, 326, 327, 330, 331, 332, 333, 334
- TWO COURSES in sociology at the 300- or 400-level

History Component

- History 201, 202
- ONE COURSE from History 308, 309, 310, 311, 313, 314
- ONE COURSE from History 340, 341, 342, 344, 345, 346, 347, 348, 349
- (History elective, if needed, to complete 24-credit-hour requirement)

Social Studies Component

- Economics 214
- Geography 400
- Political Science 202
- ONE COURSE from Geography 337; Political Science 208, 337, 357, 358

(Total Credits: 54–56)

Note: To enroll in Secondary Education 410, students must have completed at least 24 credit hours in the Social Studies and History Components, including Economics 214, Geography 400, History 201 and 202, and Political Science 202. Students are also required to maintain a minimum grade point average of 2.75 in all courses in the program.

Major in Spanish

Along with completing required courses for secondary education, students majoring in Spanish must fulfill the following requirements:

- Spanish 201 and 202 (Spanish 200 may be substituted for either of the two), 310, 311, 312, 313, 400, 420, 460
- ONE COURSE in Spanish at the 300-level or above

Note: A minor in Spanish specifically tailored to the secondary education program is available. The requirements consist of 20 credit hours (six courses), as follows: Spanish 201 and 202, 310 (or 311), 312 (or 313), 400, and one additional Spanish course at the 300-level or above.

Note: To enroll in Secondary Education 410, students must have completed seven required courses in the program and in the major, including Spanish 201 and 202 (Spanish 200 may be substituted for either of the two), 310 (or 311), 312 (or 313), 400, and 420. Also students must have maintained a minimum grade point average of 3.00 in the major.

Teaching Concentration in Special Education

A teaching concentration in special education may be chosen in addition to one of the majors that are listed above. Students must complete required secondary education courses, required courses in the major, and required special education courses.

MIDDLE SCHOOL ENDORSEMENT

The endorsement program in middle level education is for students who wish to teach in a middle school. Students seeking **middle school endorsement** must be enrolled in a secondary education certification-granting program and must complete the requirements listed below.

Course Requirements for Middle School Endorsement

Complete sections I, II, and III.

Section I

Complete Middle Level Education 310, 320, and 330, and a student teaching experience at a middle school.

Section II

Complete the requirements for a secondary education major in English, French, general science, mathematics, social studies, or Spanish.

Section III

Complete three courses in a discipline different from your secondary education major. Choose category A, B, C, D, E, or F below.

Category A—English

English 201, 212 (or Secondary Education 444); Secondary Education 445

Total Credit Hours: 10

Category B—French

French 201, 202, 330

Total Credit Hours: 11

Category C—Mathematics

Mathematics 209 (or 212 or 247), 240, 324 (or 409 or 431)

Total Credit Hours: 9–10

Category D—Science

Biology 111; Chemistry 103; Physical Science 212

Total Credit Hours: 12

Category E—Social Studies

Geography 400; History 201, 202

Total Credit Hours: 9

Category F—Spanish

Spanish 201, 202, 310 (or 311 or 312 or 313)

Total Credit Hours: 11

M.A.T. IN SECONDARY EDUCATION**Admission Requirements**

1. A completed application form accompanied by a fifty-dollar nonrefundable application fee.
2. A baccalaureate degree in one of the following areas: English, French, history, mathematics, or Spanish.
3. Official transcripts of all undergraduate and graduate records.
4. A minimum cumulative grade point average of 3.00 on a 4.00 scale in undergraduate course work.
5. An evaluation of content-area knowledge. See appropriate academic department for details.
6. Three letters of recommendation.
7. A plan of study approved by the advisor and appropriate dean.
8. An interview.

Course Requirements

Course No.	Course Title	Credit Hours	Offered
<i>Foundations Component</i>			
CEP 552	Psychological Perspectives on Learning and Teaching	3	F, Sp, Su
FNED 546	Contexts of Schooling	4	F, Sp, Su
<i>Professional Education Component</i>			
SED 405	Dimensions of Secondary Education	4	F, Sp, Su
SED 410	Practicum in Secondary Education	5	F, Sp
SED 421	Student Teaching in the Secondary School	9	F, Sp
SED 422	Student Teaching Seminar in Secondary Education	2	F, Sp
SPED 531	Instructional Approaches to Children with Special Needs in Regular Classes	3	F, Sp, Su
<i>Academic Disciplines Component</i>			
FIFTEEN CREDIT HOURS OF COURSES at the graduate level in the academic field in which certification is sought. Students should contact the department that provides course work in the anticipated area of certification.		15	
<i>Capstone Course</i>			
The capstone experience is incorporated into SED 422 (student teaching seminar)		0	
Total Credit Hours		45	

Special Education

Department of Special Education

Professors: *Antosh, Gleason, Imber, Kochanek, Medeiros Landurand*

Associate Professor: *Dell (chair)*

Assistant Professors: *Dalton, Hui, Lynch*

Students are responsible for meeting all graduation requirements; therefore, it is important that students consult with their advisor before registering for courses. Students in the Department of Special Education must also meet the admission and retention requirements of either the elementary education or secondary education program. Once teaching concentration requirements in special education and in elementary and secondary education are completed, students are eligible for a provisional teaching certificate in special education in Rhode Island.

Application and Admission Requirements

A complete Special Education Admission Portfolio must be submitted to the candidate's special education advisor. A complete portfolio includes:

1. A completed special education application form.
2. A copy of current transcripts from Rhode Island College and other institutions of higher education attended during the last ten years, documenting a minimum overall grade point average of 2.50 in all college course work, including Special Education 300 or equivalent (department chair approval required) with a minimum grade of B-.
3. One reference letter from a professional documenting the extent and quality of the candidate's experience with individuals with disabilities.
4. A personal statement describing the candidate's interest in a career teaching students with disabilities. This statement must address all content areas listed under the Content/Purpose section of the Career Commitment Essay Rubric, which is included in these guidelines.
5. A copy of a letter of acceptance to an elementary or a secondary education teacher preparation program.

Retention Requirements

1. A minimum cumulative grade point average of 2.50 at Rhode Island College.
2. Minimum grades in the education curriculum and the academic major, and/or the teaching concentration courses.
3. A minimum grade of B- in Special Education 300, and a minimum grade of C+ in all other required special education courses.
4. Completion of admission and retention requirements in an elementary or secondary education teacher preparation program.

**SPECIAL EDUCATION OF STUDENTS WITH MILD/MODERATE DISABILITIES,
ELEMENTARY THROUGH MIDDLE SCHOOL LEVEL**

Course Requirements

Course No.	Course Title	Credit Hours	Offered
<i>OPEN ONLY TO STUDENTS IN THE ELEMENTARY EDUCATION CURRICULA</i>			
SPED 300	Introduction to the Characteristics and Education of Children and Youth with Disabilities	4	F, Sp, Su
SPED 310	Principles and Procedures of Behavior Management for Children and Youth with Disabilities	4	F, Sp, Su
SPED 311	Language Development and Communication Problems of Children	3	F, Sp
SPED 312	Assessment Procedures of Children and Youth with Disabilities	4	F, Sp
SPED 412	Assessment, Curriculum, and Methodology for Children with Mild/Moderate Disabilities at the Elementary and Middle School Levels	4	F, Sp
SPED 419	Student Teaching in the Elementary or Middle School	5	F, Sp
SPED 440	Collaboration: Home, School, and Community	3	F, Sp
Total Credit Hours		27	

**SPECIAL EDUCATION OF STUDENTS WITH MILD/MODERATE DISABILITIES,
MIDDLE SCHOOL THROUGH SECONDARY LEVEL**

Course Requirements

Course No.	Course Title	Credit Hours	Offered
<i>OPEN TO STUDENTS IN THE ELEMENTARY OR SECONDARY EDUCATION CURRICULA</i>			
SPED 300	Introduction to the Characteristics and Education of Children and Youth with Disabilities	4	F, Sp, Su
SPED 310	Principles and Procedures of Behavior Management for Children and Youth with Disabilities	4	F, Sp, Su
SPED 311	Language Development and Communication Problems of Children	3	F, Sp
SPED 312	Assessment Procedures of Children and Youth with Disabilities	4	F, Sp
SPED 424	Assessment, Curriculum, and Methodology for Adolescents and Young Adults with Mild/Moderate Disabilities at the Middle School and Secondary Levels	4	F, Su
SPED 427	Career Exploration and Vocational Preparation of Middle School and Secondary-Level Students with Disabilities	3	Sp, Su
SPED 428	Student Teaching in the Middle School or Secondary Level	5	F, Sp
SPED 440	Collaboration: Home, School, and Community	3	F, Sp

Note: Students in the secondary education curricula with a special education concentration must take Middle Level Education 330.

Total Credit Hours

30–33

SPECIAL EDUCATION OF CHILDREN AND YOUNG ADULTS WITH SEVERE/PROFOUND DISABILITIES, AGES THREE TO TWENTY-ONE

Course Requirements

Course No.	Course Title	Credit Hours	Offered
<i>OPEN ONLY TO STUDENTS IN THE ELEMENTARY EDUCATION CURRICULA</i>			
SPED 300	Introduction to the Characteristics and Education of Children and Youth with Disabilities	4	F, Sp, Su
SPED 310	Principles and Procedures of Behavior Management for Children and Youth with Disabilities	4	F, Sp, Su
SPED 311	Language Development and Communication Problems of Children	3	F, Sp
SPED 312	Assessment Procedures for Children and Youth with Disabilities	4	F, Sp
SPED 435	Assessment and Instruction of Children with Severe/Profound Disabilities	4	F
SPED 436	Assessment and Instructional Alternatives for Adolescents and Young Adults with Severe/Profound Disabilities	4	Sp
SPED 437	Student Teaching in the School Program for Students with Severe/Profound Disabilities	5	F, Sp
SPED 438	Student Teaching Seminar: Special Class for Students with Severe/Profound Disabilities	1	F, Sp
Total Credit Hours		29	

Note: Students completing any one of the teaching concentrations described above and an elementary education program or a secondary education program are eligible for a Rhode Island provisional certificate in special education.

ADMISSION REQUIREMENTS FOR ALL M.ED. IN SPECIAL EDUCATION PROGRAMS

There are five M.Ed. programs in special education: early childhood, exceptional learning needs, initial certification, severe/profound disabilities, and urban multicultural special education. The initial certification program results in licensure as a special education teacher of students with mild to moderate disabilities at either the elementary through middle level or the middle through secondary level. The early childhood program prepares special education teachers for children with disabilities from birth through kindergarten and for their families. The exceptional learning needs program provides advanced study for special educators with specialization in one of four strands: special education administration, urban multicultural curriculum and instruction, secondary special education, or specialized study in an area of professional interest (i.e., behavioral support). The severe/profound disabilities program provides preparation and special education licensure for teachers of students with severe disabilities. The urban multicultural program provides advanced preparation for special educators who teach English language learners with disabilities.

1. A completed application form accompanied by a fifty-dollar nonrefundable application fee.
2. Official transcripts of all undergraduate and graduate course work.
3. Completion of Special Education 300: Introduction to the Characteristics and Education of Children and Youth with Disabilities or its equivalent as determined by the advisor. Candidates planning to concentrate in severe/profound disabilities must complete course work in elementary education teaching methodology in reading, language arts, and mathematics.
4. A minimum cumulative grade point average of 3.00 on a 4.00 scale in undergraduate course work.
5. ■ If applying for the M.Ed. program in early childhood—birth through kindergarten, candidate must be eligible for Rhode Island certification in early childhood education.
 ■ If applying for the M.Ed. program in special education certification, candidate must be eligible for Rhode Island certification in either elementary or secondary education.
 ■ If applying for the M.Ed. program in exceptional learning needs (strands: secondary special education, special education administration, specialized study in special education, and urban multicultural curriculum and instruction) or urban multicultural special education, candidate must be eligible for certification in special education.
6. An official report of scores on the Graduate Record Examination or Miller Analogies Test.
7. Three letters of recommendation citing candidate's education and experience in special education or a related field.
8. An application essay that describes the candidate's commitment to the field of collaboration, cultural awareness, lifelong learning, and special education.
9. An interview.
10. Language proficiency. If applying for English-as-a-second-language endorsement, candidates must include evidence of study of a second language.

**M.ED. IN SPECIAL EDUCATION—WITH CONCENTRATION IN EARLY CHILDHOOD—
BIRTH THROUGH KINDERGARTEN**

Course Requirements

Course No.	Course Title	Credit Hours	Offered
<i>Foundations Component</i>			
	ONE COURSE in research methods, chosen with advisor's consent	3	
	ONE COURSE in multicultural perspectives, chosen with advisor's consent	3	
<i>Professional Education Component*</i>			
SPED 513	Orientation to the Education of Young Children with Special Needs	3	F
SPED 515	Multidisciplinary Assessment and Planning for Infants and Preschool Children with Special Needs and Students with Severe/Profound Disabilities	3	F
SPED 516	Organization and Implementation of Programs for Infants and Preschool Children	3	Sp
SPED 517	Medical Aspects of Developmental Disabilities	3	Sp
SPED 525	Development of Communication and Movement	3	F
SPED 544	Families in Early Intervention Programs: Essential Roles	3	Sp
SPED 668	Internship in Early Childhood Special Education	6	F, Sp, Su
*Special Education 300 and 310 or their equivalent are required for Rhode Island Department of Education early childhood special education certification.			
<i>Comprehensive Assessment</i>		0	
Total Credit Hours		30	

M.ED. IN SPECIAL EDUCATION—WITH CONCENTRATION IN EXCEPTIONAL LEARNING NEEDS

Course Requirements

Course No.	Course Title	Credit Hours	Offered
<i>Foundations Component</i>			
ONE COURSE in multicultural perspectives, chosen with advisor's consent		3	
<i>Professional Education Component</i>			
SPED 503	Positive Behavior Interventions: Students with Disabilities	3	F
SPED 505	Oral and Written Language: Classroom Intervention	3	Sp
SPED 518	Reading Instruction for Students with Disabilities	3	Sp
SPED 534	Involvement of Parents and Families Who Have Children with Disabilities	3	F, Sp
SPED 558	Mathematics/Science Instruction for Students with Disabilities	3	F (even years)
SPED 648	Interpreting and Developing Research in Special Education	3	F
Choose strand A, B, C, or D below			
A. Secondary Special Education			
SPED 424	Assessment, Curriculum, and Methodology for Adolescents and Young Adults with Mild/Moderate Disabilities at the Middle School and Secondary Levels	4	F, Su
SPED 427	Career Exploration and Vocational Preparation of Middle School and Secondary Level Students with Disabilities	3	Sp, Su
ONE COURSE chosen with advisor's consent. (Students who are required to complete an internship for certification must take Special Education 664: Internship in the Middle School or Secondary Level.)		3–6	
B. Special Education Administration			
LEAD 504	Leading Learning I: Planning, Instruction, Assessment	4	F
LEAD 505	Leading Learning II: Collaboration, Supervision, Technology	2	Sp
SPED 606	Administration of Special Education	3	F (even years)
C. Specialized Study in Special Education			
SPED 531	Universal Design for Educating All Students	3	F, Sp
TWO COURSES chosen with advisor's consent		6	
D. Urban Multicultural Curriculum and Instruction			
SPED 551	Urban Multicultural Special Education	3	F
SPED 552	Dual Language Development and Intervention	3	F
SPED 553	Content-Based ESL Instruction for Exceptional Students	3	F
<i>Comprehensive Assessment</i>		0	
Total Credit Hours		30–34	

M.ED. IN SPECIAL EDUCATION—WITH CONCENTRATION IN SEVERE/PROFOUND DISABILITIES

Course Requirements

Course No.	Course Title	Credit Hours	Offered
<i>Foundations Component</i>			
	ONE COURSE in research methods, chosen with advisor's consent	3	
	ONE COURSE in multicultural perspectives, chosen with advisor's consent	3	
<i>Professional Education Component</i>			
SPED 435	Assessment and Instruction of Children with Severe/Profound Disabilities	4	F
SPED 436	Assessment and Instructional Alternatives for Adolescents and Young Adults with Severe/Profound Disabilities	4	Sp
SPED 513	Orientation to the Education of Young Children with Special Needs	3	Su
<i>or</i>			
SPED 520	Orientation to the Education of Youth and Young Adults in Nonschool Settings with Severe/Profound Disabilities	3	Su
SPED 515	Multidisciplinary Assessment and Planning for Infants and Preschool Children with Special Needs and Students with Severe/Profound Disabilities	3	F
SPED 525	Development of Communication and Movement	3	F
SPED 526	Assessment, Curriculum, Methods for Children with Multiple Disabilities	3	Sp
SPED 534	Involvement of Parents and Families Who Have Children with Disabilities	3	F, Sp
SPED 665	Internship in the Special Class for Students with Severe/Profound Disabilities	6	F, Sp
<i>Comprehensive Assessment</i>		0	
Total Credit Hours		35	

M.ED. IN SPECIAL EDUCATION—WITH CONCENTRATION IN SPECIAL EDUCATION CERTIFICATION

Course Requirements

Course No.	Course Title	Credit Hours	Offered
<i>Foundations Component</i>			
ONE COURSE in multicultural perspectives, chosen with advisor's consent		3	
<i>Professional Education Component</i>			
SPED 501	Advanced Assessment of Children and Youth with Mild/Moderate Learning and Behavior Problems	3	F
SPED 503	Positive Behavior Interventions: Students with Disabilities	3	F
SPED 505	Oral and Written Language: Classroom Intervention	3	Sp
SPED 518	Reading Instruction for Students with Disabilities	3	Sp
SPED 534	Involvement of Parents and Families Who Have Children with Disabilities	3	F, Sp
SPED 648	Interpreting and Developing Research in Special Education	3	F
Choose strand A or B below			
A. Elementary/Middle Level Mild/Moderate			
SPED 412	Assessment, Curriculum, and Methodology for Children with Mild/Moderate Disabilities at the Elementary and Middle School Levels	4	F, Sp
SPED 662	Internship in the Elementary or Middle School	6	F, Sp
B. Middle/Secondary Level Mild/Moderate			
SPED 424	Assessment, Curriculum, and Methodology for Adolescents and Young Adults with Mild/Moderate Disabilities at the Middle School and Secondary Levels	4	F, Su
SPED 427	Career Exploration and Vocational Preparation of Middle School and Secondary Level Students with Disabilities	3	Sp, Su
SPED 664	Internship in the Middle School or Secondary Level	6	F, Sp
<i>Comprehensive Assessment</i>		0	
Total Credit Hours		31-34	

M.ED. IN SPECIAL EDUCATION—WITH CONCENTRATION IN URBAN MULTICULTURAL SPECIAL EDUCATION

Course Requirements

Course No.	Course Title	Credit Hours	Offered
<i>Foundations Component</i>			
ONE COURSE in research methods, chosen with advisor's consent		3	
SPED 551	Urban Multicultural Special Education	3	F
<i>Professional Education Component</i>			
SPED 534	Involvement of Parents and Families Who Have Children with Disabilities	3	F, Sp
SPED 552	Dual Language Development and Intervention	3	F
SPED 553	Content-Based ESL Instruction for Exceptional Students	3	F
SPED 554	Curriculum Design for Exceptional Bilingual Students	3	Sp
SPED 555	Literacy for English Language Learners with Disabilities	3	F
SPED 557	Assessing English Language Learners with Disabilities	3	Sp
SPED 651	Language Development Practicum—Exceptional Bilingual Students	1	F
SPED 652	Literacy Practicum—Exceptional Bilingual Students	1	F
SPED 653	Assessment Practicum—Exceptional Bilingual Students	1	Sp
SPED 654	Internship in Urban Multicultural Special Education	3	F, Sp
<i>or</i>			
TESL 552	Applied Research and Teaching in ESL	3	F, Sp
Note: Students must also demonstrate proficiency in English and a second language and/or study of a second language and culture as required for endorsement as an English-as-a-second-language educator.			
<i>Comprehensive Assessment</i>		0	
Total Credit Hours		30	

Teaching English as a Second Language

Department of Educational Studies

Professor: *Cloud*

Associate Professors: *Goodwin Gomez, McLaughlin Jr. (chair)*

M.ED. IN TEACHING ENGLISH AS A SECOND LANGUAGE

Admission Requirements

1. A completed application form accompanied by a fifty-dollar nonrefundable application fee.
2. Teacher certification in early childhood education, elementary education, modern languages, or secondary English.
3. Completion of college-level study of a second language as follows: elementary and intermediate grammar and conversation, and culture and civilization.
4. Completion of a course in adaptive instruction for students under IDEIA.
5. Official transcripts of all undergraduate and graduate records.
6. A minimum cumulative grade point average of 3.00 on a 4.00 scale in undergraduate course work.
7. An official record of scores on the Graduate Record Examination (GRE) or Miller Analogies Test (MAT).
8. Three letters of recommendation.
9. A plan of study approved by the advisor and appropriate dean.
10. An interview.

Course Requirements

Course No.	Course Title	Credit Hours	Offered
<i>Foundations Component</i>			
ELED 510	Research Methods, Analysis, and Applications	3	F, Sp, Su
<i>or</i>			
FNED 547	Introduction to Classroom Research	3	F, Sp
FNED 502	Social Issues in Education	3	F, Sp, Su
ONE COURSE in instructional technology, with consent of advisor		3	
<i>Professional Education Component</i>			
TESL 507*	Teaching Reading and Writing to English as a Second Language Students	3	F, Su
TESL 539*	Language Acquisition and Learning	3	Sp, Su

TESL	541*	Applied Linguistics in ESL	3	F, Su
TESL	549*	Sociocultural Foundations of Language Minority Education	3	F, Sp
TESL	546*	Teaching English as a Second Language	3	F, Sp
TESL	551*	Curriculum Development and Language Assessment in ESL	3	Sp

*Candidates seeking ESL endorsement in the state of Rhode Island must complete these courses.

Capstone Course

TESL	552*	Applied Research and Teaching in ESL	3	F, Sp
------	------	--------------------------------------	---	-------

*Candidates seeking ESL endorsement in the state of Rhode Island must complete this course.

<i>Comprehensive Assessment</i>	0
---------------------------------	---

Total Credit Hours	30
---------------------------	-----------

Technology Education

Department of Educational Studies

Associate Professors: *Farinella, McLaughlin Jr. (chair)*

Students are responsible for meeting all graduation requirements; therefore, it is important that students consult with their advisor each semester before registering for courses. This teacher preparation program also has specific departmental requirements, which may be obtained from the advisor.

COURSE REQUIREMENTS FOR B.S. IN TECHNOLOGY EDUCATION

Students must maintain a minimum grade point average of 2.75 in all technology education courses.

Course No.	Course Title	Credit Hours	Offered
TECH 200	Introduction to Technological Systems	3	F, Sp
TECH 202	Design in Technology Education	3	F
TECH 204	Energy and Control Systems	3	Sp
TECH 205	Production Processes	3	Sp
TECH 216	Computer-Aided Design	3	As needed
TECH 300	Orientation to Technology Education	4	F, Sp
TECH 326	Communication Systems	3	F
TECH 327	Construction Systems	3	Sp
TECH 328	Manufacturing Systems	3	Sp
TECH 329	Transportation Systems	3	F, Su

ONE COURSE EACH from A and B below

A. Graphic Communication

COMM 232	Introduction to Graphic Communication Technology	3	F, Sp
COMM 434	Electronic Publishing	3	F, Sp, Su

B. Technology Education

TECH 310	Historic Innovation and Invention	3	Sp
TECH 325	Technology Assessment	3	F, Sp, Su
TECH 400	Technological Enterprise	3	F, Sp, Su

Professional Courses

CEP	315	Educational Psychology	4	F, Sp, Su
FNED	346	Schooling in a Democratic Society	4	F, Sp, Su
SPED	433	Adaptation of Instruction for Inclusive Education	3	F, Sp, Su
TECH	406	Methods in Technology Education	4	F, Sp
TECH	407	Practicum in Elementary Technology Education (Grades K through Six)	4	F, Sp
TECH	408	Practicum in Technology Education (Grades Seven through Twelve)	4	F, Sp
TECH	421	Student Teaching in Technology Education	9	F, Sp
TECH	422	Student Teaching Seminar in Technology Education	1	F, Sp

Cognates

CHEM	103	General Chemistry I	4	F, Sp, Su
MATH	181*	Applied Basic Mathematics	3	F, Sp, Su
MATH	209	Precalculus Mathematics	4	F, Sp, Su
PSCI	103	Physical Science	4	F, Sp, Su

*Students enrolled at the Community College of Rhode Island must take both Mathematics 1700 and 1710 at the community college for Mathematics 181 credit. Students enrolled at Rhode Island College must take both Mathematics 181 and 209 at Rhode Island College for program credit. Students may not take one mathematics course at one institution and the other mathematics course at the other institution.

Total Credit Hours
85

M.ED. IN TECHNOLOGY EDUCATION

Admission Requirements

1. A completed application form accompanied by a fifty-dollar nonrefundable application fee.
2. A baccalaureate in career and technical education, or in technology education, or appropriate certification.
3. Official transcripts of all undergraduate and graduate records.
4. A minimum cumulative grade point average of 3.00 on a 4.00 scale in undergraduate course work.
5. An official record of scores on the Graduate Record Examination (GRE) or Miller Analogies Test (MAT).
6. Three letters of recommendation.
7. A plan of study approved by the advisor and appropriate dean.
8. An interview.

Course Requirements

Course No.	Course Title	Credit Hours	Offered
<i>Foundations Component</i>			
TWO COURSES, chosen with advisor's consent		6–8	
<i>Professional Education Component</i>			
TECH 450	Topics Course on Technology Education	3	As needed
TECH 480	Workshop on Technology Education	3	As needed
TECH 510	Analysis and Implementation of Objectives for Technology Education	3	As needed
TECH 520	Curriculum Models in Technology Education	3	As needed
TECH 561	Seminar on Technology Education Research	3	As needed
<i>Related Disciplines Component</i>			
TWO COURSES, chosen with advisor's consent		6	
<i>Comprehensive Assessment</i>		0	
Total Credit Hours		27–29	



PROGRAMS OF STUDY
SCHOOL OF MANAGEMENT

UNDERGRADUATE PROGRAMS OF STUDY

JAMES A. SCHWEIKART, DEAN

MAJOR	MINOR	CONCENTRATION	DEGREE
Accounting	Yes	No	B.S.
Computer Information Systems	Yes	No	B.S.
Economics	Yes	No	B.A.
Finance	Yes	No	B.S.
Management	Yes	General Management	B.S.
	No	Human Resource Management	B.S.
	No	International Management	B.S.
	No	Operations Management	B.S.
Marketing	Yes	No	B.S.

Note: Honors programs are offered in all of the disciplines above.

– PLEASE NOTE –

All undergraduate full-degree programs require the completion of at least 120 credit hours, including (1) General Education, (2) the College Writing Requirement, (3) the College Mathematics Requirement, (4) electives, and (5) the major requirements listed under each program. For more details on requirements needed to graduate, the chapter titled “Academic Policies and Requirements” in the General Information—Undergraduate section of this catalog.

GRADUATE PROGRAMS OF STUDY

MAJOR	CONCENTRATION	DEGREE
Financial Planning	No	C.G.S.
Professional Accountancy	Accounting	M.P.Ac.
	Personal Financial Planning	

General Information

The School of Management houses three departments: (1) the Department of Accounting and Computer Information Systems, (2) the Department of Economics and Finance, and (3) the Department of Management and Marketing.

School Writing Requirement

A graded writing assignment is required in **every** course.

Suggested Sequence of Courses

The majors in the School of Management are designed primarily for upper-division students. Entering students should plan to complete their General Education Core and Distribution Requirements during their first two years. These courses provide excellent and necessary preparation for the major and its requirements.

In the first year, students may not take courses in the departments (except Economics 200, 214, and 215) but are strongly encouraged to complete Mathematics 177 and 238.

Students entering their second year may enroll in a variety of required courses at the 200-level, including introductory courses in their major.

In the third year, students with junior standing and with 60 credit hours or more may enroll in 300-level courses in the School of Management. At this time, students begin to take courses to fulfill the requirements of their major.

Retention Standards for all Degree Programs

The following requirements must be met for a student to be retained as a major in accounting, computer information systems, management, or marketing:

1. Satisfactory completion of the College Writing Requirement.
2. A minimum cumulative grade point average (GPA) of 2.00.
3. Satisfactory completion (i.e., passing grade) of the following General Education requirements:
 - a. Core Requirement courses.
 - b. Nine credit hours of Distribution Requirement courses.
4. Satisfactory completion (i.e., passing grade and a cumulative GPA of 2.00) of the following required courses:

- a. Accounting 201, 202;
- b. Computer Information Systems 251;
- c. Economics 214, 215;
- d. English 230;
- e. Mathematics 177, 238, 248.

The appropriate department within the School of Management, in cooperation with the Records Office, will monitor the standards for all declared majors and notify those students who fail to meet the requirements. The appropriate department within the School of Management will also establish and maintain an Appeals Committee to receive, review, and determine the outcome of petitions by students for retention under extenuating circumstances. Preregistration course reservations will be canceled for any student who has been notified that he or she no longer meets the retention standards.

Accounting

Department of Accounting and Computer Information Systems

Professor: *Schweikart*

Associate Professors: *Filipek (chair), Church, Przybyla, Snow Jr.*

Assistant Professor: *Haser-Lafond*

Students are responsible for meeting all graduation requirements; therefore, it is important that students consult with their advisor each semester before registering for courses.

COURSE REQUIREMENTS FOR B.S. IN ACCOUNTING

A graded writing assignment is required in **every** course.

Course No.	Course Title	Credit Hours	Offered
ACCT 201	Principles of Accounting I: Financial	3	F, Sp, Su
ACCT 202	Principles of Accounting II: Managerial	3	F, Sp, Su
ACCT 310	Accounting Systems and Concepts	3	F, Sp
ACCT 311	External Reporting I	3	F, Sp
ACCT 312	External Reporting II	3	F, Sp
ACCT 321	Cost Management I	3	F, Sp, (Su as needed)
ACCT 331	Taxes for Business Decisions	3	F, Sp
ACCT 441	Auditing	3	F, Sp
ACCT 461	Seminar in Accounting Theory and Practice	3	F, Sp
CIS 251	Computers in Management	3	F, Sp, Su
CIS 352	Management Information Systems	3	F, Sp
ECON 214	Principles of Microeconomics	3	F, Sp
ECON 215	Principles of Macroeconomics	3	F, Sp, Su
FIN 330	Managerial Finance and Control	3	F, Sp, Su
MGT 249	Business Statistics II	3	F, Sp, Su
MGT 301	Foundations of Management	3	F, Sp, Su
MGT 341	Business, Government, and Society	3	F, Sp, Su
MGT 348	Operations Management	3	F, Sp, Su
MGT 461	Seminar in Strategic Management	3	F, Sp
MKT 301	Introduction to Marketing	3	F, Sp, Su

TWO COURSES from

ACCT	353	Accounting for Nonprofit Organizations	3	Sp
ACCT	422	Cost Management II	3	Sp
ACCT	432	Advanced Studies in Taxation	3	F
ACCT	451	Advanced Financial Accounting	3	F, Sp
CIS	351	Advanced Office Applications for Business	3	F, Sp
CIS	453	Systems Analysis and Design	3	F, Sp
FIN	432	Theory of Investment	3	F, Sp

Cognates

ENGL	230	Business Writing	3	F, Sp, Su
MATH	177*	Quantitative Business Analysis I	3	F, Sp, Su
MATH	238	Quantitative Business Analysis II	3	F, Sp, Su
MATH	248**	Business Statistics I	3	F, Sp, Su

*Fulfills the Mathematics Category of General Education.

**Fulfills the Additional Science or Mathematics Category of General Education.

Total Credit Hours

78

COURSE REQUIREMENTS FOR MINOR IN ACCOUNTING

The minor in accounting consists of a minimum of 21 credit hours (seven courses), as follows: Accounting 201, 202, 310, 311, 321, 331; and Computer Information Systems 251.

Computer Information Systems

Department of Accounting and Computer Information Systems

Professor: C. Costa

Associate Professors: *Filipek (chair), Hayden*

Assistant Professors: *Bain, Perreault*

Students are responsible for meeting all graduation requirements; therefore, it is important that students consult with their advisor each semester before registering for courses.

COURSE REQUIREMENTS FOR B.S. IN COMPUTER INFORMATION SYSTEMS

A graded writing assignment is required in **every** course.

Course No.	Course Title	Credit Hours	Offered
ACCT 201	Principles of Accounting I: Financial	3	F, Sp, Su
ACCT 202	Principles of Accounting II: Managerial	3	F, Sp, Su
CIS 251	Computers in Management	3	F, Sp, Su
CIS 352	Management Information Systems	3	F, Sp
CIS 421	Networks and Telecommunications	3	F, Sp
CIS 453	Systems Analysis and Design	3	F, Sp
CIS 455	Database Programming	3	F, Sp
CIS 462	Applied Software Development Project	3	F, Sp
ECON 214	Principles of Microeconomics	3	F, Sp, Su
ECON 215	Principles of Macroeconomics	3	F, Sp, Su
FIN 330	Managerial Finance and Control	3	F, Sp, Su
MGT 249	Business Statistics II	3	F, Sp, Su
MGT 301	Foundations of Management	3	F, Sp, Su
MGT 341	Business, Government, and Society	3	F, Sp, Su
MGT 348	Operations Management	3	F, Sp, Su
MGT 461	Seminar in Strategic Management	3	F, Sp
MKT 301	Introduction to Marketing	3	F, Sp, Su

TWO COURSES from the following:

CIS	255	Introduction to Java in Business	3	As needed
CIS	256	Introduction to COBOL Programming	3	As needed
CIS	257	Introduction to Visual Basic in Business	3	As needed
CIS	355	Advanced Business Applications in Java	3	As needed
CIS	357	Advanced Business Applications in Visual Basic	3	As needed

TWO ADDITIONAL COURSES in computer information systems
or computer science at the 300-level or above 6

Cognates

ENGL	230	Business Writing	3	F, Sp, Su
MATH	177*	Quantitative Business Analysis I	3	F, Sp, Su
MATH	238	Quantitative Business Analysis II	3	F, Sp, Su
MATH	248**	Business Statistics I	3	F, Sp, Su

*Fulfills the Mathematics Category of General Education.

**Fulfills the Additional Science or Mathematics Category of General Education.

Total Credit Hours

75

COURSE REQUIREMENTS FOR MINOR IN COMPUTER INFORMATION SYSTEMS

A minor in computer information systems consists of a minimum of 21 credit hours (seven courses), as follows: Computer Information Systems 251, 352, 453; one course from Computer Information Systems 255, 257, 258, Computer Science 201; and three additional courses from computer information systems at the 300-level or above.

Economics

Department of Economics and Finance

Professor: *Marks*

Associate Professors: *Blais (chair), Karim, Kazemi*

Assistant Professors: *Basu, Wilson*

Students are responsible for meeting all graduation requirements; therefore, it is important that students consult with their advisor each semester before registering for courses.

COURSE REQUIREMENTS FOR B.A. IN ECONOMICS

A graded writing assignment is required in **every** course.

Course No.	Course Title	Credit Hours	Offered
ECON 214	Principles of Microeconomics	3	F, Sp, Su
ECON 215	Principles of Macroeconomics	3	F, Sp, Su
ECON 314	Intermediate Microeconomic Theory and Applications	3	F
ECON 315	Intermediate Macroeconomic Theory and Analysis	3	Sp
ECON 449	Applied Forecasting Techniques	3	F
ECON 461	History of Economic Thought	3	F
ECON 462	Seminar in Economic Research	3	Sp

THREE COURSES from

ECON 421	International Economics	3	As needed
ECON 422	Economics of Developing Countries	3	As needed
ECON 431	Labor Economics	3	As needed
ECON 433	Economics of Government	3	As needed
ECON 434	Money and Banking	3	As needed
ECON 435	Urban Economics	3	As needed
ECON 436	Industrial Organization and Market Structure	3	As needed

Cognates

CIS	251	Computers in Management	3	F, Sp, Su
ENGL	230	Business Writing	3	F, Sp, Su
MGT	249	Business Statistics II	3	F, Sp, Su
MATH	177*	Quantitative Business Analysis I	3	F, Sp, Su
MATH	238	Quantitative Business Analysis II	3	F, Sp, Su
MATH	248**	Business Statistics I	3	F, Sp, Su

*Fulfills the Mathematics Category of General Education.

**Fulfills the Additional Science or Mathematics Category of General Education.

Total Credit Hours

48

COURSE REQUIREMENTS FOR MINOR IN ECONOMICS

The minor in economics consists of a minimum of 18 credit hours (six courses), as follows: Economics 214, 215, 314 (or 315); and any three additional courses in economics, except Economics 200.

Finance

Department of Economics and Finance

Professor: *Marks*

Associate Professors: *Blais (chair), Kazemi*

Assistant Professors: *Kayakachoian, Wilson*

Students are responsible for meeting all graduation requirements; therefore, it is important that students consult with their advisor each semester before registering for courses.

COURSE REQUIREMENTS FOR B.S. IN FINANCE

A graded writing assignment is required in **every** course.

Course No.	Course Title	Credit Hours	Offered
ECON 214	Principles of Microeconomics	3	F, Sp, Su
ECON 215	Principles of Macroeconomics	3	F, Sp, Su
ECON 314	Intermediate Microeconomic Theory and Applications	3	F
ECON 434	Money and Banking	3	As needed
ECON 449	Applied Forecasting Techniques	3	F
FIN 330	Managerial Finance and Control	3	F, Sp, Su
FIN 431	Intermediate Finance	3	F, Sp
FIN 432	Theory of Investment	3	F, Sp
FIN 434	International Financial Management	3	As needed
FIN 461	Seminar in Finance	3	Sp
<i>or</i>			
FIN 463	Seminar in Portfolio Management	3	As needed
TWO COURSES from			
CIS 352	Management Information Systems	3	F, Sp
ECON 315	Intermediate Macroeconomic Theory and Analysis	3	Sp
ECON 433	Economics of Government	3	As needed
MKT 301	Introduction to Marketing	3	F, Sp, Su

Cognates

ACCT	201	Principles of Accounting I: Financial	3	F, Sp, Su
ACCT	310	Accounting Systems and Concepts	3	F, Sp
ENGL	230	Business Writing	3	F, Sp, Su
CIS	251	Computers in Management	3	F, Sp, Su
MGT	249	Business Statistics II	3	F, Sp, Su
MGT	301	Foundations of Management	3	F, Sp, Su
MATH	177*	Quantitative Business Analysis I	3	F, Sp, Su
MATH	238	Quantitative Business Analysis II	3	F, Sp, Su
MATH	248**	Business Statistics I	3	F, Sp, Su

*Fulfills the Mathematics Category of General Education.

**Fulfills the Additional Science or Mathematics Category of General Education.

Total Credit Hours

63

COURSE REQUIREMENTS FOR MINOR IN FINANCE

The minor in finance consists of a minimum of 21 credit hours (seven courses), as follows: Economics 214, 215; Management 301; Finance 330; and three additional courses in finance at the 400-level.

Financial Planning

Department of Accounting and Computer Information Systems

Professor: *Schweikart*

Associate Professors: *Church, Filipek (chair), Przybyla, Snow Jr.*

C.G.S. IN FINANCIAL PLANNING

Admission Requirements

1. Completed application form accompanied by a fifty-dollar nonrefundable application fee.
2. A bachelor's degree from an accredited college or university, with a minimum grade point average (G.P.A.) of 3.00.
3. Official transcripts of all undergraduate and graduate records.
4. Two courses in financial accounting, macroeconomics, and statistics/quantitative methods.
5. Completion of the Graduate Management Admissions Test (GMAT), with a minimum score of 450.

Retention Requirements

A minimum cumulative grade point average of 3.00 on a 4.00 scale in program course work.

Course Requirements

Course No.	Course Title	Credit Hours	Offered
ACCT 533	Fundamentals of Financial Planning	3	F
ACCT 543	Personal Income Tax Planning	3	Sp
ACCT 554	Estate Planning	3	Sp
ACCT 555	Retirement Planning and Employee Benefits	3	As needed
FIN 432	Theory of Investment	3	F, Sp
FIN 558	Asset Allocation	3	As needed

Total Credit Hours **18**

Management

Department of Management and Marketing

Professor: *Copur*

Associate Professors: *D. Blanchette (chair), Carter, Casey, DeSimone, McGuire, Sahba*

Assistant Professors: *O'del, Urda*

Students are responsible for meeting all graduation requirements; therefore, it is important that students consult with their advisor each semester before registering for courses.

COURSE REQUIREMENTS FOR B.S. IN MANAGEMENT

A graded writing assignment is required in **every** course.

Course No.	Course Title	Credit Hours	Offered
ACCT 201	Principles of Accounting I: Financial	3	F, Sp, Su
ACCT 202	Principles of Accounting II: Managerial	3	F, Sp, Su
CIS 251	Computers in Management	3	F, Sp, Su
CIS 352	Management Information Systems	3	F, Sp
ECON 214	Principles of Microeconomics	3	F, Sp, Su
ECON 215	Principles of Macroeconomics	3	F, Sp, Su
FIN 330	Managerial Finance and Control	3	F, Sp, Su
MGT 249	Business Statistics II	3	F, Sp, Su
MGT 301	Foundations of Management	3	F, Sp, Su
MGT 341	Business, Government, and Society	3	F, Sp, Su
MGT 348	Operations Management	3	F, Sp, Su
MGT 461	Seminar in Strategic Management	3	F, Sp
MKT 301	Introduction to Marketing	3	F, Sp, Su
<i>Cognates</i>			
ENGL 230	Business Writing	3	F, Sp, Su
MATH 177*	Quantitative Business Analysis I	3	F, Sp, Su
MATH 238	Quantitative Business Analysis II	3	F, Sp, Su
MATH 248**	Business Statistics I	3	F, Sp, Su

*Fulfills the Mathematics Category of General Education.

**Fulfills the Additional Science or Mathematics Category of General Education.

Choose concentration A, B, C, or D below

A. General Management

ECON	313	Managerial Economics	3	Sp
<i>or</i>				
ECON	314	Intermediate Microeconomic Theory and Applications	3	F
MGT	320	Human Resource Management	3	F, Sp
MGT	322	Organizational Behavior	3	F, Sp
MGT	329	Organizational Management: A Macro Perspective	3	F, Sp

THREE ADDITIONAL COURSES in management at the 300-level or above 9

Total Credit Hours 72

B. Human Resource Management

MGT	320	Human Resource Management	3	F, Sp
MGT	322	Organizational Behavior	3	F, Sp
MGT	423	Compensation and Benefits Administration	3	F
MGT	424	Labor Relations	3	Sp
MGT	425	Recruitment and Selection	3	F
MGT	428	Human Resource Development	3	Sp

TWO COURSES from

ECON	431	Labor Economics	3	As needed
MGT	306	Management of a Diverse Workforce	3	Sp
MGT	329	Organization Management: A Macro Perspective	3	F, Sp
MGT	333	Negotiations and Conflict Resolution	3	F
PSYC	346	Psychological Testing	4	F, Sp, Su
A course approved by advisor			3	

Total Credit Hours 75-76

C. International Management

FIN	434	International Financial Management	3	As needed
MGT	342	Comparative Management	3	F
MGT	345	International Business	3	Sp
MKT	329	Global Marketing	3	F, Sp

Area Studies

TWO COURSES from the following (no more than one course may be taken from any one specific field of study):

ANTH	303†	Comparative Law and Justice	3	As needed
ANTH	319–27	Regional Studies in Cultural Anthropology	3	As needed
ANTH	339	Culture Change	3	As needed
ANTH	410	Language and Culture	3	As needed
ECON	421	International Economics	3	As needed
ECON	422	Economics of Developing Countries	3	As needed
GEOG	400	Regional Geography	3	F, Sp
HIST	313	The Soviet Union and After	3	As needed
HIST	342	Islam and Politics in Modern History	3	As needed
HIST	345	History of China in Modern Times	3	As needed
HIST	346	History of Japan in Modern Times	3	As needed
HIST	347	Foreign Relations of East Asia in Modern Times	3	As needed
HIST	349	History of Contemporary Africa	3	As needed
HIST	353	Modern Latin America	3	As needed
POL	303	International Law and Organization	3	As needed
POL	315*	Western Legal Systems	3	As needed
POL	316*	Modern Western Political Thought	3	F
POL	317**	Politics and Society	3	Sp
POL	343	The Politics of Western Democracies	4	As needed
SSCI	310	Africa	3	As needed
SSCI	311	Latin America	3	As needed
SSCI	312	The Middle East	3	As needed

TWO COURSES in modern languages numbered 113 and 114 in French, German, Italian, Portuguese, Spanish, or the equivalent in Arabic, Chinese, Japanese, or Russian, or proficiency as evidenced by successful completion of placement examinations. See department for details.

*This course is also offered by the Department of History.

**This course is also offered by the Department of Sociology.

D. Operations Management

MGT	335	Process Analysis	3	Sp
MGT*	347	Supply Chain Management	3	As needed
MGT	355	Quality Assurance	3	Sp
MGT	455	Strategic Operations Management	3	As needed

*Or Marketing 347: Supply Chain Management.

THREE COURSES from

ECON	449	Applied Forecasting Techniques	3	F
MGT	203	Computer-Aided Design and Drafting (CADD) I	3	As needed
MGT	204	Computer-Aided Design and Drafting (CADD) II	3	As needed
MGT	315	Computer Integrated Manufacturing Management	3	As needed
MGT	331	Occupational and Environmental Safety Management	3	F
MGT	349	Service Operations Management	3	F
MGT	359	Current Topics in Service Operations Management	3	As needed
MGT	467	Internship in Management	3	F, Sp, Su
MKT	310	Product Design and Development	3	As needed
MKT	322	Services Marketing	3	F

Total Credit Hours **72**

COURSE REQUIREMENTS FOR MINOR IN MANAGEMENT

The minor in management is not available to students selecting any major in the School of Management, except for those students majoring in economics. The minor in management consists of a minimum of 21 credit hours (seven courses), as follows: Accounting 201, Economics 200 (or 214 and 215), Management 301, Marketing 301, and three additional management courses at the 300-level or above.

Marketing

Department of Management and Marketing

Professor: *Ramocki*

Associate Professor: *D. Blanchette (chair)*

Students are responsible for meeting all graduation requirements; therefore, it is important that students consult with their advisor each semester before registering for courses.

COURSE REQUIREMENTS FOR B.S. IN MARKETING

A graded writing assignment is required in **every** course.

Course No.	Course Title	Credit Hours	Offered
ACCT 201	Principles of Accounting I: Financial	3	F, Sp, Su
ACCT 202	Principles of Accounting II: Managerial	3	F, Sp, Su
CIS 251	Computers in Management	3	F, Sp, Su
CIS 352	Management Information Systems	3	F, Sp
ECON 214	Principles of Microeconomics	3	F, Sp, Su
ECON 215	Principles of Macroeconomics	3	F, Sp, Su
FIN 330	Managerial Finance and Control	3	F, Sp, Su
MGT 249	Business Statistics II	3	F, Sp, Su
MGT 301	Foundations of Management	3	F, Sp, Su
MGT 322	Organizational Behavior	3	F, Sp
MGT 341	Business, Government, and Society	3	F, Sp, Su
MGT 348	Operations Management	3	F, Sp, Su
MGT 461	Seminar in Strategic Management	3	F, Sp
MKT 301	Introduction to Marketing	3	F
MKT 329	Global Marketing	3	F, Sp
MKT 333	Market Research	3	F, Sp
MKT 334	Consumer Behavior	3	F, Sp
MKT 462	Strategic Marketing Management	3	Sp

THREE ADDITIONAL COURSES in marketing at the 300-level	9	
<hr/>		
<i>Cognates</i>		
ENGL 230 Business Writing	3	F, Sp, Su
MATH 177* Quantitative Business Analysis I	3	F, Sp, Su
MATH 238 Quantitative Business Analysis II	3	F, Sp, Su
MATH 248** Business Statistics I	3	F, Sp, Su
*Fulfills the Mathematics Category of General Education.		
**Fulfills the Additional Science or Mathematics Category of General Education.		
<hr/>		
Total Credit Hours	75	

COURSE REQUIREMENTS FOR MINOR IN MARKETING

The minor in marketing is not available to students selecting any major in the School of Management, except for those students majoring in economics. The marketing minor consists of a minimum of 21 credit hours (seven courses), as follows: Economics 200 (or both 214 and 215); Management 301; Marketing 301, 329, 334; and two additional 300-level marketing courses.

Professional Accountancy

Department of Accounting and Computer Information Systems

Professors: C. Costa, Schweikart

Associate Professors: Church, Filipek (chair), Hayden, Przybyla, Snow Jr.

Assistant Professors: Bain, Perreault

Admission Requirements

1. Completed application form accompanied by a fifty-dollar nonrefundable application fee.
2. A bachelor's degree from an accredited college or university.
3. Two courses in principles of accounting or equivalent.
4. Official transcripts of all undergraduate and graduate records.
5. Completion of the Graduate Management Admissions Test (GMAT), unless the applicant is a CPA or has passed a state bar examination. Applicants will also be exempt from the GMAT if they have earned a B.S. degree in accounting from Rhode Island College or the University of Rhode Island, with a 3.00 grade point average in the major.

MASTER OF PROFESSIONAL ACCOUNTANCY—WITH CONCENTRATION IN PERSONAL FINANCIAL PLANNING

Course Requirements

Course No.	Course Title	Credit Hours	Offered
<i>Foundations Component</i>			
ACCT 661	Financial Planning Capstone Course	3	Sp
FIVE COURSES from			
ACCT 533	Fundamentals of Financial Planning	3	F
ACCT 543	Personal Income Tax Planning	3	Sp
ACCT 554	Estate Planning	3	Sp
ACCT 555	Retirement Planning and Employee Benefits	3	As needed
FIN 432	Theory of Investment	3	F, Sp
FIN 559	Insurance Planning and Risk Management	3	As needed

Electives

SIX CREDIT HOURS OF COURSES at the graduate level in accounting appropriate to career plans 6

SIX CREDIT HOURS OF COURSES at the graduate level appropriate to course of study 6

Total Credit Hours 30

MASTER OF PROFESSIONAL ACCOUNTANCY—WITH CONCENTRATION IN ACCOUNTING**Course Requirements**

Course No.	Course Title	Credit Hours	Offered
<i>Foundations Component</i>			
ACCT 510	Advanced AIS: Systems Modeling	3	As needed
ACCT 552	Topics in Assurance: Risk Assessment	1.5	As needed
ACCT 553	Topics in Assurance: Electronic Commerce	1.5	As needed
CIS 421	Networks and Telecommunications	3	F, Sp
CIS 453	Systems Analysis and Design	3	F, Sp
CIS 535	Data Management	3	As needed
<i>Electives</i>			
SIX CREDIT HOURS OF COURSES at the graduate level in accounting		6	
SIX CREDIT HOURS OF COURSES at the graduate level, chosen with consent		6	
THREE CREDIT HOURS OF COURSES at the graduate level in computer information systems		3	
Total Credit Hours		30	



**PROGRAMS OF STUDY
SCHOOL OF NURSING**

Bachelor of Science in Nursing

JANE WILLIAMS

DEAN, SCHOOL OF NURSING

Professors: *Byrd, Carty, Shelton, P. Thomas, J. Williams, Wood*

Associate Professors: *Aflague, Huntley-Newby, Lockett, Matarese, Newman, Quigley, Rubotzky*

Assistant Professors: *Beezer, L. Blanchette, Blasell, Costello, Creamer, DeNuccio, Foote, Gremel, Griffin, Hetzel, Mock, Molloy, Morris, Pliakas, Ross, Schwager, Servello, Siskind, N. Smith, Wiberg*

Students are responsible for meeting all graduation requirements; therefore, it is important that students consult with their advisor each semester before registering for courses.

Admission Requirements for All General Declared Nursing Majors

1. Submission of an Enrollment Form signed by the faculty advisor to the School of Nursing by **October 15** or **April 15** of the preceding semester. Students accepted to the College after March 1 as transfers or second degree candidates should also file an Enrollment Form with the School of Nursing but will be considered for enrollment based on availability of seats. The School of Nursing may require a personal interview.
2. Completion of the College Mathematics and Writing Requirements.
3. A minimum cumulative grade point average of 2.70.
4. Completion of Biology 231, Chemistry 106, and Psychology 230, with a minimum grade of C.

Admission Requirements for RN Students

1. Admission to Rhode Island College and declaration of nursing as the major.
2. Submission of an Enrollment Form signed by the faculty advisor to the School of Nursing by **October 15** or **April 15** of the semester prior to senior course work.
3. Completion of Nursing 207, with a minimum grade of C, prior to senior course work (that is, prior to taking Nursing 316, 370, and 376).
4. Completion of the College Mathematics and Writing Requirements.
5. A minimum cumulative grade point average of 2.50.
6. Current RN licensure.

Admission Requirements for Lateral Transfer Students

Students within the Rhode Island College community who desire a change of major to nursing must complete a Change of Major Form found in the School of Nursing office.

Admission Requirements for Transfer Students

Transfer students accepted into the College will be reviewed on an individual basis for possible spring enrollment in nursing courses with a clinical component. Nursing students transferring from other nursing programs are required to forward a letter of recommendation from the head of the previous program.

Admission Requirements for Second Degree Candidates

Second degree candidates admitted to Rhode Island College must apply through the College's Office of Undergraduate Admissions. A plan of study is then formulated with the department chair. An accelerated program option is available for qualified second degree candidates.

Retention Requirements for All General Declared Nursing Majors

1. Completion of the required prerequisite courses (cognate and nursing courses).
2. Completion of all cognates before the junior year.
3. A minimum grade of C in each nursing course. Only one nursing course may be repeated. Students who sustain another failure (a grade below a C) in any nursing course will be dismissed from the program.
4. A minimum grade of C in each cognate course. Students with a grade of C- or lower in cognate courses will have the option to progress in nursing (probationary status) for one semester while repeating the course in question.

Retention Requirements for RN Students

A minimum grade of C in each nursing course. Only one nursing course may be repeated. Students who sustain another failure (a grade below a C) in any nursing course will be dismissed from the program.

Note: The School of Nursing will apprise students who have not met the retention criteria that they must defer enrolling in the next nursing course until they can show evidence of meeting retention standards. The faculty of the School of Nursing reserves the right to require withdrawal or dismissal of a student who shows evidence, academically or personally, of an inability to carry out professional responsibilities in nursing. Students have the right to appeal through the Student Outcomes Committee and the dean of the School of Nursing.

Health Requirements

Every year students must provide health services with evidence of a negative PPD test or compliance with treatment. Before beginning some clinical nursing courses, students may be expected to meet additional health requirements. All nursing students must provide the following documentation:

1. A physical examination.
2. Two measles immunizations.
3. One rubella (German measles) immunization.
4. One mumps immunization.
5. Tetanus/diphtheria immunization within the past ten years.
6. Hepatitis B vaccine (a series of three immunizations over a six-month period).
7. Two-step PPD (TB skin testing) within one year of starting clinical rotation.
8. Proof of chicken pox disease or immunization.

Students will not be admitted to the first class meeting of a nursing practicum course without having complied with the health requirements. Proof of immunization may be obtained from your physician, high school, previous college or university, military record, and/or from blood titers.

Nursing majors should follow the guidelines on the College Immunization Form or call College Health Services at 456-8055 for further information. Once all required information is complete, students may pick up their laminated identification cards at College Health Services.

Clinical Placements

Clinical learning provides students with the opportunity to carry out nursing care for persons of all ages and in all stages of the health-illness spectrum. The School of Nursing retains the right to place and schedule students in appropriate clinical settings. Although every effort will be made to place all students, it is possible that in any given semester sufficient placements may not be available. Students in clinical courses are responsible for their own transportation to the clinical area. Affiliating agencies require students to consent to criminal background checks.

Licensure

Graduates of the nursing program are eligible to take NCLEX-RN for licensure as a registered nurse in any state. An applicant who has been convicted of a felony may not be awarded a license by the Rhode Island Board of Nurse Registration and Nursing Education. For more information, contact the dean of the School of Nursing.

Nursing Fee

The School of Nursing contracts with Assessment Technologies, Inc. to provide students with a comprehensive testing and review package, which enhances the program. Nursing students are billed a fee of approximately fifty-five dollars per semester by the College for these services.

Handbook

The School of Nursing distributes a *Handbook for Students in Nursing* to all students admitted to the baccalaureate and master's programs. The handbook provides detailed and essential information about the nursing programs.

COURSE REQUIREMENTS FOR B.S.N.—ALL GENERAL DECLARED NURSING MAJORS

Course No.	Course Title	Credit Hours	Offered
<i>ALL STUDENTS must be certified for CPR each year.</i>			
NURS 220	Foundations of Therapeutic Interventions	3	F, Sp
NURS 222	Professional Nursing I	3	F, Sp
NURS 223	Fundamentals of Nursing Practice	3	F, Sp
NURS 224	Health Assessment	3	F, Sp
NURS 340	Psychiatric/Mental Health Nursing	6	F, Sp
NURS 342	Adult Health Nursing I	6	F, Sp
NURS 344	Maternal Newborn Nursing	6	F, Sp
NURS 346	Nursing of Children and Families	6	F, Sp
NURS 370	Public and Community Health Nursing	6	F, Sp
NURS 372	Adult Health Nursing II	6	F, Sp
NURS 374	Contemporary Professional Nursing	3	F, Sp
NURS 375	Transition to Professional Nursing Practice	6	F, Sp
<i>Cognates</i>			
BIOL 231	Human Anatomy	4	F, Sp, Su
BIOL 335	Human Physiology	4	F, Sp, Su
BIOL 348	Microbiology	4	F, Sp, Su
CHEM 106	General, Organic, and Biological Chemistry II	4	F, Sp, Su
PSYC 230	Human Development	4	F, Sp, Su
Total Credit Hours		77	

COURSE REQUIREMENTS FOR B.S.N.—REGISTERED NURSE STUDENTS

(Licensed graduates of accredited associate degree or hospital schools of nursing)

Course No.	Course Title	Credit Hours	Offered
<i>ALL STUDENTS must be certified for CPR each year.</i>			
NURS 207	Baccalaureate Education for Nursing	4	F, Sp
NURS 316	Physical Assessment of the Adult and Child	4	F, Sp
NURS 370	Public and Community Health Nursing	6	F, Sp
NURS 376	Issues and Challenges in Contemporary Nursing Practice	6	F, Sp
<i>Electives (transfer)</i>		37	
Total Credit Hours		57	

Master of Science in Nursing

JANE WILLIAMS

DEAN, SCHOOL OF NURSING

Professors: *Byrd, Carty, Shelton, P. Thomas, J. Williams, Wood*

Associate Professors: *Aflague, Huntley-Newby, Lockett, Matarese, Newman, Quigley, Rubotzky*

Assistant Professors: *Beezer, L. Blanchette, Blasell, Costello, Creamer, DeNuccio, Foote, Gremel, Griffin, Hetzel, Mock, Molloy, Morris, Pliakas, Ross, Schwager, Servello, Siskind, N. Smith, Wiberg*

Students are responsible for meeting all graduation requirements; therefore, it is important that students consult with their advisor each semester before registering for courses.

Admission Requirements

1. A completed application form accompanied by a fifty-dollar nonrefundable application fee.
2. A baccalaureate degree in an upper division nursing major from an NLNAC or CCNE accredited program.
3. Official transcripts of all undergraduate and graduate records.
4. Completion of a course in statistics (MATH 240 or its equivalent), with a minimum grade of C.
5. Completion of an advanced physical assessment course (NURS 316 or its equivalent), with a minimum grade of C.
6. A minimum cumulative grade point average of 3.00 on a 4.00 scale in undergraduate course work. Provisional acceptance occasionally granted.
7. An official report of scores on the Graduate Record Examination (GRE).
8. An official report of scores on the Test of English as a Foreign Language (TOEFL) from international applicants who are from countries where English is not the first language.
9. Current unrestricted licensure for the practice of nursing in Rhode Island.
10. A professional résumé.
11. Three professional references (one from the clinical area).
12. A brief letter of intent, which includes a statement of goals.
13. Proof of residency.
14. An interview may be required.

Course Requirements for M.S.N.—Full-Time Students

Course No.	Course Title	Credit Hours	Offered
<i>First Semester</i>			
NURS 501	Advanced Nursing Research	3	F
NURS 502	Health Care Systems	3	F
NURS 503	Professional Role Development	3	F
NURS 504	Advanced Pathophysiology	3	F
<i>or</i>			
NURS 508	Public Health Science	3	F
<i>Second Semester</i>			
NURS 509	Professional Project Seminar I	1	Sp
NURS 505	Advanced Pharmacology	3	Sp
<i>or</i>			
NURS 507	Epidemiology and Health Statistics	3	Sp
NURS 510	Acute Care/Critical Care I	6	Sp
<i>or</i>			
NURS 511	Public Health/Community Leadership I	6	Sp
<i>Third Semester</i>			
NURS 609	Professional Project Seminar II	2	F
NURS 610	Acute Care/Critical Care II	6	F
<i>or</i>			
NURS 611	Public Health/Community Leadership II	6	F
<i>Elective</i>		3	F
Course must be chosen with advisor's consent			
<i>Fourth Semester</i>			
NURS 620	Acute Care/Critical Care III	6	Sp
<i>or</i>			
NURS 621	Public Health/Community Leadership III	6	Sp
<i>Elective</i>		3	Sp
Course must be chosen with advisor's consent			
Total Credit Hours		42	

Course Requirements for M.S.N.—Part-Time Students

Course No.	Course Title	Credit Hours	Offered
<i>First Semester</i>			
NURS 501	Advanced Nursing Research	3	F
NURS 502	Health Care Systems	3	F
<i>Second Semester</i>			
NURS 505	Advanced Pharmacology	3	Sp
or			
NURS 507	Epidemiology and Health Statistics	3	Sp
<i>Note: Nursing 503: Professional Role Development may be taken in the second semester if offered.</i>			
<i>Elective</i>		3	Sp
Course must be chosen with advisor's consent			
<i>Third Semester</i>			
NURS 503	Professional Role Development	3	F
NURS 504	Advanced Pathophysiology	3	F
or			
NURS 508	Public Health Science	3	F
<i>Fourth Semester</i>			
NURS 509	Professional Project Seminar I	1	Sp
NURS 510	Acute Care/Critical Care I	6	Sp
or			
NURS 511	Public Health/Community Leadership I	6	Sp
<i>Fifth Semester</i>			
NURS 609	Professional Project Seminar II	2	F
NURS 610	Acute Care/Critical Care II	6	F
or			
NURS 611	Public Health/Community Leadership II	6	F

Sixth Semester

NURS 620 Acute Care/Critical Care III 6 Sp

or

NURS 621 Public Health/Community Leadership III 6 Sp

Elective

3 Sp

Course must be chosen with advisor's consent

Total Credit Hours**42**



**PROGRAMS OF STUDY
SCHOOL OF SOCIAL WORK**

Bachelor of Social Work

CAROL A. BENNETT-SPEIGHT
DEAN, SCHOOL OF SOCIAL WORK

Professors: *Bates, Weisman (chair)*
Associate Professor: *Martell*
Assistant Professors: *Becker, Mueller*

The B.S.W. program is accredited by the Council on Social Work Education.

CERTIFICATION IN CASE MANAGEMENT

The Case Management Certification program provides the theoretical knowledge, values, and skills needed for entry-level positions in human services. In addition to taking courses, students participate in a required fifty-hour-or-more case management fieldwork experience in one of the program's approved human service agencies. Certification in case management consists of 16 credit hours (eight courses), as follows: *First Semester:* English 010; Social Work 010, 110, 111, 120. *Second Semester:* Social Work 220, 230, 260.

BACHELOR OF SOCIAL WORK

The social work major prepares beginning-level generalist social workers.

Admission Requirements

1. **Enrollment in Social Work 326**, completing all course prerequisites.
2. **A completed application form** during the first semester of the junior year, before enrolling in Social Work 327.
3. **A minimum grade point average (GPA) of 2.00 at the College level and a minimum GPA of 2.67 in 300-level social work courses.**
4. **Evidence of personal qualities** considered essential to professional social work practice, such as responsiveness and sensitivity in relationships, values compatible with the values of the social work profession, the ability to understand and carry out the ethical obligations of a social worker, commitment to improving social conditions, and the ability to function collectively with others.

Transfer students must also comply with these requirements. Specific information about application procedures may be obtained from assigned faculty advisors, the chair of the B.S.W. department, or his/her designee.

Retention Requirements

1. **A minimum grade point average (GPA) of 2.00 at the College level and a minimum GPA of 2.67 in all 300-level social work courses.** No student will be allowed to enter a senior year field placement (Social Work 436) if their GPA falls below these standards.
2. **Students who receive a grade of C- or less in any required social work course must retake that course and receive at least a grade of C in order to proceed in the major. Students who receive a C- or less twice in the same course, will be dismissed from the major.** For additional information, see the *School of Social Work Field and Academic Manual* available at the B.S.W. Office or available on the School of Social Work Web site: www2.ric.edu.
3. **Students who receive an F in any required social work course or a C- or less in any two required social work courses will be dismissed from the major.** A copy of the “Bachelor of Social Work Academic Standing Policy,” including appeal procedures, is distributed to students in the department.

Fieldwork

Social work majors enroll in fieldwork in both the junior and senior years. The first B.S.W. fieldwork experience takes place during the spring semester of the junior year. In the senior year, students may fulfill their 480-hour field requirement in one of the following ways:

1. Students may take Social Work 436 in the fall semester (minimum of 4 credit hours) and Social Work 437 in the spring semester (minimum of 4 credit hours). Credits are calculated on the basis of 4 hours per week for each credit hour; hence, students are in field for 16 hours per week over the two semesters (total 480 hours).
2. Students may take the “extended field option”: Social Work 445 in the summer (120 hours of fieldwork plus 16 hours of seminar, for 3 credit hours), Social Work 446 in the fall semester (180 hours of fieldwork at 12 hours per week for 3 credit hours), and Social Work 447 in the spring semester (180 hours of fieldwork at 12 hours per week for 3 credit hours).
3. Students may take the “extended field option”: Social Work 445, 446, and 447 at the discretion of the department.

Honors

A Departmental Honors program is offered in social work. See the chapter titled Honors and Awards in the General Information—Undergraduate section of the *Rhode Island College Catalog*.

Course Requirements for B.S.W.

Course No.	Course Title	Credit Hours	Offered
<i>First through Third Semesters</i>			
BIOL 103	Human Biology	3	F, Sp, Su
ECON 200	Introduction to Economics	3	F, Sp, Su
POL 202	American Government	3	F, Sp, Su
PSYC 215	Social Psychology	3	F, Sp
PSYC 230	Human Development	4	F, Sp, Su
SWRK 240	Introduction to Social Work	3	F, Sp
ONE COURSE	in sociology at the 200-level	3	
<i>Third through Fifth Semesters</i>			
SWRK 320	Policy Analysis	3	F, Sp
SWRK 324	Human Behavior in the Social Environment: Individual, Family, and Small Group	3	F, Sp
SWRK 325	Human Behavior in the Social Environment: Social System, Institution, and Organization	3	F, Sp
<i>Fifth Semester</i>			
SWRK 326	Generalist Social Work Practice	3	F
<i>Sixth Semester</i>			
SWRK 302	Social Work Practice Evaluation and Research	4	F, Sp
SWRK 327	The Helping Process	3	Sp
SWRK 338	Introduction to Fieldwork	2	Sp
<i>Summer Semester</i>			
SWRK 445	Summer Extended Fieldwork (Optional)	3	Su
<i>Seventh Semester</i>			
SWRK 426	Creating Change through Social Work Practice I	3	F
SWRK 436*	Fieldwork	4-7	F
SWRK 446*	Fall Extended Fieldwork (Optional)	3	F
SWRK 463	Fieldwork Seminar	3	F

*Students cannot receive credit for both SWRK 436 and 446.

Eighth Semester

SWRK 427	Creating Change through Social Work Practice II	3	Sp
SWRK 437**	Advanced Fieldwork	4–7	Sp
SWRK 447**	Spring Extended Fieldwork (Optional)	3	Sp
SWRK 464	Senior Seminar in Social Work	3	Sp

**Students cannot receive credit for both SWRK 437 and 447.

Total Credit Hours**63–70**

Master of Social Work

CAROL A. BENNETT-SPEIGHT
DEAN, SCHOOL OF SOCIAL WORK

Professors: *Bromley, Evans, Mumm, Nimmagadda, Olsen, Pearlmutter (chair) Reamer, Siegel*
Associate Professors: *Bennett-Speight, Ghindia*
Assistant Professor: *Shtayermman*

The M.S.W. program is accredited by the Council on Social Work Education.

Admission Requirements

Admission to the Master of Social Work program is on a selective basis and is determined by the quality of the total application. Certain admission requirements may be waived under special circumstances if the applicant demonstrates sufficient cause.

1. **Baccalaureate degree** from a regionally accredited institution of higher education. Students who have completed all but their last semester of baccalaureate work also may apply; however, their degree must be granted by August 15.
2. **Evidence of the intellectual capacity to participate successfully in academic work at the graduate level.** A diverse academic background with a liberal arts perspective that includes course work in the human biological sciences, humanities, mathematics, and social sciences. Specifically, an applicant is required to have
 - a. A minimum grade point average of 3.00 on a 4.00 scale in undergraduate work;
 - b. At least 15 credit hours drawn from course work in anthropology, economics, political science, psychology, and sociology;
 - c. Course work in human anatomy, human biology, or human physiology (course work is necessary; the CLEP Examination is not sufficient); and
 - d. Course content in the humanities (English, language, philosophy, visual and performing arts, and Western and non-Western history).
3. **Evidence of a combination of personal qualities considered essential to professional social work practice,** such as responsiveness and sensitivity in relationships, commitment to improving social conditions, and the ability to function both independently and collectively with others.
4. **A commitment to social work as a profession,** based in part on personal experience in the field. This experience may have been attained in a variety of ways, such as through volunteer work, fieldwork experience in conjunction with course work, life experiences, etc.

Admission Procedures

Application materials may be obtained from the School of Social Work or may be downloaded from the School of Social Work Web page (www.ric.edu/socwk). Deadline for admission is February 1.

1. **A completed application form accompanied by a nonrefundable fifty-dollar application fee** payable to Rhode Island College.
2. **Official transcripts.** It is the responsibility of the applicant to request official transcripts from all undergraduate and graduate programs previously attended, including community colleges, and have them sent directly to the School of Social Work. Even if the student transferred into RIC or into another college, transcripts must be requested from the previous college. The School of Social Work will obtain official transcripts for all work completed at Rhode Island College.
3. **Three letters of recommendation.** More than three *required* recommendations may be provided if the applicant wishes. Applicants must provide referees with the proper guidelines for completing letters of recommendation. (Guidelines are included with the application.) Advanced standing applicants must submit a fourth recommendation on a form included with the M.S.W. application package.
4. **A personal statement.** Typically six to eight double-spaced typewritten pages, the personal statement will aid the Admission Committee in assessing the applicant's qualifications for professional social work practice. Among these qualifications are: the ability to think analytically and conceptually; clarity in self-expression; responsiveness and sensitivity in minority and culturally diverse relationships; the ability to develop professional self-awareness and self-evaluation; commitment to improving social conditions; and the ability to function creatively, responsibly, and independently.

Admission Decision

Notice of acceptance will occur by April 15 for study beginning the following September. There are no midyear admissions. Within ten days of receiving notification, accepted applicants must confirm in writing their intention to enroll in the program. Confirmation of acceptance should be addressed to the M.S.W. Department, School of Social Work. Upon accepting a place in the full-time, part-time, or advanced standing program, the student is required to provide a nonrefundable one hundred dollar deposit, which will be applied against tuition charges for the first semester. Admitted applicants should also inform the program of any change of address.

Health Requirements

After being accepted, candidates are provided with an Admission Physical Examination Form, which must be completed and signed by a physician and returned directly to College Health Services before the candidate enrolls. As required by Rhode Island state law, all new entering students must present to College Health Services a certificate signed by a physician, attesting to their immunity to measles and rubella (German measles).

Advanced Standing Program

A limited number of students possessing a B.S.W. from a program accredited by the Council on Social Work Education will be exempt from the professional foundation, pending completion of comparable course work. Students granted advanced standing will be required to complete 32 credit hours. These students will begin the program in the fall semester. The advanced standing program can be completed on either a full-time or part-time basis.

Student Advisement

Shortly after the initial registration, a member of the faculty is appointed as the student's advisor. Thereafter, students plan their program in consultation with the advisor. Advisors assist students in developing their learning goals and objectives and in assessing their progress toward those objectives. Students are encouraged to confer with their advisors. Early in the spring semester, prior to going into the concentration year(s), students will meet with their advisor and develop a plan of study listing the required courses in the concentration(s) and electives. Students must have an approved plan of study in order to proceed into the concentration year. Additional academic aids are available through College resources and/or special programs.

Grade Requirements

All students must have a minimum grade point average (GPA) of 3.00 at the end of the first year and an evaluation of Satisfactory or better in field education. Students who do not have the minimum 3.00 GPA may not continue in the program. No course in which the student earns a grade below a C may be accepted for M.S.W. credit.

Full-Time Program

To achieve full-time status in either year, a student must register for field instruction and at least three courses each semester. Students who are admitted full time are expected to complete the program in two years. Students without prior graduate work will need to take field instruction and four courses in order to graduate within two years.

Part-Time Program

A limited number of part-time students will be admitted. Admission requirements and procedures are the same as those for full-time study. Part-time students are normally expected to take a minimum of two courses during the academic year. A field placement will occur in a public or private nonprofit agency after the completion of 11 credit hours of course work. Degree requirements must be met within four years. Students may switch from part-time to full-time study after completing the first year on a part-time basis.

Fieldwork

All students, except those in the advanced standing program, are required to complete Social Work 500 (240 hours), 501 (240 hours), 600 (300 hours), and 601 (300 hours) for a total of 1,080 hours. For full-time and part-time students, this is accomplished over two academic years. Students in the advanced standing program complete Social Work 600 (300 hours) and 601 (300 hours) for a total of 600 hours.

All students must take the first-year placement concurrently with Social Work 530, 531, 532, and 533. It is possible to do one year of fieldwork in the student's place of employment, provided that the placement meets all the criteria for supervision and placement settings. Plans to do a placement in a student's place of employment need to be discussed with and approved by the director of field education. For all continuing students, this approval must be obtained no later than April 1 for field placements to begin in September. For all incoming full-time students, this approval must be obtained no later than July 1 for placements to begin in September.

Graduate Fees (2007–2008)

The fees described below are projected for the 2007–2008 academic year and are subject to change in the academic year 2008–2009. Because of rising costs, the Board of Governors for Higher Education reserves the right to change fees without notice as conditions necessitate.

Tuition (M.S.W. Full Time)

- \$3,425 per semester (in-state students)
- \$5,600 per semester (out-of-state students)

Tuition (M.S.W. Part Time)

- \$260 per credit hour (in-state students)
- \$546 per credit hour (out-of-state students)

Application Fee

\$50

Fine Arts Fee (Degree Candidates)

- \$25 per semester (full time)
- \$2 per credit hour (part time)

Library Fee

- \$50 per semester (full time)
- \$4 per credit hour (part time)

Recreation Fee

- \$45 per semester (full time)
- \$4 per credit hour (part time)

Registration Fee

\$66 per semester

Technology Fee

- \$50 per semester (full time)
- \$4 per credit hour (part time)

Course Requirements for M.S.W. Full-Time Program

Course No.	Course Title	Credit Hours	Offered
<i>First Semester (All Full-Time Students)</i>			
SWRK 500	Field Education and Seminar I	3	F
SWRK 520	Human Behavior, Diversity, and Oppression I	3	F
SWRK 530	Generalist Foundation and Skills: Policy and Organizing I	3	F
SWRK 532	Generalist Foundation and Skills: Direct Practice I	3	F
SWRK 541	Social Work Research and Evaluation I	3	F
<i>Second Semester (All Full-Time Students)</i>			
SWRK 501	Field Education and Seminar II	3	Sp
SWRK 522	Human Behavior, Diversity, and Oppression II	3	Sp
SWRK 531	Generalist Foundation and Skills: Policy and Organizing II	3	Sp
SWRK 533	Generalist Foundation and Skills: Direct Practice II	3	Sp
SWRK 542	Social Work Research and Evaluation II	2	Sp
SINGLE CONCENTRATION FULL-TIME STUDENTS			
<i>Third Semester (Single Concentration Full-Time Students)</i>			
SWRK 600	Field Education and Seminar III	4	F
SWRK 642	Integrative Project: Research and Policy I	3	F
ONE CONCENTRATION COURSE from			
SWRK 602	Clinical Social Work Practice I: Children and Families	3	F
SWRK 604	Clinical Social Work Practice I: Adults and Families	3	F
SWRK 606	Clinical Social Work Practice I: Older Adults and Families	3	F
SWRK 612	Leadership and Management	3	F
SWRK 614	Advanced Policy Practice	3	F
ONE CONCENTRATION ELECTIVE, that is: ONE COURSE from the list of clinical electives for students in the clinical concentration; or ONE COURSE from the list of administration electives for students in the administration concentration; or ONE COURSE from the list of organizing and policy electives for students in the organizing and policy concentration.			
ELECTIVE (If the concentration elective above is being taken fourth semester, then take two of these electives)			
<i>Fourth Semester (Single Concentration Full-Time Students)</i>			
SWRK 601	Field Education and Seminar IV	4	Sp
SWRK 643	Integrative Project: Research and Policy II	3	Sp

ONE CONCENTRATION COURSE from

SWRK	603	Clinical Social Work Practice II: Children and Families	3	Sp
SWRK	605	Clinical Social Work Practice II: Adults and Families	3	Sp
SWRK	607	Clinical Social Work Practice II: Older Adults and Families	3	Sp
SWRK	613	Program Planning and Development	3	Sp
SWRK	615	Leadership for Progressive Change	3	Sp

ONE CONCENTRATION ELECTIVE, that is: ONE COURSE from the list of clinical electives for students in the clinical concentration; or ONE COURSE from the list of administration electives for students in the administration concentration; or ONE COURSE from the list of organizing and policy electives for students in the organizing and policy concentration.

ELECTIVE (If the concentration elective above was already taken third semester, then take two of these electives)

Total Credit Hours **61**

DUAL CONCENTRATION FULL-TIME STUDENTS

Third Semester (Dual Concentration Full-Time Students)

SWRK	600	Field Education and Seminar III	4	F
SWRK	642	Integrative Project: Research and Policy I	3	F

TWO CONCENTRATION COURSES from

SWRK	602	Clinical Social Work Practice I: Children and Families	3	F
SWRK	604	Clinical Social Work Practice I: Adults and Families	3	F
SWRK	606	Clinical Social Work Practice I: Older Adults and Families	3	F
SWRK	612	Leadership and Management	3	F
SWRK	614	Advanced Policy Practice	3	F

ONE CONCENTRATION ELECTIVE from the first concentration you've chosen.

Fourth Semester (Dual Concentration Full-Time Students)

SWRK	601	Field Education and Seminar IV	4	Sp
SWRK	643	Integrative Project: Research and Policy II	3	Sp

*TWO CONCENTRATION COURSES from

SWRK 603	Clinical Social Work Practice II: Children and Families	3	Sp
SWRK 605	Clinical Social Work Practice II: Adults and Families	3	Sp
SWRK 607	Clinical Social Work Practice II: Older Adults and Families	3	Sp
SWRK 613	Program Planning and Development	3	Sp
SWRK 615	Leadership for Progressive Change	3	Sp

*Choose the two courses that are a continuation (Part II) of your third semester concentration courses.

ONE CONCENTRATION ELECTIVE from the second concentration you've chosen.	3	Sp
---	---	----

Total Credit Hours**61**

Course Requirements for M.S.W. Advanced Standing Program

SINGLE CONCENTRATION ADVANCED STANDING STUDENTS

Course No.	Course Title	Credit Hours	Offered
<i>First Semester (Single Concentration Advanced Standing Students)</i>			
SWRK 600	Field Education and Seminar III	4	F
SWRK 642	Integrative Project: Research and Policy I	3	F
ONE CONCENTRATION COURSE from			
SWRK 602	Clinical Social Work Practice I: Children and Families	3	F
SWRK 604	Clinical Social Work Practice I: Adults and Families	3	F
SWRK 606	Clinical Social Work Practice I: Older Adults and Families	3	F
SWRK 612	Leadership and Management	3	F
SWRK 614	Advanced Policy Practice	3	F
ONE CONCENTRATION ELECTIVE, that is: ONE COURSE from the list of clinical electives for students in the clinical concentration; or ONE COURSE from the list of administration electives for students in the administration concentration; or ONE COURSE from the list of organizing and policy electives for students in the organizing and policy concentration.		3	F
ELECTIVE (If the concentration elective above is being taken second semester, then take two electives)		3	F
<i>Second Semester (Single Concentration Advanced Standing Students)</i>			
SWRK 601	Field Education and Seminar IV	4	Sp
SWRK 643	Integrative Project: Research and Policy II	3	Sp
ONE CONCENTRATION COURSE from			
SWRK 603	Clinical Practice II: Children and Families	3	Sp
SWRK 605	Clinical Practice II: Adults and Families	3	Sp
SWRK 607	Clinical Practice II: Older Adults and Families	3	Sp
SWRK 613	Program Planning and Development	3	Sp
SWRK 615	Leadership for Progressive Change	3	Sp
ONE CONCENTRATION ELECTIVE, that is: ONE COURSE from the list of clinical electives for students in the clinical concentration; or ONE COURSE from the list of administration electives for students in the administration concentration; or ONE COURSE from the list of organizing and policy electives for students in the organizing and policy concentration.		3	Sp
ELECTIVE (If the concentration elective above was already taken first semester, then take two electives)		3	Sp
Total Credit Hours		32	

DUAL CONCENTRATION ADVANCED STANDING STUDENTS

Course No.	Course Title	Credit Hours	Offered
<i>First Semester (Dual Concentration Advanced Standing Students)</i>			
SWRK 600	Field Education and Seminar III	4	F
SWRK 642	Integrative Project: Research and Policy I	3	F
TWO CONCENTRATION COURSES from			
SWRK 602	Clinical Social Work Practice I: Children and Families	3	F
SWRK 604	Clinical Social Work Practice I: Adults and Families	3	F
SWRK 606	Clinical Social Work Practice I: Older Adults and Families	3	F
SWRK 612	Leadership and Management	3	F
SWRK 614	Advanced Policy Practice	3	F
ONE CONCENTRATION ELECTIVE		3	F
<i>Second Semester (Dual Concentration Advanced Standing Students)</i>			
SWRK 601	Field Education and Seminar IV	4	Sp
SWRK 643	Integrative Project: Research and Policy II	3	Sp
*TWO CONCENTRATION COURSES from			
SWRK 603	Clinical Practice II: Children and Families	3	Sp
SWRK 605	Clinical Practice II: Adults and Families	3	Sp
SWRK 607	Clinical Practice II: Older Adults and Families	3	Sp
SWRK 613	Program Planning and Development	3	Sp
SWRK 615	Leadership for Progressive Change	3	Sp
*Choose the two courses that are a continuation (Part II) of your third semester concentration courses.			
ONE CONCENTRATION ELECTIVE		3	Sp
Total Credit Hours		32	

Course Requirements for M.S.W. Part-Time Program

Course No.	Course Title	Credit Hours	Offered
<i>First Semester (All Part-Time Students)</i>			
SWRK 520	Human Behavior, Diversity, and Oppression I	3	F
SWRK 541	Social Work Research and Evaluation I	3	F
<i>Second Semester (All Part-Time Students)</i>			
SWRK 522	Human Behavior, Diversity, and Oppression II	3	Sp
SWRK 542	Social Work Research and Evaluation II	2	Sp
<i>Third Semester (All Part-Time Students)</i>			
SWRK 500	Field Education and Seminar I	3	F
SWRK 530	Generalist Foundation and Skills: Policy and Organizing I	3	F
SWRK 532	Generalist Foundation and Skills: Direct Practice I	3	F
<i>Fourth Semester (All Part-Time Students)</i>			
SWRK 501	Field Education and Seminar II	3	Sp
SWRK 531	Generalist Foundation and Skills: Policy and Organizing II	3	Sp
SWRK 533	Generalist Foundation and Skills: Direct Practice II	3	Sp
SINGLE CONCENTRATION PART-TIME STUDENTS			
<i>Fifth Semester (Single Concentration Part-Time Students)</i>			
SWRK 600	Field Education and Seminar III	4	F
SWRK 642	Integrative Project: Research and Policy I	3	F
ONE COURSE from			
SWRK 602	Clinical Social Work Practice I: Children and Families	3	F
SWRK 604	Clinical Social Work Practice I: Adults and Families	3	F
SWRK 606	Clinical Social Work Practice I: Older Adults and Families	3	F
SWRK 612	Leadership and Management	3	F
SWRK 614	Advanced Policy Practice	3	F
<i>Sixth Semester (Single Concentration Part-Time Students)</i>			
SWRK 601	Field Education and Seminar IV	4	Sp
SWRK 643	Integrative Project: Research and Policy II	3	Sp
ONE COURSE from			
SWRK 603	Clinical Practice II: Children and Families	3	Sp
SWRK 605	Clinical Practice II: Adults and Families	3	Sp
SWRK 607	Clinical Practice II: Older Adults and Families	3	Sp
SWRK 613	Program Planning and Development	3	Sp
SWRK 615	Leadership for Progressive Change	3	Sp

Seventh Semester (Single Concentration Part-Time Students)

ONE CONCENTRATION ELECTIVE, that is: ONE COURSE from the list of clinical electives for students in the clinical concentration; or ONE COURSE from the list of administration electives for students in the administration concentration; or ONE COURSE from the list of organizing and policy electives for students in the organizing and policy concentration. 3

ELECTIVE (If the concentration elective above has already been taken, then take two electives) 3

Eighth Semester (Single Concentration Part-Time Students)

ONE CONCENTRATION ELECTIVE, that is: ONE COURSE from the list of clinical electives for students in the clinical concentration; or ONE COURSE from the list of administration electives for students in the administration concentration; or ONE COURSE from the list of organizing and policy electives for students in the organizing and policy concentration. 3

ELECTIVE (If the concentration elective above has already been taken, then take two electives) 3

Total Credit Hours 61

DUAL CONCENTRATION PART-TIME STUDENTS

Fifth Semester (Dual Concentration Part-Time Students)

SWRK 600	Field Education and Seminar III	4	F
----------	---------------------------------	---	---

TWO COURSES from

SWRK 602	Clinical Social Work Practice I: Children and Families	3	F
SWRK 604	Clinical Social Work Practice I: Adults and Families	3	F
SWRK 606	Clinical Social Work Practice I: Older Adults and Families	3	F
SWRK 612	Leadership and Management	3	F
SWRK 614	Advanced Policy Practice	3	F

Sixth Semester (Dual Concentration Part-Time Students)

SWRK 601	Field Education and Seminar IV	4	Sp
----------	--------------------------------	---	----

*TWO CONCENTRATION COURSES from

SWRK 603	Clinical Practice II: Children and Families	3	Sp
SWRK 605	Clinical Practice II: Adults and Families	3	Sp
SWRK 607	Clinical Practice II: Older Adults and Families	3	Sp
SWRK 613	Program Planning and Development	3	Sp
SWRK 615	Leadership for Progressive Change	3	Sp

*Choose the two courses that are a continuation, or Part II, of your fifth semester concentration courses.

Seventh Semester (Dual Concentration Part-Time Students)

SWRK 642	Integrative Project: Research and Policy I	3	F
----------	--	---	---

ONE CONCENTRATION ELECTIVE	3	
----------------------------	---	--

Eighth Semester (Dual Concentration Part-Time Students)

SWRK 643	Integrative Project: Research and Policy II	3	Sp
----------	---	---	----

ONE CONCENTRATION ELECTIVE	3	
----------------------------	---	--

Total Credit Hours	61	
---------------------------	-----------	--



**RHODE ISLAND COLLEGE
COURSE DESCRIPTIONS**

Course Descriptions—General Information

Course Numbering System

Courses Numbered 000–009 = noncredit courses.

Courses Numbered 100–199 = introductory and General Education courses normally taken during the freshman and sophomore years.

Courses Numbered 200–299 = other lower-division courses and General Education courses.

Courses Numbered 300–399 = courses taken by undergraduate students who have met the prerequisite(s); not accepted for credit toward graduate degrees.

Courses Numbered 400–499 = courses normally taken in the junior and senior years; open to graduate students for credit toward graduate degrees. The number of credits acceptable in a graduate program is limited by graduate program policies.

Courses Numbered 500–599 = courses open to graduate students. Normally these courses require a bachelor's degree as a prerequisite. In certain circumstances, qualified undergraduate students who have earned at least 90 credit hours may be admitted, with documented consent of the instructor and the appropriate dean.

Courses Numbered 600–699 = courses open to graduate and doctoral students only.

Courses Numbered 700–799 = courses open to graduate and doctoral students only.

In general, when the middle digit of a course number is 6, the course is a seminar or a General Education Core course; 8, a workshop; 9, directed study.

Courses with Variable Content

Most departments offer a variety of topic courses (X50), seminar courses (X60), and workshop courses (X80), for which the content and credit hours are announced each semester. Departments may offer independent study courses (X9Y). The level of study, for example, 19Y, 29Y, 39Y, etc., will depend on what is appropriate in terms of the project and the student. These courses may be repeated for credit with a change in content.

Contact Hours

A number in parentheses appearing before the credit hours for a course indicates that the number of “contact hours” per week—time required in class, studio, or laboratory—differs from the number of credit hours.

Credit Hours

The number of “credit hours” specified for each course indicates both the number of credits it carries and the approximate total number of clock hours it meets each week.

Frequency of Course Offerings

Listed with each course description is the normal frequency with which the course is offered. For example, a course that is typically offered every fall semester carries the notation “Offered fall.” *For complete and current information on course offerings, including dates, times, locations, and instructors, students are advised to consult both the Summer/Fall and Spring Course Bulletins.*

Course Abbreviations

ACCT	Accounting	JSTD	Justice Studies
AFAM	African and African American Studies	LAS	Latin American Studies
ANTH	Anthropology	LATN	Latin
ARBC	Arabic	LBRS	Labor Studies
ART	Art	LEAD	Leadership, Educational
ARTE	Art Education	MATH	Mathematics
ARTM	Art Media	MEDT	Medical Technology
BIOL	Biology	MGT	Management
CEP	Counseling and Educational Psychology	MKT	Marketing
CHEM	Chemistry	MLAN	Modern Languages
CIS	Computer Information Systems	MLED	Middle Level Education
COLL	College Course	MUS	Music
COMM	Communications	MUSE	Music Education
COMG	Communications/Graphic	NPST	Nonprofit Studies
CSCI	Computer Science	NURS	Nursing
CURR	Curriculum	PBAD	Public Administration
DANC	Dance	PED	Physical Education
ECED	Early Childhood Education	PFA	Performing Arts
ECON	Economics	PHIL	Philosophy
EDP	Education Doctoral Program	PHYS	Physics
ELED	Elementary Education	POL	Political Science
ENGL	English	PORT	Portuguese
ESL	English as a Second Language	PSCI	Physical Science
FILM	Film Studies	PSYC	Psychology
FIN	Finance	SED	Secondary Education
FNED	Foundations of Education	SOC	Sociology
FREN	French	SPAN	Spanish
GEN	General Education	SPED	Special Education
GEOG	Geography	SSCI	Social Science
GRMN	German	SWRK	Social Work
GRTL	Gerontology	TECH	Technology Education
HED	Health Education	TESL	Teaching English as a Second Language
HIST	History	THTR	Theatre
HONR	Honors	WMST	Women's Studies
INST	Instructional Technology	WRTG	Writing
ITAL	Italian		

Course Descriptions

Accounting (ACCT)

Junior standing is a prerequisite for all 300-level accounting courses.

ACCT 201: Principles of Accounting I: Financial

The identification, measurement, and reporting of the financial effects of economic events on enterprises are examined. Lecture and laboratory.

(4) 3 credit hours. Offered fall, spring, summer.

ACCT 202: Principles of Accounting II: Managerial

A continuation of Accounting 201, topics include accounting for corporations, liabilities, cash flow statements, cost accounting in a manufacturing environment, budgeting, and profit analysis for decision making. Lecture and laboratory.

(4) 3 credit hours. Prerequisite: ACCT 201. Offered fall, spring, summer.

ACCT 310: Accounting Systems and Concepts

Accounting systems are introduced, with emphasis on the accounting cycle through the preparation of statements. Students work with general ledger software and spreadsheet applications. Lecture and laboratory.

(4) 3 credit hours. Prerequisite: ACCT 201 and CIS 251. Offered fall and spring.

ACCT 311: External Reporting I

Accounting concepts, standards, principles, and practices in financial reporting for business entities are studied. Topics include assets, liabilities, and stockholder equity. Lecture and laboratory. (Formerly Intermediate Accounting I.)

(4) 3 credit hours. Prerequisite: ACCT 310. Offered fall and spring.

ACCT 312: External Reporting II

A continuation of Accounting 311, topics include revenue recognition, pensions, accounting for income taxes, leases, cash flow statements, and financial analysis. Lecture and laboratory. (Formerly Intermediate Accounting II.)

(4) 3 credit hours. Prerequisite: ACCT 311. Offered fall and spring.

ACCT 321: Cost Management I

Study is made of internal accounting information and decision support systems that provide data and reports for product costing and management decision making. Lecture and laboratory. (Formerly Internal Reporting I.)

(4) 3 credit hours. Prerequisite: ACCT 202 and 310. Offered fall and spring, and offered summer (as needed).

ACCT 331: Taxes for Business Decisions

Federal income tax law for individuals, corporations, and other entities is introduced. Emphasis is on the continuing concepts of tax law and tax research and planning. (Formerly Federal Tax I.)

(4) 3 credit hours. Prerequisite: ACCT 201 or consent of department chair. Offered fall and spring.

ACCT 353: Accounting for Nonprofit Organizations

Emphasis is on conceptual foundation, governmental accounting, accounting for other nonprofit organizations, and uses of data.

3 credit hours. Prerequisite: ACCT 202. Offered spring.

ACCT 422: Cost Management II

The use of internal accounting data and reporting in the management decision-making process is examined. Lecture and laboratory. (Formerly Internal Reporting II.)

(4) 3 credit hours. Prerequisite: ACCT 321. Offered spring.

ACCT 432: Advanced Studies in Taxation

The coverage of choice of an entity and the uses of the life-cycle approach to study these entities are expanded upon. Lecture and laboratory. (Formerly Federal Tax II.)

(4) 3 credit hours. Prerequisite: ACCT 331. Offered fall.

ACCT 441: Auditing

Current audit theory and practice are surveyed. A cycle approach is used to demonstrate audit procedures. Topics may include legal liability, ethical standards, audit planning and reporting, and audit risk.

3 credit hours. Prerequisite: ACCT 311 and CIS 352. Offered fall and spring.

ACCT 443: Business Law

Fundamental principles of the law of contracts, sales, property, commercial paper, and bankruptcy are examined. Forms of business organizations, regulations, and accountants' liability are also covered.

3 credit hours. Prerequisite: ACCT 201 and completion of at least 60 college credits. Offered fall and spring.

ACCT 451: Advanced Financial Accounting

Emphasis is on business consolidations and the external reporting of consolidated financial information in the published financial statements of large publicly owned corporations.

3 credit hours. Prerequisite: ACCT 311. Offered fall and spring.

ACCT 461: Seminar in Accounting Theory and Practice

The development of accounting theory, major influences on accounting theory, and the application of accounting theory in the resolution of reporting issues are explored.

3 credit hours. Prerequisite: ACCT 312, 321, 331; FIN 330. Offered fall and spring.

ACCT 467: Directed Internship

Students are assigned to a business, an industrial organization, or a not-for-profit organization and supervised by a mentor. Students receive 1 credit hour for every four hours of work. A two-hour biweekly seminar is included.

3–9 credit hours. Prerequisite: junior standing, a major or minor in a School of Management program, and consent of internship director and appropriate faculty member. Offered fall, spring, summer.

ACCT 510: Advanced AIS: Systems Modeling

Students model, analyze, and evaluate accounting information systems intended to support management control and decision making. Focus is on determining user requirements, communicating results, and effective decision support.

3 credit hours. Prerequisite: consent of instructor. Offered as needed.

ACCT 533: Fundamentals of Financial Planning

Emphasis is on goal setting, cash budgeting, insurance needs, retirement planning, tax planning, and estate planning within the context of the client's goals.

3 credit hours. Prerequisite: consent of instructor. Offered fall.

ACCT 535: Tax Issues for Corporations and Shareholders

Tax implications related to stock ownership are reviewed in a variety of corporate environments. Focus is on dividend distribution policy, the rights and risks of stock ownership, and the use of stock ownership for financial planning purposes.

3 credit hours. Prerequisite: ACCT 533 or consent of instructor. Offered as needed.

ACCT 537: Legal and Tax Issues of Marriage, Separation, and Divorce

Issues related to prenuptial planning, marriage breakdown, separation, and divorce are considered. Focus is on the state and federal tax aspects of separation, divorce, and child care.

3 credit hours. Prerequisite: consent of instructor. Offered as needed.

ACCT 543: Personal Income Tax Planning

Students examine the role of state and federal tax regulations in creating a successful financial plan for the client. Emphasis is on developing strategies that minimize the tax burden on the client through proper planning.

3 credit hours. Prerequisite: consent of instructor. Offered spring.

ACCT 548: Controllership

Students examine the role of the chief accounting officer of an organization within the contemporary business environment. Also explored are the responsibilities and duties of the controller as strategic information officer.

3 credit hours. Prerequisite: consent of instructor. Offered as needed.

ACCT 549: Advanced Topics in Cost Management

Emerging topics and techniques in cost management are discussed, along with the issues involved with their implementation. Topics include activity-based costing, total quality management, the survival triplet, and just-in-time.

3 credit hours. Prerequisite: consent of instructor. Offered as needed.

ACCT 552: Topics in Assurance: Risk Assessment

Techniques for identifying and measuring business risk are presented. A framework is also developed for evaluating the organization's risk assessment process and for determining its particular risk profile.

1.5 credit hours. Prerequisite: consent of instructor. Offered as needed.

ACCT 553: Topics in Assurance: Electronic Commerce

The role of accountants in an electronic, Internet-oriented, commercial operation is discussed. Students also engage in the analysis of information exchange and sharing and the processing of electronic sales transactions.

1.5 credit hours. Prerequisite: consent of instructor. Offered as needed.

ACCT 554: Estate Planning

Students examine the role of state and federal tax codes when advising clients about the ultimate preservation of their estate. The client's legal, marital, and medical situation is incorporated into an action plan to achieve the goals of the client.

3 credit hours. Prerequisite: consent of instructor. Offered spring.

ACCT 555: Retirement Planning and Employee Benefits

This course explores the role of the financial planner in advising clients as to employee retirement plan selection, individual retirement planning concerns, and other retirement issues. Emphasis is on achieving an optimal retirement plan.

3 credit hours. Prerequisite: ACCT 433, 443, or consent of instructor. Offered as needed.

ACCT 661: Financial Planning Capstone Course

This course integrates all previous personal financial planning courses on client advising and strategy. Students should take this course just prior to completion of the PFP program.

3 credit hours. Prerequisite: consent of instructor and advanced standing in the program. Offered spring.

African and African American Studies (AFAM)**AFAM 162: Non-Western Worlds**

Selected cultures and historical traditions in regions of contemporary and ancient Africa and its diaspora are studied. Students comment critically, in written and oral form, upon African experiences and ideas. Sections are titled: (1) Cape Verde and Western Africa and (2) African Social/Economic Development. *4 credit hours. Gen. Ed. Core 3. Offered fall and spring.*

AFAM 200: Perspectives on African and African American Cultures

The background, significance, and context of African and African American cultures are examined. Focus is on the social, economic, psychological, political, and historical processes, which are the foundations of African American culture.

3 credit hours. Gen. Ed. Category SB. Offered fall and spring, and offered summer (as needed).

AFAM 261: Bebop: African and African American Cultures and Aesthetics

Students examine the African origins of bebop; the American founders, Parker and Gillespie; the hard bop of the 1950s and 1960s; and bebop's resurgence in the 1980s and 1990s.

4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered fall, spring, summer.

AFAM 262: Cultural Issues in Contemporary Africa

Significant issues confronting contemporary Africa are examined. Connections and comparisons between African and Western traditions, values, and practices are emphasized. Sections include (1) The Borders of Africa, (2) Childhood in the African and African American Experience, and (3) The Francophone African World.

4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered fall and spring.

AFAM 310: Martin Luther King and the Civil Rights Era

The philosophy of Martin Luther King Jr. is examined. Emphasis is on King's context and contributions to the historical development of the meanings of freedom, equality, and respect for the individual and community.

3 credit hours. Prerequisite: AFAM 200 or consent of program director. Offered as needed.

AFAM 410: Seminar in Comparative Race Relations

The changing dynamics of race relations within a national and international framework are examined, including ideas about the causes and persistence of racism.

3 credit hours. Prerequisite: AFAM 200 or consent of program director. Offered as needed.

AFAM 420: Comparative Slave Systems

This is an integrative experience in the comparative study of slave systems. Emphasis is on the study of slavery in Africa and the New World.

3 credit hours. Prerequisite: AFAM 200 or consent of program director. Offered as needed.

AFAM 461: Seminar in African and African American Studies

This is the culminating experience for majors in the program. *3 credit hours. Prerequisite: AFAM 200 or consent of program director. Offered as needed.*

AFAM 490: Directed Study

The student, working with a faculty member, selects a topic for study and researches it in depth. Students wishing to pursue a creative writing project should submit a portfolio of work with their application.

3 credit hours. Prerequisite: consent of instructor, program director, and dean. Offered as needed.

AFAM 491: Directed Study

This course is open to students whose topic in African and African American Studies 490 may be more fully realized by an additional semester's work.

3 credit hours. Prerequisite: AFAM 490; and consent of instructor, program director, and dean. Offered as needed.

Anthropology (ANTH)

Unless otherwise specified, prior to enrolling in any 300-level anthropology course, all students must complete a 100- or 200-level course in a social science or obtain consent of the department chair.

ANTH 101: Introduction to Cultural Anthropology

The concept of culture and its significance to an understanding of human societies are studied. Examples from a variety of societies are used to illustrate the basic approaches and concepts of cultural anthropology.

3 credit hours. Gen. Ed. Category SB. Offered fall and spring.

ANTH 102: Introduction to Archaeology

The methods by which archaeologists study culture and reconstruct past societies are examined through lecture-discussion, films, and laboratory exercises.

(4) 3 credit hours. Gen. Ed. Category SB. Offered fall and spring.

ANTH 103: Introduction to Biological Anthropology

The biocultural nature of human physical variation is examined through lecture-discussion, films, and laboratory exercises. Topics include modern variation, primatology, and paleo-anthropology. (Formerly Introduction to Physical Anthropology.)

(4) 3 credit hours. Gen. Ed. Category SM. Offered fall and spring.

ANTH 104: Introduction to Anthropological Linguistics

Language is examined as a uniquely human phenomenon, with emphasis on the systematic description and analysis of communication as a socially and culturally shaped process.

3 credit hours. Gen. Ed. Category SB. Offered fall and spring.

ANTH 162: Non-Western Worlds

Selected cultures and historical traditions that arose outside the Western experience are studied. Sections are titled:

African Worlds

Amazonia

Ancient Nile

Borneo

Caribbean "Others"

Encountering the "Other" in New Guinea

The Maya, Past and Future

Middle East

The Middle East: Women and Men in Non-Western Cultures

Native Americans in the Northeast

4 credit hours. Gen. Ed. Core 3. Offered fall, spring, summer.

ANTH 169: Music Cultures of Non-Western Worlds

Selected music cultures of the non-Western world are introduced in the contexts of sounds, concepts, social interactions, and materials of music. Students cannot receive credit for both Music 169 and Anthropology 169.

4 credit hours. Gen. Ed. Core 3. Offered fall and spring.

ANTH 204: Art, Society, and Culture

Primitive arts and artists from a sociocultural context are studied. Included are specific examples of visual arts, music, dance, and dramatic performance from non-Western societies.

3 credit hours. Gen. Ed. Category SB. Offered as needed.

ANTH 205: The Anthropology of Race and Racism

The concept of race as it has developed within the discipline of anthropology is examined. The related question of racism, the ideology of the superiority of one "race" over another, is explored in Western and non-Western societies.

3 credit hours. Gen. Ed. Category SB. Offered as needed.

ANTH 206: Oral Traditions

Various forms of spoken traditions are studied as cultural manifestations. These include myths, legends, folktales, parables, poetry, riddles, and games.

3 credit hours. Gen. Ed. Category SB. Offered as needed.

ANTH 261: Intercultural Encounters

The intersection of world cultures in historical and/or contemporary contexts is studied. Students cannot receive credit for both General Education 261 and Anthropology 261. Sections are titled:

Arab-Islamic Culture and the West

Judaism, Christianity, Islam

Tourists and Their Hosts

The West Encounters the "Other"

4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered fall, spring, summer.

ANTH 262: Indigenous Rights and the Global Environment

Issues of human rights and the global environment as they impact the world's remaining indigenous peoples are examined.

4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered as needed.

ANTH 263: Hunters and Gatherers: Designs for Living

Non-Western, small-scale societies are compared to Western, complex, post-industrial societies to reveal common elements in the solutions they have developed for "designs for living."

4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered as needed.

ANTH 264: Writing and Culture: Papyrus to Cyberspace

Various approaches are used to trace the origins, evolution, diversity, and significance of human notational and writing systems. Students cannot receive credit for both Anthropology 264 and English 264.

4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered as needed.

ANTH 265: Anthropological Perspectives on Childhood

Childhood, including child development, child-rearing practices, the role of children, and how children become full members of a particular society, is examined using comparative evolutionary and cross-cultural approaches.

4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered as needed.

ANTH 301: Women in World Perspective

The biological and cultural basis of sex roles is examined cross-culturally. Emphasis is on case studies of the traditional and modern roles of women as compared to those of men in non-Western societies.

3 credit hours. Prerequisite: 60 earned credits and any course in a social or behavioral science, or consent of department chair. Offered as needed.

ANTH 302: Evolution of the Capacity for Culture

The evolution of the biological and social capacities that made culture the central attribute of humans is examined. Topics include evolution of the human diet, tool making, social interaction, and language.

3 credit hours. Prerequisite: ANTH 103 or consent of department chair. Offered as needed.

ANTH 303: Comparative Law and Justice

Systems of law and justice are examined in prestate and state societies to understand the operation of law and justice in cross-cultural contexts and the United States. Students cannot receive credit for both Sociology 304 and Anthropology 303.

3 credit hours. Prerequisite: any 100- or 200-level course in a social science. Offered as needed.

ANTH 304: Human Paleontology

Alternative models of human evolution from the earliest primates to the development of Homo sapiens are considered in light of both physical and cultural data.

3 credit hours. Prerequisite: ANTH 103 or consent of department chair. Offered as needed.

ANTH 305: Exploring Ethnographic Film

A broad perspective is given on the ethnographic category of documentary film. Students cannot receive credit for both Anthropology 305 and Film Studies 305.

4 credit hours. Offered as needed.

ANTH 306: Primate Ecology and Social Behavior

Captive and field studies are examined to illustrate common features of nonhuman primates. Topics include biological and social adaptations, such as diet, communication, dominance hierarchies, social learning, and cognition.

3 credit hours. Prerequisite: ANTH 103 or consent of department chair. Offered as needed.

ANTH 308: Cross-Cultural Studies of Aging

Human maturation, aging, and death are studied using cross-cultural research.

3 credit hours. Offered as needed.

ANTH 309: Medical Anthropology

Anthropological approaches and results in the study of health and illness are surveyed as social, cultural, and biological phenomena.

3 credit hours. Prerequisite: ANTH 101 and 103, or consent of department chair. Offered spring.

ANTH 311–314: Regional Studies in Archaeology

The archaeological evidence for the development of cultures in selected world areas is surveyed. Regions include:

311 North America

312 Latin America

313 Europe

314 Other regions (may be repeated with a change in topic)

3 credit hours. Prerequisite: ANTH 102 or consent of department chair. Offered as needed.

ANTH 319–327: Regional Studies in Cultural Anthropology

Selected societies of a major world area are examined as they relate to anthropological concerns and contribute to an understanding of the similarities and variations in cultures and societies. Regions include:

319 Africa

322 Caribbean

325 South American Indians

327 Other regions (may be repeated with a change in topic)

3 credit hours. Prerequisite: ANTH 101 or consent of department chair. Offered as needed.

ANTH 332: Applied Anthropology

Students explore the history, evolution, methods, objectives, and applications of the practical involvement of anthropology in understanding and solving human problems.

3 credit hours. Prerequisite: ANTH 101 or consent of department chair. Offered as needed.

ANTH 336: State and Society in the Third World

The origins of preindustrial non-Western states are examined as issues of power, class, statecraft, and empire. Students cannot receive credit for both Anthropology 336 and Political Science 336.

3 credit hours. Prerequisite: any 100- or 200-level anthropology or political science course, or consent of department chair. Offered as needed.

ANTH 337: Anthropological Approaches to Religion

The content, structure, concepts, and functions of religion are studied, with emphasis on relationships to other aspects of culture and society.

3 credit hours. Offered as needed.

ANTH 338: Urban Anthropology

Western and non-Western traditions in urbanization are compared and contrasted. Cross-cultural comparisons are emphasized.

3 credit hours. Prerequisite: ANTH 101 or consent of department chair. Offered as needed.

ANTH 339: Culture Change

This is a study of societal change, conflicts, and accommodations caused by the contact of differing cultures.

3 credit hours. Prerequisite: ANTH 101 or consent of department chair. Offered as needed.

ANTH 340: Social Organization

Theories of social organization, the interrelations of social institutions, and current anthropological methods of interpretation and analysis of social systems are examined.

3 credit hours. Prerequisite: ANTH 101 or consent of department chair. Offered as needed.

ANTH 400: New England and the Sea

Students explore various aspects of New England's coastal maritime cultural environment and worldview. Included are field trips to "alongshore" sites. Students cannot receive credit for both Anthropology 400 and Social Science 400.

(8) 3 credit hours. Prerequisite: 60 earned credits and any course in a social or behavioral science, or consent of department chair. Offered summer.

ANTH 401: Issues in Anthropological Theory

Theoretical perspectives in anthropology are critically examined in the context of anthropology's holistic view of humanity in its cultural, physical, linguistic, and archaeological-historical aspects.

3 credit hours. Prerequisite: ANTH 101 or consent of department chair. Offered as needed.

ANTH 410: Language and Culture

The interrelationships between language and other aspects of culture are examined as they illuminate anthropological issues and theories.

3 credit hours. Prerequisite: 60 earned credits and ANTH 104 or COMM 355, or consent of department chair. Offered as needed.

ANTH 418: Cultural Pluralism

The nature and dynamics of cultural pluralism in American society are examined. Issues of identity, race, ethnicity, and class are explored. Students may receive credit for only one of the following: Anthropology 418, Social Science 418, or Social Science 518.

3 credit hours. Prerequisite: 6 credit hours in any of the social sciences disciplines or consent of department chair. Offered as needed.

ANTH 424: North American Indians

Selected societies of Native North America are examined as they relate to anthropological concerns and contribute to an understanding of the similarities and variations in cultures of the region.

3 credit hours. Prerequisite: 60 earned credits and any course in a social or behavioral science, or consent of department chair. Offered as needed.

ANTH 433: Research Methods in Cultural Anthropology

The theory and practice of anthropological research are examined. Topics include epistemology, causality, hypothesis formation and testing, participant observation, questionnaire development, interviews, and cross-cultural comparisons.

3 credit hours. Prerequisite: 60 earned credits and ANTH 101, or consent of department chair. Offered as needed.

ANTH 460: Seminar in Anthropology

The varied data and concepts of anthropology are examined within a holistic framework: historical, theoretical, and/or methodological. Anthropology 460 may be taken twice for credit toward the major.

3 credit hours. Prerequisite: 18 credit hours of anthropology courses. Offered as needed.

ANTH 461: Latinos in the United States

The experiences and perspectives of Latinos in the United States are examined. Students may receive credit for only one of the following: Anthropology 461, Secondary Education 461, or Social Science 461.

3 credit hours. Prerequisite: 60 earned credits and any course in a social or behavioral science, or consent of department chair. Offered as needed.

ANTH 470: Reading Course in Anthropology

Directed reading is given in an anthropological area of interest to the student and the instructor.

1–4 credit hours. Prerequisite: 75 earned credits and consent of advisor, department chair, and instructor with whom student plans to study. Offered as needed.

ANTH 489: Field School in Archaeology

Local archaeological surveys and/or excavations are undertaken.

3–6 credit hours. Prerequisite: 75 earned credits and consent of department chair. Offered summer (even years).

ANTH 490: Directed Study in Anthropology

A topic is selected and concentrated research undertaken under the supervision of a faculty advisor.

1–4 credit hours. Prerequisite: 90 earned credits and consent of dean, department chair, and instructor with whom student plans to study. Offered as needed.

ANTH 495: Internships in Anthropology

Students are placed in positions appropriate to their studies in anthropology, such as in museums and historical preservation agencies. A program of study is designed by the student and supervised by a faculty member.

3–12 credit hours. Prerequisite: 90 earned credits and written application containing program of study, identifying objectives, outcomes, timing, and review procedures, which must be approved by advisor, department chair, and department faculty. Offered as needed.

ANTH 561: Latinos in the United States

Recent scholarship on Latinos in the United States is examined and graduate-level research projects undertaken. Students may receive credit for only one of the following: Anthropology 561, Secondary Education 461, and Social Science 561.

3 credit hours. Prerequisite: graduate status and any 300- or 400-level social or behavioral science course, or consent of department chair. Offered as needed.

Arabic (ARBC)**ARBC 101: Elementary Arabic I**

Students learn to understand, speak, read, and write in basic Modern Standard Arabic and gain an understanding of the diversity of Arabic life.

4 credit hours. Offered fall.

ARBC 102: Elementary Arabic II

Four skills in Modern Standard Arabic: speaking, reading, writing, and listening comprehension are further developed within the context of Arabic-speaking cultures.

4 credit hours. Prerequisite: ARBC 101 or equivalent. Offered spring.

Art (ART)**ART 101: Drawing I: General Drawing**

The fundamentals and history of freehand drawing are explored. Observational analysis of forms and space, media characteristics, and pictorial organization approaches are stressed. Studio.

(6) 3 credit hours. Gen. Ed. Category A. Offered fall and spring.

ART 104: Design I: Two-Dimensional Design

Two-dimensional compositional strategies are applied through intuitive and logical organization of the visual elements. Students also develop basic problem-solving skills while learning to think visually. Studio.

(6) 3 credit hours. Gen. Ed. Category A. Offered fall and spring.

ART 105: Drawing II

Drawing from the human figure is introduced, including basic anatomy, general nomenclature, and consideration of various artistic problems. Students work from live models, the skeleton, and anatomy texts. Studio.

(6) 3 credit hours. Prerequisite: ART 101. Offered fall and spring.

ART 114: Design II: Three-Dimensional Design

The sequential development of planar and volumetric forms in real space provide the basis for study of visual structure. The role that media, process, and problem solving have in the development of form are also covered. Studio.

(6) 3 credit hours. Prerequisite: ART 104. Offered fall and spring.

ART 162: Perspectives on Asian Art

The visual arts of India, China, and Japan are introduced in their historical and cultural contexts. Students view East Asian art as an expressive cultural practice. Students cannot receive credit for both Art 162 and Art 230.

4 credit hours. Gen. Ed. Core 3. Offered fall.

ART 201: Visual Arts in Society

Fine arts and crafts from various periods are introduced along with hands-on studio experience to foster visual understanding. Art forms are studied within the context of society. For nonart majors only. Lecture and studio.

(4) 3 credit hours. Gen. Ed. Category A. Offered fall and spring.

ART 202: Painting I

The techniques of oil painting are introduced. Color, value, line, form, texture, and compositional problems are explored by observing objects and nature. Studio.

(6) 3 credit hours. Prerequisite: ART 204 or 205. Offered fall and spring.

ART 204: Synthesis/Three-Dimensional Emphasis

Using drawing and three-dimensional techniques, a synthesis of the skills and concepts developed in the previous four foundation courses is realized. The interaction of two- and three-dimensional approaches is stressed. Studio.

(6) 3 credit hours. Prerequisite: ART 105 and 114. Offered fall and spring.

ART 205: Synthesis/Two-Dimensional Emphasis

Emphasis is on the synthesis of basic drawing language and fundamental design skills. Extended possibilities for the manipulation of materials and the conceptual aspects of image construction are stressed. Includes slide portfolio lab. Studio.

(6) 3 credit hours. Prerequisite: ART 105 and 114. Offered fall and spring.

ART 206: Ceramics I

Basic hand-building methods and simple direct decoration techniques are introduced. Students explore clay, glaze materials, and firing procedures at earthenware temperatures. Studio.

(6) 3 credit hours. Prerequisite: ART 204 or 205 is prerequisite for art department majors. Nonart department majors must have consent of department chair. Offered fall and spring.

ART 208: Printmaking: Intaglio and Monotype

The materials and techniques of monotype and intaglio printmaking are introduced, with emphasis on the aesthetic and conceptual possibilities of various approaches. Studio.

(6) 3 credit hours. Prerequisite: ART 204 or 205. Offered spring.

ART 217: Introduction to Photography

Emphasis is on the expressive potential of the medium through the creative use of theory, camera controls, and darkroom procedures. Print quality is stressed. Studio.

(6) 3 credit hours. Prerequisite: ART 204 or 205 is prerequisite for art department majors. Nonart department majors must have consent of department chair. Offered fall and spring.

ART 218: Printmaking: Lithography and Relief

The materials and techniques of relief and lithographic printmaking are introduced, with emphasis on the aesthetic and conceptual possibilities of various approaches. Studio.

(6) 3 credit hours. Prerequisite: ART 204 or 205. Offered fall.

ART 221: Metalsmithing and Jewelry: Basic Fabrication/Forming

Fabrication and forming processes are studied, with emphasis on the development of design concepts and skills in their application to the studio practice of metalsmithing and jewelry. Studio. (Formerly Metal I.)

(6) 3 credit hours. Prerequisite: ART 204 or 205 or consent of department chair. Offered fall and spring.

ART 223: Metalsmithing and Jewelry: Casting/Duplication Processes

Casting and its application in the design and production of jewelry and small art metal forms are studied using a variety of waxes and techniques to develop models. Studio.

(6) 3 credit hours. Prerequisite: ART 204 or 205 or consent of department chair. Offered fall and spring.

ART 224: Graphic Design I

Students research concept, preliminary forms, analysis, and basic studio and computer skills. Included are conceptual and visual problem-solving and graphic design theory related to creative organization of space using typography and image. Studio.

(6) 3 credit hours. Prerequisite: ART 204 or 205 is prerequisite for art department majors. Nonart department majors must have consent of department chair. Offered fall and spring.

ART 225: Figurative Modeling

Elements that emphasize three-dimensional aspects of the figure and the development of figurative concepts are realized through modeling and drawing. Studio.

(6) 3 credit hours. Prerequisite: ART 105. Offered fall.

ART 226: Pixel-Based Digital Design

Technical and aesthetic aspects of digital art are studied, including photographic imagery, Web graphics, creative expression, design, conceptual development, and visual thinking. Studio.

(6) 3 credit hours. Prerequisite: Art 101 and 104. Offered fall.

ART 227: Vector-Based Digital Design

Technical and aesthetic aspects of digital art are studied, including typography and graphics, creative expression, information design, conceptual development, and visual thinking. Studio.

(6) 3 credit hours. Prerequisite: Art 101 and 104. Offered spring.

ART 230: A Survey of Far Eastern Art

The painting, architecture, sculpture, and minor arts of India, China, Korea, Japan, and Southeast Asia are introduced. Lecture.

Students cannot receive credit for both Art 162 and Art 230.

3 credit hours. Gen. Ed. Category A. Offered as needed.

ART 231: Prehistoric to Renaissance Art

The fundamental concepts and functions of the history of art, visual analysis, and interpretation are introduced. Focus is on the painting, sculpture, and architecture of early Europe and the Near East. Lecture.

3 credit hours. Gen. Ed. Category A. Offered fall, spring, summer.

ART 232: Renaissance to Modern Art

Focusing on European painting, sculpture, architecture, and the minor arts of the past 500 years, the basic aims of Art 231 are developed further. Lecture.

3 credit hours. Gen. Ed. Category A. Offered fall, spring, summer.

ART 234: Sculpture: Wood and Alternate Materials

Students explore a variety of subject matter and develop a personalized vision using wood fabrication skills introduced in class. Plastics, assemblage, and student-selected alternate materials are also explored. Studio.

(6) 3 credit hours. Prerequisite: ART 204 or 205. Offered spring.

ART 235: Sculpture: Metal Casting and Fabrication

Traditional and contemporary approaches to sculptural form are explored using metal-working techniques, including welding, cold fabrication, forging, and casting. Studio.

(6) 3 credit hours. Prerequisite: ART 204 or 205. Offered fall.

ART 262: Picturing Ourselves: The Art of Japan and the West

Selected visual images from Edo Japan and the West are introduced and critical comparative studies made of social relations depicted in those images.

4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered fall.

ART 302: Painting II

Focusing on the figure, this course continues the development of concepts begun in Art 202. Students are encouraged to explore individual concepts, with emphasis on style, technique, and materials. Studio.

(6) 3 credit hours. Prerequisite: ART 202. Offered fall and spring.

ART 306: Ceramics II

Emphasis is on the use of the potter's wheel and on firing at stoneware temperatures. Stress is on developing greater sensitivity to clay and glazes, experimentation, and skill. Studio.

(6) 3 credit hours. Prerequisite: ART 206 is prerequisite for art department majors. Nonart department majors must have consent of department chair. Offered fall and spring.

ART 324: Graphic Design II

Students investigate conceptual and visual problem solving through expanded graphic design projects. Emphasis is on the development of ideas, the manipulation of typography, image, and graphic design principles. Studio.

(6) 3 credit hours. Prerequisite: ART 224. Offered fall and spring.

ART 331: Greek and Roman Art

Greek and Roman art from the tenth century B.C. to the fourth century A.D. are studied. Focus is on the differing character and functions of this art and on its importance for the development of Western art. Lecture.

3 credit hours. Prerequisite: ART 231 and 232. Offered spring.

ART 332: Renaissance Art

Focusing on the concept of the Renaissance from the fourteenth to the sixteenth centuries, this course surveys developments in painting, sculpture, and architecture in major European centers. Lecture.

3 credit hours. Prerequisite: ART 231 and 232. Offered fall.

ART 333: Baroque Art

Beginning with changes occurring in Rome around 1600, this course surveys seventeenth-century European art, with emphasis on Italian art. Lecture.

3 credit hours. Prerequisite: ART 231 and 232. Offered spring.

ART 334: American Art and Architecture

Painting, sculpture, and architecture from colonial times to the Armory Show of 1913 are examined, with particular attention given to problems of indigenous tradition. Lecture.

3 credit hours. Prerequisite: ART 231 and 232. Offered fall.

ART 336: Nineteenth-Century European Art

Beginning with the manifestation of romanticism and neoclassicism in late eighteenth-century European art, this course then follows the nineteenth-century developments of realism, naturalism, and symbolism. Lecture.

3 credit hours. Prerequisite: ART 231 and 232. Offered fall.

ART 337: Twentieth-Century Art

The development of modernism, dada, and surrealism in European centers, and American post-World War II and contemporary trends are traced through painting and sculpture. Lecture.

3 credit hours. Prerequisite: ART 231 and 232. Offered spring.

ART 338: History of Photography

Focus is on the origin and aesthetic evolution of fine art photography. Movements in theory and criticism relevant to photography are explored in relation to parallel developments in other visual arts. Lecture.

3 credit hours. Prerequisite: ART 231 and 232, or consent of instructor. Offered spring.

ART 347: Photography II

Focus is on advanced photographic theory, philosophy, and technique. Students are expected to develop a portfolio theme through mature sensitivity in handling the medium. Studio.

(6) 3 credit hours. Prerequisite: ART 217. Offered fall and spring.

ART 400: Issues for the Studio Artist

Studio art majors engage in issues pertinent to their roles as professional visual artists, including the articulation of personal vision, the influences of social and formal issues, and the role of galleries, museums, and educational institutions.

4 credit hours. Prerequisite: ART 231, 232, and all foundations courses required of B.F.A. majors. Offered fall.

ART 460: Seminar in the Visual Arts

Various historical and theoretical topics in the visual arts are explored. Lecture.

3 credit hours. Prerequisite: consent of instructor. Offered as needed.

ART 461: Seminar in Art History

Through readings, discussions, and papers on selected topics, students explore specific problems in art history, including interpretation and methodology. This course may be repeated for credit with a change in content. Lecture.

3 credit hours. Prerequisite: advanced class standing and consent of instructor. Offered fall and spring.

ART 490: Problems in the Visual Arts

Students select, with approval, a specific area and medium for advanced investigation. Evidence of performance is presented in completed art work. A 6-credit-hour maximum for any single area of study. Studio.

1–6 credit hours. Prerequisite: completion of most advanced courses offered in area of study, upper-class standing, and consent of instructor and department chair. Offered as needed.

ART 491: Studio III: Topic

Students explore advanced involvement in specific studio concentrations, with emphasis on development of a personal direction. A professional attitude of self-regulation in developing ideas and executing work is expected. Studio.

(2–12) 1–6 credit hours. Prerequisite: all 200- and 300-level courses in the topic area or consent of instructor. Offered fall and spring.

ART 492: Studio IV: Topic

A continuation of advanced studio studies, this course continues the in-depth development of a personal direction. Studio.

(2–12) 1–6 credit hours. Prerequisite: ART 491 and consent of instructor. Offered fall and spring.

ART 493: Reading and Research in Art History

Working individually with the instructor, the student continues the exploration of Greek and Roman art, Renaissance art, baroque art, American art, or modern art.

3 credit hours. Prerequisite: lecture course in respective area and consent of instructor. Offered as needed.

ART 497: Senior Studio

This final course in advanced studio culminates in an exhibition. In-depth exploration, conceptual inquiry, and articulation skills are promoted in relation to each student's personal direction. Studio.

(6) 1–6 credit hours. Prerequisite: ART 492 and consent of instructor. Offered fall and spring.

ART 510: CADD

Objects and space are designed electronically using 3-D software. Simple and complex objects are also placed in appropriate environments. Software, such as Photoshop and Illustrator, are used.

3 credit hours. Prerequisite: admission to the M.F.A. in theatre program or consent of department chair. Offered spring.

ART 560: Graduate Seminar in the Visual Arts

Focus is on current issues concerning philosophical, historical, and aesthetic problems in art. Structural concepts, relevant methods of inquiry, social and formal issues, and articulation of personal vision are examined.

3 credit hours. Prerequisite: consent of department chair. Offered spring.

ART 590: Directed Graduate Study

Students conduct independent research and/or studio exploration in the visual arts, under the supervision of a selected member of the department faculty.

4 credit hours. Prerequisite: consent of department chair. Open to candidates in the master's programs in art. Offered as needed.

ART 594: Graduate Studio: Topic

A professional level of work is required in both technique and attitude in this advanced study in the topic area. This course concludes with an Art Department Graduate Committee review. Studio.

(2–12) 1–6 credit hours. Prerequisite: 400-level course in the topic. Offered fall and spring.

ART 595: Graduate Studio: Topic

A continuation of Art 594, this course concludes with an Art Department Graduate Committee review. Studio.

(2–12) 1–6 credit hours. Prerequisite: ART 594 and consent of instructor. Offered fall and spring.

ART 596: Graduate Studio: Topic

Independent professional research is required, demonstrating continuity, integrity, and innovation in a particular area. This course concludes with an Art Department Graduate Committee review. Studio.

(2–12) 1–6 credit hours. Prerequisite: ART 595 and consent of instructor. Offered fall and spring.

ART 691: Thesis

Under the direction of the thesis advisor, the student researches and completes the thesis project. Credit for this course is contingent on final approval of the thesis.

4 credit hours. Prerequisite: acceptance of thesis proposal and consent of department chair. Offered as needed.

Art Education (ARTE)**ARTE 303: Introduction to Art Education**

Prospective art educators are oriented to the field of art as a discipline and to concepts of teaching and learning in art. Observational and studio experiences are included. (Formerly Art Education 203.)

(4) 3 credit hours. Prerequisite: Art 204 or 205. Offered fall and spring.

ARTE 340: Methods and Materials in Art Education

Children's artistic expression in relation to research and current approaches to art education are covered. Included are studio workshop experiences with art materials used in the elementary classroom. Not open to art education majors.

(3) 2 credit hours. Offered fall, spring, summer.

ARTE 404: Practicum in Art Education I

Teaching concepts, lesson plan development, and evaluation for secondary school art instruction are studied through readings, discussions, observations in secondary art classrooms, and introductory teaching experiences.

(4) 3 credit hours. Prerequisite: admission to the art education teacher preparation program, ARTE 303, and 24 credit hours of art courses. Offered fall and spring.

ARTE 405: Practicum in Art Education II

Artistic development, teaching models, and curriculum development for elementary school art instruction are studied through readings, discussions, observations in elementary art classrooms, and introductory teaching experiences.

(4) 3 credit hours. Prerequisite: ARTE 404 and 33 credit hours of art courses. Offered fall and spring.

ARTE 421: Art in the Elementary School

The objectives of an art program in the elementary grades are considered as well as the means of developing, presenting, encouraging, and evaluating programs.

3 credit hours. Prerequisite: ARTE 340 or elementary teaching experience, and consent of instructor. Offered as needed.

ARTE 426: Student Teaching in Art Education

Under supervision of College faculty and school-based art teachers, students teach and engage in extra-class responsibilities for five full days a week in both elementary and secondary schools.

9 credit hours. Prerequisite: satisfactory completion of all major and professional courses required prior to student teaching; concurrent enrollment in ARTE 464; special departmental requirements; cumulative GPA of 2.50 a full semester prior to student teaching; completion of technology competency requirement; completion of community service requirement; and negative result from the required tuberculin test. Offered fall and spring.

ARTE 464: Student Teaching Seminar in Art Education

Students develop teacher behaviors appropriate to effective art instruction, including lesson plan development, classroom and time management, teaching strategies, modifications for students with special needs, and assessment techniques.

2 credit hours. Prerequisite: concurrent enrollment in ARTE 426. Offered fall and spring.

ARTE 503: Graduate Introduction to Art Education

Prospective art educators are oriented to the field of art as a discipline and to concepts of teaching and learning in art. Included are graduate-level research projects as well as observational and studio experiences.

3 credit hours. Prerequisite: application or acceptance into the M.A.T. in art education program. Offered fall and spring.

ARTE 504: Graduate Practicum in Art Education I

Teaching concepts, lesson plan development, and evaluation for secondary art instruction are studied through readings, discussions, observations in secondary school art classrooms, and introductory teaching experiences

(4) 3 credit hours. Prerequisite: CEP 552, preceding or concurrent enrollment in ARTE 563, and acceptance into the M.A.T. in art education program. Offered fall and spring.

ARTE 505: Graduate Practicum in Art Education II

Artistic development, teaching models, and curriculum development for elementary school art instruction are studied through readings, discussions, observations in elementary school art classrooms, and introductory teaching experiences.

(4) 3 credit hours. Prerequisite: ARTE 504. Offered fall and spring.

ARTE 515: Curriculum in Art Education

Curriculum theory and development of art programs at elementary and secondary schools are identified, analyzed, and critiqued. Initiatives for site-specific curriculum development or revision are begun. Seminar.

3 credit hours. Prerequisite: consent of department chair. Offered fall.

ARTE 525: Graduate Student Teaching in Art Education

Under supervision of College faculty and school-based art teachers, students teach and engage in extra-class responsibilities for five full days a week in both elementary and secondary schools.

9 credit hours. Prerequisite: ARTE 505; CEP 552; FNED 541, 546; concurrent enrollment in ARTE 562; cumulative GPA of 3.00 a full semester prior to student teaching; completion of technology competency requirement; completion of community service requirement; negative result from the required tuberculin test; and consent of department chair. Offered fall and spring.

ARTE 562: Graduate Seminar in Student Teaching in Art Education

Students develop teacher behaviors appropriate to effective art instruction, including lesson plan development, classroom and time management, teaching strategies, modifications for students with special needs, and assessment techniques.

2 credit hours. Prerequisite: concurrent enrollment in ARTE 525. Offered fall and spring.

ARTE 591: Readings and Research in Art Education

Under the supervision of a faculty advisor, each student selects a topic and undertakes concentrated research in art education.

3 credit hours. Prerequisite: consent of department chair. Offered as needed.

ARTE 613: Research and Evaluation in Art

Art research and evaluation are analyzed for design, methodology, and conceptual foundations. Emphasis is on interpreting, understanding, and critiquing original research or evaluation projects in art or art education.

3 credit hours. Prerequisite: consent of department chair. Offered as needed.

Art Media (ARTM)**ARTM 521: Electronic Media Production I**

The fundamentals of multimedia production, including logical and intuitive approaches as applied to graphic design, photography, animation, audio, and video are covered. Studio. (Formerly Art 521.)

(6) 4 credit hours. Offered fall.

ARTM 522: Electronic Media Production II

Study is made of the hypermedia environment as an interactive synthesis of diverse elements, including text, sound, moving and still photography, video, and animation. Studio. (Formerly Art 522.)

(6) 4 credit hours. Prerequisite: ARTM 521. Offered spring.

ARTM 523: Digital Portfolio I

Students develop a personal vision and learn to conceive, design, and produce hypermedia projects. Various media models are tested against topics. Students also prepare their proposals for Art Media 524. Studio. (Formerly Art 523.)

(6) 4 credit hours. Prerequisite: ARTM 522. Offered fall.

ARTM 524: Digital Portfolio II

In this capstone course, students consolidate their skills, while focusing on a specific topic and format. A written proposal must be submitted and accepted in order to enroll in this course. Studio.

(6) 4 credit hours. Prerequisite: ARTM 523. Offered spring.

ARTM 532: Media Ethics

The ethical context of contemporary media is examined. (Formerly Philosophy 532: Media Ethics: Law and Management.) 4 credit hours. Prerequisite: acceptance into the M.A. in art with concentration in media studies program or graduate status and consent of instructor and department chair. Undergraduates with 90 earned credits may enroll with documented consent of the instructor, department chair, and appropriate dean. Offered as needed.

ARTM 541: Media Aesthetics

The theoretical study of aesthetic principles and creative uses of media as art forms and not simply as transmission devices are presented. Students also examine theories governing the aesthetics of visual communication media.

4 credit hours. Prerequisite: acceptance into the M.A. in art with concentration in media studies program or graduate status and consent of instructor and department chair. Undergraduates with 90 earned credits may enroll with documented consent of the instructor, department chair, and appropriate dean. Offered fall.

ARTM 542: Media Culture and Theory I

From a historico-theoretical foundation, students analyze new media and the transformations of traditional media into its recent electronic incarnations.

4 credit hours. Prerequisite: acceptance into the M.A. in art with concentration in media studies program or graduate status and consent of instructor and department chair. Undergraduates with 90 earned credits may enroll with documented consent of the instructor, department chair, and appropriate dean. Offered spring.

ARTM 543: Media Culture and Theory II

From a theoretical foundation, students examine new media, evolving technologies, and the changes in culture, society, and media that have accompanied the rise of the computer and postmodernism.

4 credit hours. Prerequisite: acceptance into the M.A. in art with concentration in media studies program or graduate status and consent of instructor and department chair. Undergraduates with 90 earned credits may enroll with documented consent of the instructor, department chair, and appropriate dean. Offered fall.

ARTM 579: Media Studies Internship

Students gain a more comprehensive understanding of electronic media through on-the-job training. Instruction, supervision, and practice in professional careers and specialties are provided. (Formerly Communications 579.)

1–4 credit hours. Prerequisite: acceptance into the M.A. in art with concentration in media studies program or graduate status and consent of instructor and department chair. Offered as needed.

ARTM 590: Directed Study in Media Studies

Students conduct independent research in new media and/or engage in independent electronic media production under the supervision of a selected member of the program faculty.

4 credit hours. Prerequisite: acceptance into the M.A. in art with concentration in media studies program and consent of instructor and department chair. Offered as needed.

ARTM 691: Thesis in Media Studies

Under the direction of the thesis advisor, the student researches and completes the thesis project. Credit for this course is contingent on final approval of the thesis.

4 credit hours. Prerequisite: acceptance into the M.A. in art with concentration in media studies program and consent of instructor and department chair. Offered as needed.

Biology (BIOL)**BIOL 103: Human Biology**

The fundamental principles and concepts of biology as they pertain to the human organism are introduced. This course is intended for students who are pursuing studies in areas other than the natural sciences. Lecture.

3 credit hours. Gen. Ed. Category SM. Offered fall, spring, summer.

BIOL 108: Basic Principles of Biology

Basic biological principles are introduced. This course prepares students for courses in anatomy, physiology, and microbiology. Lecture and laboratory (dissection included). Not open to biology majors.

(6) 4 credit hours. Gen. Ed. Category LS. Offered fall, spring, summer.

BIOL 109: Fundamental Concepts of Biology

Unifying concepts from various levels of biological organization are considered. This course is for students pursuing studies other than the natural sciences. Lecture and laboratory. Not open to biology and clinical laboratory science majors.

(6) 4 credit hours. Gen. Ed. Category LS. Offered fall, spring, summer.

BIOL 111: Introductory Biology I

Emphasis is on the molecular and cellular nature of living systems. This course is intended for science majors and any student with an interest in science. Lecture and laboratory. (Formerly Biology 101.)

(6) 4 credit hours. Gen. Ed. Category LS. Offered fall, spring, summer.

BIOL 112: Introductory Biology II

Emphasis is on organismal and ecological levels of organization. This course is intended for science majors and any student with an interest in science. Lecture and laboratory (dissection included). (Formerly Biology 102.)

(6) 4 credit hours. Gen. Ed. Category LS. Prerequisite: BIOL 111. Offered spring and summer.

BIOL 221: Genetics

A balanced treatment of classical Mendelian concepts, population topics, and the recent advances in molecular genetics are presented. Lecture and laboratory.

(6) 4 credit hours. Prerequisite: BIOL 111 and 112. Offered fall.

BIOL 231: Human Anatomy

By using a systematic approach, study is made of the human organism with respect to the histological and gross anatomy. Lecture and laboratory (dissection included). (Formerly Biology 331.)

(6) 4 credit hours. Prerequisite: BIOL 111 and 112, or 108. Offered fall, spring, summer.

BIOL 261: The World's Forests

Interactions between people and their native trees are explored from historical, biological/environmental, humanitarian/aesthetic, and socioeconomic perspectives. Emphasis is on how trees are perceived and used by diverse cultures.

4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered as needed.

BIOL 300: Developmental Biology of Animals

A descriptive and experimental approach is applied to animal ontogeny, with consideration of cell fate determination, differentiation, morphogenesis, and pattern formation. Lecture and laboratory. (Formerly Developmental Biology.)

(6) 4 credit hours. Prerequisite: BIOL 111 and 112. Offered spring.

BIOL 318: Ecology

The ecosystem is introduced. Emphasis is on how the interaction of environmental factors has shaped, influenced, and controlled the distribution of biomes, communities, and populations. Lecture, laboratory, and field trips.

(6) 4 credit hours. Prerequisite: BIOL 111 and 112. Offered fall.

BIOL 320: Cell and Molecular Biology

The structure and function of cells as living units are presented. Cell metabolism, reproduction, and steady-state controls are discussed. The biochemical and ultrastructural nature of cells is examined. Lecture and laboratory.

(6) 4 credit hours. Prerequisite: BIOL 111 and 112. Offered spring.

BIOL 321: Invertebrate Zoology

Study is made of common invertebrate types, their life histories, adaptive morphology, and physiology, with respect to their environment and to their phylogenetic position. Lecture and laboratory.

(6) 4 credit hours. Prerequisite: BIOL 111 and 112. Offered as needed.

BIOL 324: Vertebrate Zoology

The origin, evolution, life history, and adaptation of the subphylum vertebrata are studied. Local fauna is stressed in the laboratory. Lecture and laboratory.

(6) 4 credit hours. Prerequisite: BIOL 111 and 112. Offered as needed.

BIOL 329: Comparative Vertebrate Anatomy

Comparison of the anatomy and functions of the vertebrates from the evolutionary point of view is presented. Included is detailed dissection of selected representatives from five classes of vertebrates. Lecture and laboratory.

(6) 4 credit hours. Prerequisite: BIOL 111 and 112. Offered as needed.

BIOL 335: Human Physiology

Basic principles of physiology are introduced, with emphasis on homeostatic mechanisms. Attention is given to the functions of organ systems and coordination in the whole human organism. (Formerly Vertebrate Physiology.)

(6) 4 credit hours. Prerequisite: BIOL 111 and 112, or 108 and 231. Offered fall, spring, summer.

BIOL 340: Histology

Structural characteristics of mammalian cells, tissues, and organs are examined in detail. At each of these levels of organization, functional correlates of microanatomical features are emphasized. Lecture and laboratory.

(6) 4 credit hours. Prerequisite: BIOL 111 and 112. Offered as needed.

BIOL 348: Microbiology

Microbial structure and metabolism, dynamics of microbial populations, disease causation, microbial genetics, and virology are presented. Lecture and laboratory.

(6) 4 credit hours. Prerequisite: BIOL 111 and 112, or 108. Offered fall, spring, summer.

BIOL 353: The Plant Kingdom

The major groups of plants are surveyed, with emphasis on evolutionary aspects, reproductive strategies, and ecological interrelationships. Structural features of plant cells, tissues, and organs are emphasized. Lecture and laboratory.

(6) 4 credit hours. Prerequisite: BIOL 111 and 112, or consent of instructor. Offered as needed.

BIOL 354: Plant Growth and Development

Topics include photophysiology, nitrogen metabolism, phytohormones, translocation, mineral nutrition, and the anatomical structures associated with these processes. Lecture and laboratory.

(6) 4 credit hours. Prerequisite: BIOL 111 and 112, or consent of instructor. Offered as needed.

BIOL 410: Biochemistry I

The physical and chemical properties and metabolism of proteins and nucleic acids are studied, with emphasis on enzyme systems and hereditary molecules. Students cannot receive credit for both Biology 410 and Chemistry 410. Lecture.

3 credit hours. Prerequisite: CHEM 205 and 206. Offered fall.

BIOL 411: Biochemistry II

This is a study of the physical and chemical properties of carbohydrates and lipids, with emphasis on intermediary metabolism and its hormonal regulation. Students cannot receive credit for both Biology 411 and Chemistry 411. Lecture.

3 credit hours. Prerequisite: BIOL 410. Offered spring.

BIOL 423: Parasitology

The general biology, etiology, symptomatology, and epidemiology of parasites are examined, with emphasis on animal parasites of medical and veterinary importance. Lecture and laboratory.

(6) 4 credit hours. Prerequisite: BIOL 111 and 112. Offered as needed.

BIOL 429: Medical Microbiology

This is a study of medically important microorganisms, with emphasis on the molecular mechanisms of pathogenicity. (Formerly Advanced Microbiology.)

(6) 4 credit hours. Prerequisite: BIOL 348; CHEM 205, 206. Offered as needed.

BIOL 431: Immunology

This is a study of animal immune responses, with emphasis on the properties of antigens and immunoglobulins, cellular communication, pathology, and the development and regulation of humoral and cellular immunity. Lecture.

3 credit hours. Prerequisite: BIOL 111, 112; CHEM 205, 206; or consent of department chair. Offered as needed.

BIOL 440: Evolution

An interdisciplinary approach is used to examine evolutionary trends of plants and animals, the origin of life, molecular evolution, and speciation. Lecture.

3 credit hours. Prerequisite: BIOL 221. Offered as needed.

BIOL 460: Biology Senior Seminar

Topics covering the breadth of biology content are synthesized in this capstone experience. Skills emphasized are writing and oral presentation in science. A content examination and literature review are required.

3 credit hours. Prerequisite: BIOL 111, 112, 221, 318, 320 (concurrent enrollment in 318 or 320 allowed); or consent of department chair. Offered fall and spring.

BIOL 491–494: Problems in Biology

The experimental aspects and recent advances in different fields of biology are examined. Required are research projects and papers on the work accomplished. Not open to students enrolled in the M.A. program in biology.

1–4 credit hours. Prerequisite: two 300-level biology courses or consent of department chair. Offered fall, spring, summer.

BIOL 526: Molecular Cell Physiology

Topics may include solution chemistry, membrane structure, gene regulation, homeostasis, and cell organelle structure and function. Lecture. (Formerly Cell Morphology and Physiology.)

3 credit hours. Prerequisite: BIOL 320; CHEM 205, 206. Offered as needed.

BIOL 531: Mammalian Endocrinology

Topics include neuroendocrinology, hypothalamic-pituitary relationships, mechanisms of hormone action, endocrine aspects of reproduction, carbohydrate metabolism, calcium homeostasis, and water/electrolyte balance. Lecture.

3 credit hours. Prerequisite: two 300-level or above biology courses and consent of department chair. Offered as needed.

BIOL 532: Advanced Developmental Biology

The molecular regulation of development, differentiation, control of the cell cycle, and regeneration are examined, with emphasis on recent research. Lecture and laboratory.

(6) 4 credit hours. Prerequisite: BIOL 221, 300, 320, or equivalents. Offered as needed.

BIOL 560: Graduate Seminar

Students investigate a current biological topic using primary literature and develop skills that contribute to effective oral and written presentations in science.

1 credit hour. Prerequisite: graduate status. Open to undergraduates with consent of department chair. Offered fall.

BIOL 651–654: Advanced Topics in Biology

Individual study is provided under the direction of a faculty member of the biology department. Topics vary.

1–4 credit hours. Prerequisite: normally open only to students enrolled in the M.A. program in biology. Offered fall, spring, summer.

BIOL 691–696: Directed Research

Students investigate an experimental question in biology under the direction of an advisor. Open only to students enrolled in the M.A. program in biology.

1–6 credit hours. Prerequisite: consent of advisor and department chair. Offered fall, spring, summer.

Chemistry (CHEM)**CHEM 103: General Chemistry I**

Topics include atomic theory, periodicity, bonding, reactions, stoichiometry, gas laws, and thermochemistry. Laboratory experiments illustrate these concepts and develop laboratory techniques. Lecture and laboratory.

(7) 4 credit hours. Gen. Ed. Category LS. Offered fall, spring, summer.

CHEM 103H: Honors General Chemistry I

For students with a good background in science and mathematics. Topics are listed in and experiments are similar to Chemistry 103, with increased emphasis on instrumentation and independent work. Lecture and laboratory.

(7) 4 credit hours. Gen. Ed. Category LS. Offered fall.

CHEM 104: General Chemistry II

Topics include states of matter, solutions, kinetics, acids and bases, equilibrium theory, thermodynamics, and electrochemistry. Lecture and laboratory.

(7) 4 credit hours. Gen. Ed. Category LS. Prerequisite: CHEM 103 or equivalent. Offered fall, spring, summer.

CHEM 104H: Honors General Chemistry II

For students with a good background in science and mathematics. Topics are listed in and experiments are similar to Chemistry 104, with increased emphasis on instrumentation and independent work. Lecture and laboratory.

(7) 4 credit hours. Gen. Ed. Category LS. Prerequisite: CHEM 103H or equivalent. Offered spring.

CHEM 105: General, Organic, and Biological Chemistry I

General chemistry in preparation for studying organic and biochemistry is introduced, including structure, bonding, energy, reactions, rates, equilibrium, acids, bases, and from organic chemistry, alkanes and alkenes. Lecture and laboratory.

(6) 4 credit hours. Gen. Ed. Category LS. Offered fall, spring, summer.

CHEM 106: General, Organic, and Biological Chemistry II

Topics include alcohols, carbonyl compounds, amines, amides, carbohydrates, lipids, proteins, enzymes, bioenergetics, catabolism, biosynthesis, nucleic acids, hormones, and neurotransmitters. Lecture and laboratory.

(6) 4 credit hours. Gen. Ed. Category LS. Prerequisite: CHEM 105. Offered fall, spring, summer.

CHEM 205: Organic Chemistry I

Topics include structure, stereochemistry, nomenclature, and chemistry of hydrocarbons and alkyl halides, an introduction to spectroscopy, reaction mechanisms, and computational chemistry. Lecture and laboratory.

(7) 4 credit hours. Prerequisite: CHEM 104. Offered fall and summer.

CHEM 206: Organic Chemistry II

Topics include reactions of functional groups, synthesis and mechanism, spectroscopic identification, and topics in biochemistry and computational chemistry. Lecture and laboratory.

(7) 4 credit hours. Prerequisite: CHEM 205. Offered spring and summer.

CHEM 403: Inorganic Chemistry I

Topics include electronic structure of atoms, bonding, solids, coordination chemistry, acid-base theory, nonaqueous solvents, periodicity, and some main group chemistry.

3 credit hours. Prerequisite: preceding or concurrent enrollment in CHEM 405, or consent of department chair. Offered fall.

CHEM 404: Analytical Chemistry

Topics include the principles and applications of volumetric, gravimetric, and selected instrumental methods of analysis, including potentiometric and spectroscopic methods. Lecture and laboratory.

(6) 4 credit hours. Prerequisite: CHEM 104, PHYS 102 or 201 or 202, or consent of department chair. Offered fall and spring (even years).

CHEM 405: Physical Chemistry I

Through rigorous quantitative approaches, properties of gases, kinetic molecular theory, thermodynamics, statistical mechanics, and chemical and phase equilibrium are presented. Differential and integral calculus are used extensively. Lecture.

3 credit hours. Prerequisite: CHEM 104, MATH 314, and PHYS 102 or 201 or 202. Offered fall.

CHEM 406: Physical Chemistry II

Through rigorous quantitative approaches, quantum mechanics, atomic structure, atomic spectra, chemical bonding, molecular spectra, and chemical kinetics are presented. Differential and integral calculus are used extensively. Lecture.

3 credit hours. Prerequisite: CHEM 104, MATH 314, and PHYS 102 or 201 or 202. Offered spring.

CHEM 407: Physical Chemistry Laboratory I

Experiments involving topics covered in Chemistry 405 are performed. The experimental methods of physical chemistry are developed. Error analysis, statistical methods, and computer applications are emphasized.

(3) 1 credit hour. Prerequisite or corequisite: CHEM 405. Offered fall.

CHEM 408: Physical Chemistry Laboratory II

This is a continuation of Chemistry 407. Experiments involving chemical kinetics, molecular spectroscopy, photochemistry, computational chemistry, and other topics covered in Chemistry 406 are performed.

(3) 1 credit hour. Prerequisite or corequisite: CHEM 406. Offered spring.

CHEM 410: Biochemistry I

The physical and chemical properties and metabolism of proteins and nucleic acids are discussed. Students cannot receive credit for both Biology 410 and Chemistry 410. Lecture.

3 credit hours. Prerequisite: CHEM 205 and 206. Offered fall (even years).

CHEM 411: Biochemistry II

The physical and chemical properties of carbohydrates and lipids are presented. Students cannot receive credit for both Biology 411 and Chemistry 411. Lecture.

3 credit hours. Prerequisite: CHEM 410. Offered as needed.

CHEM 412: Inorganic Chemistry II

Topics include molecular orbital theory, symmetry, spectral and magnetic properties of coordination compounds, and selected main group and organometallic chemistry.

2 credit hours. Prerequisite: CHEM 403. Offered spring.

CHEM 413: Inorganic Chemistry Laboratory

Experiments illustrate main group periodicity, coordination and organometallic compounds' properties, and techniques, including the use of inert atmospheres and microwave acceleration of rates.

(3) 1 credit hour. Prerequisite: preceding or concurrent enrollment in CHEM 406 and 412. Offered spring.

CHEM 414: Instrumental Methods of Analysis

Emphasis is on the areas of spectroscopy, electrochemistry, chromatography, and other identification and separation techniques using instrumental methods. Lecture and laboratory.

(6) 4 credit hours. Prerequisite: CHEM 404 and 405. Offered spring (odd years).

CHEM 425: Advanced Organic Chemistry

Synthesis, structure determination, and mechanism are discussed in the context of natural product and bio-organic chemistry. Spectroscopic and computational methods are emphasized. Lecture and laboratory.

(6) 4 credit hours. Prerequisite: CHEM 206. Offered fall (odd years).

CHEM 435: Pharmacology and Toxicology

The relationship between the chemical structure and biological activity of organic compounds is studied. Historical and current drug development and use are emphasized in relation to the biochemistry of disease.

3 credit hours. Prerequisite: CHEM 205 and 206 or consent of department chair. Offered as needed.

CHEM 467: Honors Colloquium in Chemistry

Advanced level topics in science are examined through participation in department colloquia with outside speakers and through a series of seminars. This course may be repeated for credit with a change in content. (Formerly Chemistry 367.)

0.5 credit hour. Prerequisite: CHEM 206 or consent of department chair. Offered annually.

CHEM 490: Independent Study in Chemistry

Students study under the guidance of a member of the chemistry faculty. The particular area of chemistry is selected on the basis of the interest of the student and instructor.

3 credit hours. Prerequisite: consent of department chair. Offered as needed.

CHEM 491, 492, 493: Research in Chemistry

The student conducts original research in an area selected after consultation with the instructor and prepares a report on the work. A maximum of 6 credit hours may be earned in these courses.

1–3 credit hours. Prerequisite: consent of department chair. Offered as needed.

College Course (COLL)**COLL 101: The College Experience**

Through classroom instruction and academic advisement, students explore the meaning of higher education, the transition to college, academic organization and terminology, and time management.

1 credit hour. Offered fall.

COLL 125: College Learning Strategies

Skills necessary for success in completing the college experience are developed, with emphasis on organizational methods, study skills, and the interpretation of reading materials. Normally open to freshman and sophomore students only, with consent of instructor.

(4) 3 credit hours. Offered fall and spring.

Communications (COMM)**COMM 162: East Asian Popular Cinema**

East Asian culture, identity, gender, and communication patterns are explored through the examination of different genres in popular films and documentaries from Japan, Korea, Taiwan, Hong Kong, and China.

4 credit hours. Gen. Ed. Core 3. Offered as needed.

COMM 200: Fundamentals of Research in Communications

Research and scholarship in communications are introduced. Included are basic concepts underlying historical, critical, content, survey, and experimental research. Bibliographic resources and writing styles are also reviewed.

3 credit hours. Offered fall, spring, summer.

COMM 208: Public Speaking

Students develop public-speaking skills through directed practice. Emphasis is on the selection and organization of material, the use of reasoning and evidence, speech construction, and methods of delivery.

3 credit hours. Offered fall and spring.

COMM 219: Vocal Improvement

Effective voice and articulation management are developed through theory and practice. Emphasis is on personal improvement for professional career objectives.

3 credit hours. Offered as needed.

COMM 220: Voice and Articulation

The fundamentals of voice production and diction are studied, including the physiological and phonetic bases of speech. Students work on vocal clarity, flexibility, range, force, and variety.

3 credit hours. Offered as needed.

COMM 223: Introduction to Sign Language

The basic vocabulary of Signed English and finger spelling are introduced. Discussion includes the needs and problems of the deaf community. A vocabulary of 600 signs should be attained at the completion of this course.

3 credit hours. Offered fall.

COMM 232: Introduction to Graphic Communications Technology

This is an introduction to the theory, concepts, processes, and careers in the printing and publishing field. Study includes digital photography, design and computer operation, imagesetter operation, and screen-process printing.

(6) 3 credit hours. Offered fall and spring.

COMM 240: Mass Media and Society

The institutions, history, and technology of the mass media are examined. Newspapers, film, and broadcasting media are studied in terms of social and personal impact. (Formerly Mass Communication.)

3 credit hours. Offered fall, spring, summer.

COMM 241: Introduction to Film and Video

The industries, audiences, and content of film and video are analyzed and compared. Included are feature films and television programs.

(4) 3 credit hours. Gen. Ed. Category A. Offered fall and spring.

COMM 242: Message, Media, and Meaning

Students are introduced to visual communication and how meaning is made. Topics include the theories about and critical interpretation of visual media. Media production projects and presentations are required.

3 credit hours. Offered fall and spring.

COMM 246: Television Production

The theoretical and practical aspects of television production, script preparation, and studio and control room operations and practice are presented. Included is a two-hour-per-week lab.

(5) 4 credit hours. Prerequisite: 9 credit hours of communications courses. Offered fall and spring.

COMM 254: Leadership and Management Communication

Organizational communication and methods for improving the communication of leaders and managers in organizations are studied. Simulations, role play, and case studies are used.

3 credit hours. Offered spring.

COMM 258: Interpersonal Communication

By participating in a series of communication experiences, students explore principles, skills, and techniques essential for effective face-to-face communication and how to apply them to their daily lives.

3 credit hours. Offered fall.

COMM 261: Critical Inquiry into Free Speech

This is a critical inquiry into the issues of free speech and free speech "crimes" in the United States and in certain non-Western countries.

4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered as needed.

COMM 301: Public Relations

The field of public relations is surveyed, with emphasis on the role of the communications specialist as a practitioner. Topics include public relations history, ethics, campaign design, and media use.

3 credit hours. Prerequisite: 45 credit hours of undergraduate courses, including COMM 200, or consent of instructor. Offered fall and spring.

COMM 305: Introduction to Communication Disorders

A variety of speech, language, and hearing problems that may exist in children and adults are examined. Normal processes, abnormalities, and treatment are also discussed.

3 credit hours. Prerequisite: COMM 200. Offered fall and spring.

COMM 311: Advanced Public Relations

Additional public relations skills are learned, with emphasis on writing. Formats and public relations methods are also reviewed and applied to case studies.

3 credit hours. Prerequisite: COMM 301. Offered fall.

COMM 319: Phonetics

Study is made of the production of speech sounds and the application of the International Phonetic Alphabet (IPA). Practice in dictation and phonetic transcription are included.

3 credit hours. Prerequisite: COMM 219 or 220. Offered fall.

COMM 320: Speech and Language Development

The theories and stages involved in the acquisition of speech and language skills from birth to adolescence are examined. Included are the subsystems of language and normal and abnormal speech and language development.

3 credit hours. Prerequisite: COMM 305. Offered fall.

COMM 321: Speech and Hearing Science

Technical issues regarding the production and perception of speech signals are examined, along with basic acoustics, acoustics of speech, speech and hearing physiology, speech perception, and laboratory instrumentation.

3 credit hours. Prerequisite: COMM 319. Offered spring.

COMM 323: Introduction to Audiology

Acoustics, anatomy, and physiology of the ear are introduced. Included are basic hearing tests, hearing disorders, and rehabilitation.

3 credit hours. Prerequisite: COMM 305. Offered fall.

COMM 325: Auditory and Speech Mechanisms

Topics include the anatomy and physiology of the speech and hearing mechanism, and neurological, skeletal, and muscular functions involved in speech and hearing.

3 credit hours. Prerequisite: COMM 305. Offered spring.

COMM 329: Clinical Observation

Twenty-five clock hours of clinical observation are required in speech/language pathology and audiology, including observation of manufactured videotaped sessions and on-site sessions in schools, hospitals, and clinics.

(1.5) 2 credit hours. Prerequisite: junior standing, minimum of six courses from the speech and hearing concentration, and minimum cumulative GPA of 3.00 in all courses. Offered as needed.

COMM 332: Gender and Communication

The differences and similarities of the communicative patterns and behaviors of women and men are studied.

3 credit hours. Prerequisite: COMM 258. Offered as needed.

COMM 333: Intercultural Communication

The communication problems, issues, and consequences that accompany interaction between people from diverse cultures are explored. Research dealing with intercultural communication is explored.

3 credit hours. Prerequisite: COMM 258. Offered as needed.

COMM 334: Presentation Techniques

Focus is on computer-driven techniques for design and production of presentations. Topics include audience analysis, learning theory, and other concepts that ensure a successful presentation.

(6) 3 credit hours. Prerequisite: COMM 232 or consent of department chair. Offered fall and spring.

COMM 338: Advertising

The key processes of modern advertising practice are introduced. Topics include production of effective advertising and media. Students cannot receive credit for both Communications 338 and Marketing 338.

3 credit hours. Prerequisite: COMM 240. Offered fall.

COMM 340: Current Issues in Mass Media

Topics cover a broad area of contemporary concerns about the mass media. Focus is on the relationships between the media and social, economic, and political issues.

3 credit hours. Prerequisite: COMM 200 and 240. Offered spring.

COMM 342: History and Development of Electronic Media

Emphasis is on the history and development of electronic media and its impact on political, cultural, and economic institutions in the United States. (Formerly History and Development of Telecommunications.)

3 credit hours. Prerequisite: COMM 200 and 240. Offered fall.

COMM 344: Broadcast Journalism

The preparation, writing, production, and editing of broadcast news are discussed. Emphasis is on local and special news events. An analysis of broadcast policies and principles of news management are presented.

3 credit hours. Prerequisite: COMM 246. Offered fall.

COMM 345: Digital Media Production

Students explore the development, design, and creation of video programming through the use of field-production techniques. (Formerly Electronic Field Production and Editing.)

3 credit hours. Prerequisite: COMM 242 and 246. Offered spring.

COMM 347: Communication Law and Regulation

Issues of control in mass media and in telecommunication systems are explored. Included are the legal and regulatory frameworks of telecommunication applications.

3 credit hours. Prerequisite: COMM 200 and 240. Offered as needed.

COMM 348: International Telecommunications

The organization and operation of different broadcasting systems around the world are examined. Also explored is the role of telecommunication and electronic media in today's international environment.

3 credit hours. Prerequisite: COMM 200 and 240. Offered as needed.

COMM 351: Persuasion

The classical and modern elements inherent in persuasion and the means by which individuals and audiences are influenced in predetermined ways are studied.

3 credit hours. Prerequisite: COMM 208. Offered spring.

COMM 352: Conflict Resolution

Conflict is examined as a personal and societal challenge that can be managed by applying communication skills and knowledge.

3 credit hours. Prerequisite: COMM 258. Offered as needed.

COMM 353: Political Rhetoric

Consideration is given to the rhetoric of elections and to political communication within government institutions.

3 credit hours. Prerequisite: COMM 208. Offered as needed.

COMM 355: Language and Thought in Communication

Topics include communicative behavior, the symbolizing process, communication failure, and responses to words and symbols. The relationships among language, reality, and human behavior are also explored.

3 credit hours. Prerequisite: COMM 208. Offered spring.

COMM 356: Discussion and Group Communication

The principles of group dynamics and discussion as employed in task-oriented experiences are studied. Attention is also given to the development of group leadership skills and cooperative problem-solving methods.

3 credit hours. Prerequisite: COMM 208. Offered spring.

COMM 357: Propaganda and Public Opinion

The nature and influence of public opinion are explored. Topics include propaganda as a technique for persuasion.

3 credit hours. Prerequisite: COMM 240 or POL 200. Offered as needed.

COMM 359: Argumentation and Debate

The tools of argumentation and debate are introduced. Included are the construction of logical arguments and the analysis of arguments for weakness in reasoning or evidence. (Formerly Communications 259.)

3 credit hours. Prerequisite: COMM 208. Offered fall.

COMM 377: Public Relations Laboratory

Working in teams, students research, plan, and implement a public relations campaign for not-for-profit groups within the community. Field experience may be required.

(12) 3 credit hours. Prerequisite: COMM 301 and 311, each with minimum grade of B. Offered spring.

COMM 378: Forensics

With the approval of the forensics director, students may receive credit for participation in debate and other forensic activities. Admission to the activity does not, by itself, ensure credit. Credit may be awarded no more than four times.

1 credit hour. Prerequisite: consent of instructor. Offered fall and spring.

COMM 434: Electronic Publishing

Students examine preflighting, problem-solving techniques, and font management, while mastering basic to advanced page layout techniques in the creation of products destined for printing.

(6) 3 credit hours. Prerequisite: COMM 232 or consent of department chair. Offered fall, spring, summer.

COMM 460: Seminar in Communications

A topic not previously studied in communications is re-searched.

3 credit hours. Prerequisite: 75 credit hours of undergraduate courses, including COMM 200, 208, and 12 additional credit hours of communications courses. Offered as needed.

COMM 479: Communications Internship

Students gain a more comprehensive understanding of communication fields through on-the-job training. This course may be repeated once for credit.

1–4 credit hours. Prerequisite: open to communications majors who have completed at least 75 credit hours of undergraduate courses, 18 of which are communications courses, and to graduate students, with consent of instructor. Application must be made during the semester prior to field experience. Additional requirements are set forth in the application form. Offered fall, spring, summer.

COMM 490: Independent Study in Communications

An area of concentrated study is selected under the supervision of a department faculty advisor. This course may be repeated once for credit with a change in content.

3 credit hours. Prerequisite: 18 credit hours of communications courses, including COMM 200, and consent of instructor. Offered as needed.

COMM 491: Special Problems in Communications

A practicum-oriented problem on which to concentrate for the semester is selected under the supervision of a faculty advisor. This course may be repeated once with a change in content.

3 credit hours. Prerequisite: 18 credit hours of communications courses, including COMM 200, and consent of instructor. Offered as needed.

COMM 492: Senior Portfolio

Students develop a professional-quality portfolio of media production projects. Emphasis is on conceptual design, clarity, aesthetics, content, effectiveness of communication to audience, and technical competence.

4 credit hours. Prerequisite: open only to communications majors and minors. Ninety credit hours of undergraduate courses, including COMM 200, 208, 240, 242, and 342. Offered fall and spring.

COMM 493: Senior Thesis

Students write a thesis and formally present findings on a major research project. Emphasis is on mass media theories and research methodologies.

4 credit hours. Prerequisite: open only to communications majors and minors. Ninety credit hours of undergraduate courses, including COMM 200, 208, 240, 242, and 342. Offered as needed.

Communications/Graphic (COMG)

COMG 331: Offset Press I

The photo offset method of printing in one and two colors is examined. Preparation to print includes electronic file preparation, imagesetter operation, and preparing printing plates.

(6) 3 credit hours. Prerequisite: COMM 232. Offered fall.

COMG 337: Digital Photographic Reproduction

The changing nature of photographic reproduction in the printing industry is explored.

(6) 3 credit hours. Prerequisite: COMM 232. Offered as needed.

COMG 433: Offset Press II

Focus is on the printing of four-color images on a two-color press. Students troubleshoot and solve press problems, using national standards of quality control.

(6) 3 credit hours. Prerequisite: COMM 232 and COMG 331, or consent of department chair. Offered as needed.

COMG 435: Color Reproduction

Additive and subtractive theories of color reproduction are presented. Study includes spot color preparation, trapping, process color correction and separation, and scanning and proofing methods.

(6) 3 credit hours. Prerequisite: COMM 232 and COMG 331. Offered spring.

COMG 449: Color Correction and Control

Instruction is given in the preparation of images for printing, including color correction, sharpening, and silhouetting. Color management issues are also explored.

(6) 3 credit hours. Prerequisite: COMM 232; COMG 331, 435. Offered fall.

COMG 451: Current Trends and Techniques in Graphic Communications

This course is both experiential and lecture format. Included are cross-media topics, such as Web usability theory and practice, e-commerce, and PDF for Web and print. This course may be repeated once for credit with a change in content.

(6) 3 credit hours. Prerequisite: COMM 232; COMG 331, 435; or consent of department chair. Offered spring.

Computer Information Systems (CIS)

Prior to enrolling in any 300-level computer information systems course, all students must have junior standing.

CIS 251: Computers in Management

This is an intensive hands-on experience with microcomputers and their use with spreadsheets, word processing, and presentation graphics software.

3 credit hours. Offered fall, spring, summer.

CIS 255: Introduction to Java in Business

Java programming language and application development are studied in the context of realistic, real-world business programming examples and case studies.

3 credit hours. Prerequisite: CIS 251. Offered as needed.

CIS 256: Introduction to COBOL Programming

Topics include COBOL syntax, input/output statements, logic and arithmetic statements, basic sequential, and file processing.

3 credit hours. Prerequisite: CIS 251 or equivalent or consent of department chair. Offered as needed.

CIS 257: Introduction to Visual Basic in Business

Business applications are designed and coded using a visual basic programming language. Emphasis is on object-oriented design and programming. (Formerly Object-Oriented Programming for Business.)

3 credit hours. Prerequisite: CIS 251 or equivalent or consent of department chair. Offered as needed.

CIS 258: Introduction to Visual RPG Programming

Topics include RPG syntax, file creation and maintenance, and the generation of reports, using a visual RPG language. (Formerly RPG Programming.)

3 credit hours. Prerequisite: sophomore standing (25 credit hours minimum). Offered as needed.

CIS 320: Information Technology: Hardware and Software Systems

The evolution of the major subsystems of computer hardware, technical knowledge of the integration of hardware, and selected operating systems software are examined.

3 credit hours. Prerequisite: CIS 352 and one course from the following: CIS 255, 256, 257, or consent of department chair. Offered as needed.

CIS 324: Web Page Development

Students are introduced to the process of Web page development using rapid application software. Study includes HTML basics, the creation of Web objects, common Web page formats, and functions to create a personal Web page.

3 credit hours. Prerequisite: CIS 251 or equivalent or consent of department chair. Offered as needed.

CIS 350: Special Topics

New courses are offered by faculty to present latest computer information materials.

3 credit hours. Prerequisite: CIS 251 or equivalent or consent of department chair. Offered as needed.

CIS 351: Advanced Office Applications for Business

Advanced applications of office suite software are examined. Applications include database, spreadsheet, word processing, and presentation graphics. (Formerly Computer Information Systems 252: Microcomputer Applications for Management.)

3 credit hours. Prerequisite: CIS 251 or equivalent or consent of department chair. Offered fall and spring.

CIS 352: Management Information Systems

The fundamentals of analysis, design, and the implementation of information systems for managerial decision making are examined, including use of the Internet.

3 credit hours. Prerequisite: CIS 251 or equivalent or consent of department chair. Offered fall and spring.

CIS 355: Advanced Business Applications in Java

Business applications using Java programming language are further developed. Topics include object-oriented design, object-oriented programming, and database connectivity.

3 credit hours. Prerequisite: CIS 255. Offered as needed.

CIS 356: Introduction to Expert Systems

The basic techniques and skills for developing knowledge-based information systems are provided. No prior knowledge or experience with expert systems or programming language is required. Lecture and laboratory.

3 credit hours. Prerequisite: CIS 352 and one course from the following: CIS 255, 256, 257, or consent of department chair. Offered as needed.

CIS 357: Advanced Business Applications in Visual Basic

Students are introduced to a variety of sophisticated programming components of Visual Basic. These components include variable arrays, database creation and management, activeX components, and class modules.

3 credit hours. Prerequisite: CIS 257. Offered as needed.

CIS 421: Networks and Telecommunications

Data communications and networking requirements are presented, including networking and telecommunications technologies, hardware, and software. Emphasis is on the analysis, design, and implementation of a network system.

3 credit hours. Prerequisite: CIS 352 or consent of department chair. Offered fall and spring.

CIS 453: Systems Analysis and Design

System design and analysis concepts that were introduced in prior courses are now applied. Topics include documentation, hardware/software selection, database development, system implementation, and post-implementation evaluation.

3 credit hours. Prerequisite: CIS 352 and one course from the following: CIS 255, 256, 257, or consent of department chair. Offered fall and spring.

CIS 455: Database Programming

The basic components of file and communications systems as they support information systems are surveyed. (Formerly Computer Information Systems 355.)

3 credit hours. Prerequisite: CIS 352 and one course from the following: CIS 255, 256, 257, 258, or consent of department chair. Offered fall and spring.

CIS 462: Applied Software Development Project

This is a practicum in the application of programming and systems-development concepts, resulting in a comprehensive systems-development project. (Formerly Computer Information Systems 362.)

3 credit hours. Prerequisite: CIS 453 and 455, or consent of department chair. Offered fall and spring.

CIS 467: Directed Internship

Students are assigned to a business, an industrial organization, or a not-for-profit organization and supervised by a mentor. Students receive 1 credit hour for every four hours of work. A two-hour biweekly seminar is included.

3–9 credit hours. Prerequisite: major in computer information systems and completion of at least 60 undergraduate credit hours. Offered fall, spring, summer.

CIS 535: Data Management

Various techniques are explored for the management of the design and development of database systems. Issues in the creation and use of logical data models, database administration, and concurrent processing are explored.

3 credit hours. Prerequisite: senior standing or consent of department chair. Offered as needed.

CIS 540: Issues in Computer Security

Evaluated are the various organizational and technological techniques employed to provide security for computer software, hardware, and the data itself. Also explored are controlling for error, natural disaster, and intentional attacks.

3 credit hours. Prerequisite: senior standing or consent of department chair. Offered as needed.

CIS 541: Legal Aspects of Information Technology

The legal environment within which an organization must conduct its electronic commerce is reviewed. Legal liability for data transmission and exchange is also explored.

3 credit hours. Prerequisite: senior standing or consent of department chair. Offered as needed.

CIS 542: Electronic Commerce

The systems and management challenges and the opportunities and successful strategies required to develop and maintain electronic commerce are examined. Marketing, strategy, infrastructure design, and server management are also covered.

3 credit hours. Prerequisite: senior standing or consent of department chair. Offered as needed.

CIS 543: Decision Support Systems

The decision-making process is examined, with emphasis on dealing with incomplete and inexact data, including unstructured environments. The use of data management, modeling, and simulation are explored.

3 credit hours. Prerequisite: senior standing or consent of department chair. Offered as needed.

Computer Science (CSCI)

Prior to enrolling in any computer science course, all students must have completed the College Mathematics Requirement.

CSCI 101: Introduction to Computers

Topics include an overview of computer systems, hardware and software, algorithms, computer history, applications, and the impact of computers on society. Hands-on computer work.

3 credit hours. Gen. Ed. Category SM. Offered fall, spring, summer.

CSCI: 102: Introduction to Visual BASIC Programming

This course introduces interactive Windows programming, using Visual BASIC. Topics include projects, form objects for user input/output, and text handling.

3 credit hours. Prerequisite: three units of college preparatory mathematics or one college mathematics course. Offered fall and spring.

CSCI 201: Computer Programming I

The fundamentals of programming and algorithm development are taught using an object-oriented language, such as Java. Topics include classes, control structures, arrays, inheritance, and graphical user interfaces. Lecture and laboratory.

(4) 3 credit hours. Prerequisite: three units of college preparatory mathematics or MATH 120. Offered fall and spring.

CSCI 203: Advanced Visual BASIC Programming

Students are introduced to file management, multi-dimensional arrays, subroutines, and VBScript. Students also compile programs to form executable programs and construct forms that can be processed through the Internet.

3 credit hours. Prerequisite: CSCI 102 or equivalent. Offered as needed.

CSCI 221: Computer Programming II

A continuation of Computer Science 201, emphasis is on techniques needed to develop large object-oriented programs. Topics include exception handling, strings, recursion, files, collections, and generics. Lecture and laboratory.

(4) 3 credit hours. Prerequisite: CSCI 201. Offered spring.

CSCI 302: C++ Programming

The fundamental concepts and constructs of the C++ programming language are examined. Topics include expressions, input/output, control structures, classes, inheritance, arrays, strings, and templates.

3 credit hours. Prerequisite: CSCI 221. Offered spring.

CSCI 305: Functional Programming

Functional programming focuses on the design process from problems to well-organized solutions, using a functional language. Topics include, design recipes, functions, lists, self-referential data structures, and abstract design.

3 credit hours. Prerequisite: CSCI 201 or equivalent or consent of department chair. Offered as needed.

CSCI 312: Computer Organization and Architecture I

Students examine basic concepts of computer organization, architecture, and machine language programming. Topics include data representation, binary arithmetic, combinatorial circuits, sequential circuits, registers, and instruction sets.

3 credit hours. Prerequisite: CSCI 201 and either MATH 200 or 212. Offered spring.

CSCI 313: Computer Organization and Architecture II

A continuation of Computer Science 312. Topics include the central processing unit, memory access, input/output, and floating point operations.

3 credit hours. Prerequisite: CSCI 221 and 312. Offered fall.

CSCI 315: Information Structures

Data structures are presented for the efficient representation of information and relationships in computer programs. Topics include inheritance, polymorphism, hashing, templates, stacks, queues, trees, and heaps.

3 credit hours. Prerequisite: CSCI 221 and either MATH 200 or 212. Offered fall.

CSCI 325: Organization of Programming Languages

Programming language constructs are presented, with emphasis on the run-time behavior of programs. Topics include language definition, data types and structures, and run-time considerations.

3 credit hours. Prerequisite: CSCI 315. Offered spring.

CSCI 401: Software Engineering

The software development process is examined from initial requirements analysis to operation and maintenance. Student teams develop a software system from requirements to delivery, using disciplined techniques.

3 credit hours. Prerequisite: CSCI 315 or consent of department chair. Offered spring.

CSCI 422: Introduction to Computation Theory

Computation theory concepts are introduced, including finite state automata, pushdown automata, and Turing machines. Also covered are the applications of these concepts to lexical analysis, parsing, and algorithms.

3 credit hours. Prerequisite: CSCI 315 and either MATH 200 or 436. Offered spring (even years).

CSCI 423: Analysis of Algorithms

Techniques to analyze and design efficient algorithms are presented. Topics include recurrence relations, "big oh" analysis, NP completeness, set operations, heaps, graphs, and trees.

3 credit hours. Prerequisite: CSCI 315, MATH 200 or 436, and one semester of calculus. Offered spring (odd years).

CSCI 427: Introduction to Artificial Intelligence

Fundamental artificial intelligence methods are introduced, including search, inference, problem solving, and knowledge representation. AI applications, such as natural language understanding and expert systems, are introduced.

3 credit hours. Prerequisite: CSCI 315. Offered as needed.

CSCI 435: Operating Systems and Computer Architecture

Topics include instruction sets, I/O and interrupt structure, addressing schemes, memory management, process management, performance, and evaluation.

3 credit hours. Prerequisite: CSCI 313 and 315. Offered spring.

CSCI 437: Introduction to Data and Computer Communications

Data and computer communications are discussed through the topics of data transmission, data encoding, digital data communication techniques, data link control, multiplexing, and networking.

3 credit hours. Prerequisite: CSCI 315. Offered as needed.

CSCI 455: Introduction to Database Systems

Database structure, organization, languages, and implementation are introduced, including data modeling, relational and object-oriented systems, query languages, and query processing. (Formerly Database Programming.)

3 credit hours. Prerequisite: CSCI 315. Offered as needed.

Counseling and Educational Psychology (CEP)**CEP 315: Educational Psychology**

Learner-centered psychological principles and research findings are analyzed. Emphasis is on the characteristics of the learner and the nature of developmentally responsive pedagogy. (Formerly CEP 215.)

4 credit hours. Prerequisite: admission to a teacher education program or consent of department chair. Offered fall, spring, summer.

CEP 531: Human Development across Cultures

Focus is on human development theories across cultures as they relate to the field of human services and on life cycle stages, the exploration of child, adolescence, and adult issues.

3 credit hours. Prerequisite: graduate status or consent of department chair. Offered fall, spring, summer.

CEP 532: Theories and Methods of Counseling

The nature of the counseling process and theories of counseling are considered. Included are techniques of interviewing and an examination of common and special counseling problems in various school and agency settings.

3 credit hours. Prerequisite: graduate status and prior or concurrent enrollment in CEP 531, or consent of department chair. Offered fall, spring, summer.

CEP 533: Psychology of Students with Exceptionalities

The symptoms, causes, and treatment of developmental, learning, and social-emotional problems of children are covered. Educational classification criteria, services, interventions, and collaboration are reviewed. Observations are required.

3 credit hours. Prerequisite: graduate status or consent of department chair. Offered fall.

CEP 534: Quantitative Measurement and Test Interpretation

Students develop techniques for the effective use of test results in counseling, including statistical and data analysis techniques.

3 credit hours. Prerequisite: matriculation in a graduate program in counseling or school psychology and CEP 532, or consent of department chair. Offered spring and summer.

CEP 535: Vocational Counseling and Placement

Counseling theories are explored, including the assessment of individual aptitudes, interests, and abilities. Also examined are occupational information sources and opportunities.

3 credit hours. Prerequisite: matriculation in a graduate program in counseling or school psychology and CEP 532, or consent of department chair. Offered spring and summer.

CEP 536: Biological Perspectives in Mental Health

Students are introduced to the neuroscience perspective of studying human behavior, including the biology of mental illness and the role of psychopharmacology.

3 credit hours. Prerequisite: matriculation in a graduate program in counseling or school psychology and CEP 532, or consent of department chair. Offered fall and summer.

CEP 537: Introduction to Group Counseling

The dynamics of group process, an analysis of current modalities, and the principles and techniques of group counseling are covered. Students participate in a time-limited group.

3 credit hours. Prerequisite: graduate status and CEP 532, or consent of department chair. Offered fall, spring, summer.

CEP 538: Clinical Practicum I

Counseling experience is offered under supervised laboratory conditions, with emphasis on observation and evaluation in a laboratory-seminar sequence. Video, audio, and process recordings are used.

3 credit hours. Prerequisite: CEP 531, 532, and matriculation in a graduate program in counseling or school psychology. Offered fall, spring, summer.

CEP 539: Clinical Practicum II

Attention is given to the development of special skills in counseling. Self-analysis is stressed, particularly in consideration of the client-counselor relationship. Students work with clients under controlled supervisory conditions.

3 credit hours. Prerequisite: CEP 538, with minimum grade of B. Offered fall, spring, summer.

CEP 540: Clinical Practicum with Children in Schools

Attention is given to developing skill in counseling children and youth, while working with clients under controlled supervisory conditions. Supervised school-based experiences are required.

3 credit hours. Prerequisite: CEP 538, with minimum grade of B. Offered fall.

CEP 541: Clinical Internship in School Counseling I

Students complete 150 hours of supervised school counseling in a school setting.

3 credit hours. Prerequisite: CEP 540, with minimum grade of B. Offered fall.

CEP 542: Clinical Internship in School Counseling II

This is a continuation of Counseling and Educational Psychology 541.

3 credit hours. Prerequisite: CEP 541, with minimum grade of B. Offered spring.

CEP 543: Clinical Assessment and Case Problems

This is an introduction to clinical decision making, diagnostic assessment, and treatment planning. Students also learn how to conduct intakes and mental status examinations and how to diagnose various psychiatric conditions.

3 credit hours. Prerequisite: CEP 536 and 538, or consent of department chair. Offered spring and summer.

CEP 544: Family Counseling Theory and Practice

Current family counseling theories and methods are introduced. Class instruction includes lectures, demonstrations, and family simulations.

3 credit hours. Prerequisite: CEP 537 and 538. Offered fall.

CEP 545: Therapeutic Approaches to Attention/Behavior Disorders

The assessment, treatment, educational approaches, and current research on attention deficit and related behavior disorders are analyzed.

3 credit hours. Prerequisite: CEP 551 or consent of department chair. Offered as needed.

CEP 546: Rehabilitation of the Chemically Dependent Person

A survey of the field includes etiology, assessment typologies, and rehabilitation techniques.

3 credit hours. Prerequisite: CEP 536 and 538. Offered fall.

CEP 547: Treatment of the Chemically Dependent Person

Clinical skills are explored, using a variety of techniques and approaches.

3 credit hours. Prerequisite: CEP 546. Offered spring.

CEP 548: Clinical Procedures in Family Counseling

Building on current concepts and models, students explore and practice intervention procedures to acquire their own preferred style of helping families.

3 credit hours. Prerequisite: CEP 544 or consent of department chair. Offered as needed.

CEP 551: Behavioral Assessment and Intervention

Current theory, research, and applications of behavioral assessment and intervention are reviewed. Emphasis is on behavioral approaches to school-related problems.

3 credit hours. Prerequisite: prior or concurrent enrollment in CEP 531 and 533. Offered spring.

CEP 552: Psychological Perspectives on Learning and Teaching

This is a systematic study of students and teachers and their interactions in classroom settings. Emphasis is on understanding typical and exceptional learners. A field component is required.

3 credit hours. Prerequisite: graduate status or consent of department chair. Offered fall, spring, summer.

CEP 554: Research Methods in Applied Settings

Nonexperimental, experimental, and single-subject designs are explored, along with the use of inferential statistics. A research proposal relevant to human service settings is also developed.

3 credit hours. Prerequisite: graduate status and a measurement and/or research course (CEP 534, PSYC 520, or equivalent). Offered fall and summer.

CEP 601: Cognitive Assessment

Lab experiences are provided in the administration, scoring, and interpretation of individual cognitive tests, with emphasis on the application of tests. Psychological report writing is also introduced.

3 credit hours. Prerequisite: CEP 534 and 603. Offered fall.

CEP 602: Social-Emotional Assessment and Intervention

Objective and projective techniques in the assessment of child and adolescent personalities are studied. Lab experiences are provided in test administration, scoring, and interpretation.

3 credit hours. Prerequisite: CEP 534 and 551. Offered fall.

CEP 603: Professional School Psychology

Designed for students in school psychology, this course covers the foundations of school psychology, roles and functions of psychologists in schools, professional standards and ethics, realities of practice, and vital issues for the profession.

3 credit hours. Prerequisite: matriculation in the school psychology program. Offered spring.

CEP 604: Psychoeducational Assessment and Response-to-Intervention

The neuropsychological process in learning is reviewed, with lab work in the use of psychoeducational tests to identify learning problems. Remedial instructional strategies are also examined.

3 credit hours. Prerequisite: prior or concurrent enrollment in CEP 536 and 601. Offered spring.

CEP 605: School Psychology Practicum

This is a yearlong, 400-hour practicum experience. Emphasis is on supervised practice in the problem-solving approach to school psychological service.

6 credit hours. Prerequisite: CEP 538 and 603, each with minimum grade of B. Offered fall and spring.

CEP 609: Ethical and Legal Issues in Counseling

Standards of practice, ethical codes, and applicable laws related to the counseling profession are reviewed. Emphasis is on developing an ethical decision-making model applicable to counseling issues.

3 credit hours. Prerequisite: matriculation in a C.A.G.S. program or consent of department chair. Offered fall.

CEP 610: Advanced Clinical Internship I

A work-setting placement is provided under the supervision of a field supervisor and department faculty member. Besides weekly meetings with the faculty member, the student logs fifty work-setting hours for each credit hour to be earned.

6 credit hours. Prerequisite: matriculation in a C.A.G.S. program and prior or concurrent enrollment in CEP 683, or consent of department chair. Offered fall.

CEP 611: Advanced Clinical Internship II

Advanced field experience is provided under the joint direction of field supervisors and department faculty. Internship includes a two-hour seminar each week. Fifty hours of field experience per semester equals 1 credit hour earned.

6 credit hours. Prerequisite: CEP 610, with minimum grade of B, and prior or concurrent enrollment in CEP 684. Offered spring.

CEP 612: Cross-Cultural Counseling

Issues in counseling diverse groups are presented. Current counseling models are adapted to meet these groups' specific needs.

3 credit hours. Prerequisite: matriculation in a C.A.G.S. program or consent of department chair. Offered spring.

CEP 613: Psychopharmacology and Mental Health

The neuroscience perspective of human behavior and the mechanisms of drug action are studied. Attention is given to principles of psychopharmacology and the biology and treatment of mental illness.

3 credit hours. Prerequisite: CEP 536 or consent of department chair. Offered as needed.

CEP 615: Organization, Operation, and Administration of Counseling Services in Schools

The practice, concepts, and trends in the organization, operation, and administration of counseling services in schools are studied.

3 credit hours. Prerequisite: matriculation in a graduate program in counseling, educational leadership, or school psychology; or consent of department chair. Offered spring and summer.

CEP 629: Internship in School Psychology

This internship consists of a 1,200-hour, one-year placement in a cooperating school system under the supervision of a certified school psychologist and a College faculty member. A weekly seminar is required.

12 credit hours. Prerequisite: CEP 604 and 605. Offered fall and spring.

CEP 663: Research and Information Technology for Counselors

Educational research and evaluation strategies are examined as they relate to student learning. The application of information technology to assessment and evidence-based practice in counseling are explored.

3 credit hours. Prerequisite: matriculation in a C.A.G.S. program. Offered as needed.

CEP 675: Consultation and Collaboration in School and Community Settings

For graduate students in school psychology, school counselors, special educators, and administrators interested in collaboration. Emphasis is on direct and indirect support-service delivery in schools.

3 credit hours. Prerequisite: matriculation in a graduate program in counseling, educational leadership, or school psychology; or consent of department chair. Offered spring.

CEP 682: Advanced Theory and Practice of Group Counseling

Theories of group counseling are presented and supervision is provided as students conduct requisite group counseling sessions in the field.

3 credit hours. Prerequisite: matriculation in a C.A.G.S. program, CEP 537 or equivalent, or consent of department chair. Offered spring.

CEP 683: Advanced Clinical Practicum in Counseling I

Students extend and deepen their clinical counseling skills. Audio and video resources are used.

3 credit hours. Prerequisite: matriculation in a C.A.G.S. program or consent of department chair. Offered fall.

CEP 684: Advanced Clinical Practicum in Counseling II

This is a continuation of Counseling and Educational Psychology 683.

3 credit hours. Prerequisite: CEP 683, with minimum grade of B. Offered spring.

CEP 686: Supervision in Counseling

Theoretical concepts and applied skills in the supervision of counseling are presented. Students develop their teaching, supervision, and consultation skills.

3 credit hours. Prerequisite: matriculation in a C.A.G.S. program or consent of department chair. Offered as needed.

CEP 690: Independent Study

Research is conducted under the supervision of a member of the department.

3 credit hours. Prerequisite: matriculation in a C.A.G.S. program and consent of department chair. Offered as needed.

Curriculum (CURR)**CURR 505: Learning Theory and Curriculum Research**

Students examine how learning theory informs various approaches to curriculum. Included are behavioral, cognitive, developmental, humanistic, and interactionist theories of learning.

3 credit hours. Prerequisite: graduate status or consent of department chair. Offered spring (odd years).

CURR 532: Curriculum Theory and Research

The rationale for curriculum construction is examined. Research in curriculum is reviewed as it pertains to the development of theory.

3 credit hours. Prerequisite: graduate status or consent of department chair. Offered fall.

CURR 558: Internship in Curriculum I

This is a 150-hour field-based experience under the supervision of a curriculum director and a faculty member.

2 credit hours. Prerequisite: graduate status or consent of department chair. Offered fall.

CURR 560: Seminar in Curriculum

Topics vary.

3 credit hours. Prerequisite: consent of department chair. Offered as needed.

Dance (DANC)**DANC 110: Introductory Ballet**

Ballet technique and the classical tradition in dance are introduced through an intensive studio experience, related readings, and attendance at ballet performances. (Formerly Dance 100: Fundamentals of Ballet.)

(4) 2 credit hours. Offered fall.

DANC 112: Introductory Jazz

The technique, rhythms, styles, and historical background of jazz dance are introduced through an intensive studio experience, related readings, and films. (Formerly Dance 101: Fundamentals of Jazz.)

(4) 2 credit hours. Offered fall.

DANC 114: Introductory Tap Dance

The technique, style, and vocabulary of tap dance are introduced through studio experience, related readings, and films. Emphasis is on the development of a strong fundamental technique.

(4) 2 credit hours. Offered fall (odd years).

DANC 116: Introductory Modern Dance

Studio experience is combined with a historical survey of the development of modern dance through studio classes and survey classes. (Formerly Dance 107: Beginning Modern Dance.)

(5) 3 credit hours. Gen. Ed. Category A. Offered fall and spring.

DANC 181: Dance Company I

Credit is available to all qualified students who participate for the full academic year.

1 credit hour. Prerequisite: membership in Rhode Island College Dance Company and consent of instructor. Offered spring.

DANC 210: Intermediate Ballet

Intermediate ballet technique and the classical tradition are studied through studio experience, related readings, and ballet performances. Emphasis is on the refinement of technique and elements of performance. (Formerly Dance 227: Ballet.)

(4) 2 credit hours. Prerequisite: DANC 110. Offered spring.

DANC 212: Intermediate Jazz

Intermediate jazz technique and the history of jazz dance are examined through studio experience, related readings, and films. Emphasis is on the refinement of technique and elements of performance. (Formerly Dance 237: Jazz Dance.)

(4) 2 credit hours. Prerequisite: DANC 112. Offered spring.

DANC 214: Intermediate Tap Dance

Intermediate tap technique and the history of tap dance are explored through studio experience, related readings, and films. Emphasis is on the refinement of technique and elements of performance.

(4) 2 credit hours. Prerequisite: DANC 114. Offered fall (even years).

DANC 216: Intermediate Modern Dance

Intermediate modern dance technique is provided in a studio experience. Emphasis is on the refinement of technique and elements of performance. (Formerly Dance 207.)

(4) 2 credit hours. Prerequisite: DANC 116. Offered fall.

DANC 281: Dance Company II

Credit is available to all qualified students who participate for the full academic year.

1 credit hour. Prerequisite: membership in Rhode Island College Dance Company and consent of instructor. Offered spring.

DANC 302: Musical Resources for Dance

Study includes taking rhythmic dictation, composing rhythmic scores, and analyzing musical forms. Criteria are developed for the selection of music to support, supplement, or contrast with dance.

3 credit hours. Offered as needed.

DANC 303: Dance Production

The fundamentals of technical production are studied. Emphasis is on scenic design for dance and the technical aspects of lighting design. A minimum of twenty hours of laboratory work in a production is required. Lecture and laboratory.

(6) 3 credit hours. Offered as needed.

DANC 304: Choreography I

Binary and ternary dance forms are reviewed. Rondo, theme and variations, sonata, and other forms are choreographed. Dance history is summarized and exemplary performing artists are introduced.

(5) 3 credit hours. Prerequisite: consent of instructor. Offered fall (even years).

DANC 306: Dance for Children

Students plan and supervise dance activities for children of different ages in various settings, including dance studios and classrooms. Exercises include creative movement and choreography for children. (Formerly Dance 316.)

3 credit hours. Prerequisite: DANC 116 and 304. Offered fall (even years).

DANC 309: Dance History

The development of dance as a performing art in Europe, Russia, and America is examined. Attention is given to the cultural context of dance events. (Formerly Dance 319.)

3 credit hours. Offered spring (odd years).

DANC 316: Advanced Modern Dance

Advanced modern dance technique is provided in a studio experience. Emphasis is on the refinement of technique and elements of performance through the mastery of complex movement sequences. (Formerly Dance 307.)

(4) 2 credit hours. Prerequisite: DANC 116 and 216. Offered spring (even years).

DANC 320: Touring Dance

Students participate in all aspects of the creation of a touring program for children. Programming includes repertory selection, analysis, rehearsal, performance, script development, and assessment of and responsibility for technical support.

(6) 3 credit hours. Prerequisite: DANC 116 and 216. Offered spring (even years).

DANC 321: Dance for Musical Theatre

The performance of dance for musical theatre is studied in its theatrical context. Emphasis is on performance techniques and the characteristics of style. This course may be taken twice for credit.

(6) 3 credit hours. Prerequisite: 9 credit hours of dance technique courses and consent of department chair. Offered spring.

DANC 322: Repertory Performance

Performance and style is examined through repertory experience. New or existing dance works are prepared for formal and informal performances. This course may be taken twice for credit. (Formerly Dance 317: Dance Performance.)

(6) 3 credit hours. Prerequisite: 9 credit hours of dance technique courses and consent of department chair. Offered fall (odd years).

DANC 324: Improvisation/Performance

Students refine their facility for generating dance as a spontaneous response to movement structures and various stimuli. Included are frequent informal and occasional formal performances. This course may be taken twice for credit.

(4) 2 credit hours. Prerequisite: DANC 216. Offered as needed.

DANC 360: Seminar in Dance

This course builds on the student's experiences in dance. Topics are announced in advance and allow the student to pursue investigations into select theories and problems.

3 credit hours. Prerequisite: 6 credit hours of dance courses and consent of instructor. Offered as needed.

DANC 381: Dance Company III

Credit is available to all qualified students who participate for the full academic year.

1 credit hour. Prerequisite: membership in Rhode Island College Dance Company and consent of instructor. Offered spring.

DANC 405: Choreography II

Dancers apply the fundamentals of choreography to create examples of preclassical and modern dance. These dances are presented in a demonstration workshop at the end of the semester.

3 credit hours. Prerequisite: DANC 304. Offered as needed.

DANC 491: Independent Study in Dance

The student, working with a faculty advisor, selects a topic for study and researches the topic in depth.

1–3 credit hours. Prerequisite: demonstration of superior ability and initiative in previous dance courses; and consent of instructor, department chair, and dean. Offered as needed.

DANC 492: Independent Performance in Dance

The student, working with a faculty advisor, selects a specific form or style in dance to which the work is restricted. Evidence of performance is presented during the annual spring concert.

3 credit hours. Prerequisite: demonstration of superior ability and initiative in previous dance courses; and consent of instructor, department chair, and dean. Offered as needed.

Early Childhood Education (ECED)**ECED 301: Developmental Approaches to Teaching and Learning**

Developmentally appropriate approaches and teaching models for all early childhood education students, including atypical/exceptional, are learned through supervised practice. Observations and a multicultural/urban practicum are required.

(5) 3 credit hours. Prerequisite: minimum GPA of 2.50 in all previous courses and admission to the early childhood education teacher preparation program, or consent of department chair. Offered fall and spring.

ECED 419: Early Care and Education, Birth to Three Years

Students create and maintain positive learning activities for infant-toddler group care. (Formerly Elementary Education 419: Early Childhood Education: Day Care for Children from Birth to Three.)

(5) 3 credit hours. Prerequisite: preceding or concurrent enrollment in ECED 301, with minimum grade of B-; admission to the early childhood education teacher preparation program; or consent of department chair. Offered fall and spring.

ECED 420: Mathematics, Prekindergarten through Second Grade

Mathematics education in prekindergarten through second grade is examined. Also explored are the development of appropriate teaching/learning strategies, content, and materials related to teaching all young children. Practicum required.

(5) 3 credit hours. Prerequisite: ECED 301 or equivalent, with minimum grade of B-; ECED 419, 423, and 429, each with minimum grade of C+; MATH 143 and 144, each with minimum grade of C; admission to the early childhood education teacher preparation program; or consent of department chair. Offered fall and spring.

ECED 423: Developmental Literacy and the Language Arts I

Developmentally appropriate methods and materials for promoting literacy and language skills, strategies, and dispositions for young children are explored, including children's literature. Practicum: kindergarten and grade one.

(6) 4 credit hours. Prerequisite: ECED 301 or equivalent, with minimum grade of B-; ECED 419, with minimum grade of C+; preceding or concurrent enrollment in ECED 429, with minimum grade of C+; admission to the early childhood education teacher preparation program; or consent of department chair. Offered fall and spring.

ECED 425: Developmental Literacy and the Language Arts II

Teacher candidates work with infants, toddlers, and preschoolers from diverse populations. Study includes managing classroom literacy programs through grade two. Practicum: infants through grade two.

(6) 4 credit hours. Prerequisite: ECED 301 or equivalent, with minimum grade of B-; ECED 419, 423, 429, each with minimum grade of C+; admission to the early childhood education teacher preparation program; or consent of department chair. Offered fall and spring.

ECED 429: Social Studies and Science

Students use developmentally appropriate methods, content, and materials to establish positive learning environments. Practicum: kindergarten and grade one. (Formerly Elementary Education 429: Early Childhood Education: Social Studies and Science.)

(7) 4 credit hours. Prerequisite: BIOL 109, with minimum grade of C; ECED 301 or equivalent, with minimum grade of B-; ECED 419, with minimum grade of C+; preceding or concurrent enrollment in ECED 423, with minimum grade of C+; PSCI 103 and POL 201, with minimum grade of C; admission to the early childhood education teacher preparation program; or consent of department chair. Offered fall and spring.

ECED 502: Curriculum, Developmental Play, and Programs

Development and content of curriculum and trends in research for early care and education through primary grades are examined. (Formerly Elementary Education 502: Curriculum and Methods in Early Childhood Education.)

3 credit hours. Prerequisite: graduate status or consent of instructor. Offered fall.

ECED 503: Infants and Toddlers in Early Care and Education Programs

Components of quality group-care situations for infants and toddlers are analyzed. Topics include professional responsibilities and health and safety routines. (Formerly Elementary Education 503: Infants/Toddlers in Group Care.)

3 credit hours. Prerequisite: graduate status or consent of instructor. Offered spring.

ECED 505: Early Childhood Education and Development Issues

This course fosters an understanding of various theoretical perspectives, issues of young children's educational, physical, social, emotional, and cognitive development, focusing on typical and atypical growth, multicultural contexts and characteristics.

3 credit hours. Prerequisite: graduate status or consent of instructor. Offered spring.

ECED 509: Emergent Literacy—Infants through Grade Two

Students learn how to help young children acquire an interest in reading and learn the necessary concepts concerning print and books. (Formerly Elementary Education 509: Emergent Literacy—Infants through Grade Two.)

3 credit hours. Prerequisite: graduate status or consent of instructor. Offered fall.

ECED 512: Working with Families: Building Home-School Partnerships

Students develop an understanding of parenting, of working with families within diverse contexts, and of building school, community, and family partnerships. Relevant National Board for Professional Teaching standards are reviewed.

3 credit hours. Prerequisite: graduate status or consent of instructor. Offered spring.

ECED 661: Directing Early Care and Education Programs

Quality day care and preschool programs are analyzed and the administrative functions necessary to maintain them. (Formerly Elementary Education 661: Seminar in Education: Designing and Directing Preschool and Day Care Programs.)

3 credit hours. Prerequisite: graduate status or consent of instructor. Offered spring.

ECED 662: Seminar in Early Childhood Education Research

Students gain increased professional knowledge and competencies in finding, assessing, applying, and presenting data related to selected major topics in the field of early childhood education. (Formerly Elementary Education 662.)

3 credit hours. Prerequisite: graduate status or consent of instructor. Offered fall.

Economics (ECON)

ECON 200: Introduction to Economics

Emphasis is on the understanding of contemporary economic problems, such as economic growth and inflation. Students cannot receive credit for Economics 200 if they have successfully completed or are currently enrolled in Economics 214.

3 credit hours. Gen. Ed. Category SB. Offered fall, spring, summer.

ECON 214: Principles of Microeconomics

Microeconomics is introduced, including such areas of decision making as individual demand theory, cost theory, production theory, and the structure of markets.

3 credit hours. Prerequisite: completion of College Mathematics Requirement. Offered fall, spring, summer.

ECON 215: Principles of Macroeconomics

The U.S. economy as a whole is considered and problems of inflation and recession are explored by examining aggregate demand, aggregate supply, national product and income, and the influence of money and interest rates on the economy.

3 credit hours. Prerequisite: ECON 214. Offered fall, spring, summer.

ECON 313: Managerial Economics

Economic analysis is applied to managerial decisions. Techniques for analyzing and estimating revenue, cost, and profit are studied, along with pricing and profit-maximizing strategies within different market structures.

3 credit hours. Prerequisite: ECON 214, MGT 249, and either MATH 240 or 248. Offered spring.

ECON 314: Intermediate Microeconomic Theory and Applications

Theoretical foundations covered in Economics 214 are expanded upon. Myriad applications of that theory are developed, using graphical and mathematical techniques. The role of microeconomics in managerial decision making is explored.

3 credit hours. Prerequisite: ECON 214, 215; MATH 238. Offered fall.

ECON 315: Intermediate Macroeconomic Theory and Analysis

Macroeconomic models are used to analyze economic growth, unemployment, and inflation. Also examined are the effectiveness of fiscal and monetary policies, using models depicting the interactions of product, resource, and financial markets.

3 credit hours. Prerequisite: ECON 214, 215; MATH 238. Offered spring.

ECON 390: Directed Study

Students select a topic and undertake concentrated research under the supervision of a faculty advisor.

3 credit hours. Prerequisite: consent of department chair. Offered as needed.

ECON 421: International Economics

The theory of international trade is analyzed. Topics include the benefits of trade and the effects of tariffs, quotas, and customs unions. Also covered are the theories of international monetary relations, capital flows, and exchange rate.

3 credit hours. Prerequisite: ECON 214, 215; MATH 177. Offered as needed.

ECON 422: Economics of Developing Countries

The characteristics of developing countries and the process of economic development are examined. Topics include poverty, inequality, unemployment, capital formation in industry and agriculture, and the effects of foreign trade and aid.

3 credit hours. Prerequisite: ECON 214, 215; MATH 177. Offered as needed.

ECON 431: Labor Economics

The structures and operations of human resource markets are analyzed, including pricing and allocation of labor resources, wage differentials, income distribution, discrimination, and unemployment. (Formerly Human Resources Economics.)

3 credit hours. Prerequisite: ECON 214, 215; MATH 177. Offered as needed.

ECON 433: Economics of Government

The role of the public sector in the United States and its effect on the economy are studied. Also studied are the impacts of federal, state, and local government expenditure and revenue. (Formerly Public Finance.)

3 credit hours. Prerequisite: ECON 214, 215; MATH 177. Offered as needed.

ECON 434: Money and Banking

The structure and functions of financial institutions are examined along with the money creation process. Emphasis is on the role of commercial banks and the monetary policy actions of the Federal Reserve designed to stabilize the economy.

3 credit hours. Prerequisite: ECON 214, 215; MATH 177. Offered as needed.

ECON 435: Urban Economics

Economic analysis is applied to the development and problems of urban areas. Urban issues, such as poverty, housing, and transportation, are also analyzed, along with the market forces that determine why and where urban areas develop.

3 credit hours. Prerequisite: ECON 214, 215; MATH 177. Offered as needed.

ECON 436: Industrial Organization and Market Structure

The economics of industrial organization and the organization of firms and industries are analyzed, using microeconomic theories and empirical data. Public policy issues are assessed, including antitrust and regulatory mechanisms.

3 credit hours. Prerequisite: ECON 214, 215; MATH 177. Offered as needed.

ECON 449: Applied Forecasting Techniques

The quantitative methods used in testing theoretical propositions in economics and business are presented. Emphasis is on the use of regression, time-series models, and other econometric methods.

3 credit hours. Prerequisite: ECON 214, 215; MGT 249; MATH 248. Offered fall.

ECON 461: History of Economic Thought

The development of economic thought, from the scholastics through the middle of the twentieth century, is presented. This seminar is the first part of a two-semester capstone experience in economics. (Formerly Economics 453.)

3 credit hours. Prerequisite: ECON 314, 315, and at least one additional economics course at the 300-level or above. Offered fall.

ECON 462: Seminar in Economic Research

Students integrate their experience in economic theories, methodologies, concepts, and applications. Literature in a variety of fields of economics is analyzed. A research paper and presentation are also required. (Formerly Economics 460.)

3 credit hours. Prerequisite: ECON 449, 461, and at least two additional economics courses at the 300-level or above. Offered spring.

Education Doctoral Program (EDP)**EDP 610–611: Core Seminar I: Issues and Problems in Educational Inquiry and Foundations**

Issues and problems are presented related to the philosophical and historical aspects of educational thought and the role of the school in society. Emphasis is on empirical analysis of classroom settings.

6 credit hours. Prerequisite: admission to the RIC/URI Ph.D. in education program. EDP 610 is prerequisite to EDP 611. Offered fall and spring.

EDP 615: Research Methodologies

Four educational research methodologies—historical, qualitative, quantitative, and philosophical—are reviewed. Each methodology is examined for its contribution to the knowledge and understanding of teaching and learning.

3 credit hours. Prerequisite: concurrent enrollment in EDP 611 or consent of codirector. Offered spring.

EDP 620–621: Core Seminar II: Issues and Problems in Human Development, Learning, and Teaching

Issues and problems related to human development, curriculum, teaching, and learning are examined, with emphasis on the ways of gathering and evaluating evidence about school and curricula effectiveness.

6 credit hours. Prerequisite: EDP 610–611 and 615. EDP 620 is prerequisite to EDP 621. Offered fall and spring.

EDP 622: Community Service Learning

Focusing on the school, students examine theory and define problems related to community service and service learning. (Formerly Field Research II.)

2 credit hours. Prerequisite: EDP 610–611 and 615. Offered as needed.

EDP 625: Quantitative Analysis in Educational Research

Focus is on the statistical analysis and interpretation of data. Emphasis is on the General Linear Model and its application.

3 credit hours. Prerequisite: EDP 610–611 and 615, or consent of co-director. Offered as needed.

EDP 630–631: Core Seminar III: Issues and Problems in Organizational Theory, Leadership, and Policy Analysis

Issues and problems concerning educational applications of organizational theory, leadership theory, and policy analysis as they relate to district, statewide, and/or regional educational offices and agencies are presented.

6 credit hours. Prerequisite: EDP 620–621 and 625. EDP 630 is prerequisite to EDP 631. Offered fall and spring.

EDP 641: Field Research Seminar

First-, second-, and third-year students research questions and empirical designs and present them in biweekly forums. Discussion and feedback refine their research plans. (Formerly Field Research.)

1 credit hour. Prerequisite: admission to the RIC/URI Ph.D. in education program. Offered fall and spring.

EDP 662: Culture, Discourse, and Education

Students examine teaching and learning in relation to culture and discourse in social activity contexts of schools, classrooms, families, and community sites. Focus is on theories, methods, and findings of research.

3 credit hours. Prerequisite: EDP 610–611 and 615, or consent of co-director. Offered as needed.

EDP 699: Doctoral Dissertation Research

Under the direction of the instructor, students conduct a major research project and write a dissertation. A minimum of 12 credit hours in this course is required.

1–6 credit hours. Prerequisite: admission to the RIC/URI Ph.D. in education program and consent of the major professor and RIC co-director. Offered as needed.

Educational Leadership (LEAD)

LEAD 500: Developing Leaders for Learning

Effective leadership skills and dispositions are examined. Emphasis is on understanding human learning processes, developing an educational vision, and becoming a reflective leader. The role of values in leadership is also introduced.

3 credit hours. Prerequisite: graduate status and concurrent enrollment in LEAD 501, or consent of department chair. Offered fall.

LEAD 501: Developing Inquiry for Reflective Leadership

The roles of critical inquiry, research, and evaluation in reflective leadership are explored. A field research project that focuses on school system structures and processes is required.

1 credit hour. Prerequisite: graduate status and concurrent enrollment in LEAD 500, or consent of department chair. Offered fall.

LEAD 502: Building Connections: External Contexts of Leadership

Students explore methods of communicating with and influencing decision makers outside the school community to promote equitable access in learning. Emphasis is on building sociopolitical and fiscal resources to support learning.

3 credit hours. Prerequisite: admission to the M.Ed. in educational leadership program, LEAD 500, and concurrent enrollment in LEAD 503. Offered spring.

LEAD 503: Building Connections in Diverse Contexts

Students develop skill in communication, organization, and collaboration in diverse contexts. A fifty-hour field experience in an urban agency, or in a family- or youth-serving agency or school, is required. Performance-based assessments are expected.

1 credit hour. Prerequisite: admission to the M.Ed. in educational leadership program and concurrent enrollment in LEAD 502. Offered spring.

LEAD 504: Leading Learning I: Planning, Instruction, Assessment

Students develop skills and dispositions needed for instructional and transformational leadership. Emphasis is on articulating an equitable vision for learning through critical reflection and on advocating data-based decision making and accountability.

4 credit hours. Prerequisite: LEAD 502. Offered fall.

LEAD 505: Leading Learning II: Collaboration, Supervision, Technology

Students enact an equitable educational platform for learning characterized by collaborative instructional teams, effective supervision, and systematic monitoring of learning outcomes. The role of information technology is examined.

2 credit hours. Prerequisite: LEAD 504 and concurrent enrollment in LEAD 511. Offered spring.

LEAD 506: Creating Learning Structures: Equity, Law, Practice

Policy making and legislation at the local, state, and federal levels to advance learning are reviewed. Emphasis is on creating and managing structures for safe, equitable, and effective learning organizations.

4 credit hours. Prerequisite: LEAD 505. Offered summer.

LEAD 507: Leading Change I: Challenges, Capacity, Transformation

Models, strategies, and research on change and conflict resolution to improve school culture are examined. Emphasis is on the use of problem-framing, outcome monitoring, and data analysis in building capacity.

4 credit hours. Prerequisite: LEAD 506. Offered fall.

LEAD 508: Leading Change II: Research, Accountability, Ethics

This course synthesizes the research, examines ethical practice, and promotes individual and group reflective practice for leading change. Accountability through critical inquiry and evidence-based decision making is emphasized.

2 credit hours. Prerequisite: LEAD 507 and concurrent enrollment in LEAD 512. Offered spring.

LEAD 511: Leadership Internship I

This initial 150-hour, school-based experience nurtures entry-level competencies in promoting positive school culture and best practice for leading learning. Competency-focused work samples and dispositional assessments are expected.

2 credit hours. Prerequisite: concurrent enrollment in LEAD 505. Offered spring.

LEAD 512: Leadership Internship II

This final 150-hour, school-based experience focuses on consolidating entry-level competencies in promoting positive school culture and leading change. Submission of a competency-focused performance-based portfolio is required.

2 credit hours. Prerequisite: concurrent enrollment in LEAD 508. Offered spring.

Elementary Education (ELED)**ELED 261: Disability Viewed through Cross-Cultural Lenses**

Beyond official definitions, disability is a relative condition subject to different interpretations within given sociocultural contexts. Focus is on Western and non-Western cultures and their views of disability.

4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered spring and summer.

ELED 300: Concepts of Teaching

The technical skills of teaching; a repertoire of teaching models; and classroom management strategies for all children, including the atypical/exceptional are presented. Observations and multicultural/urban laboratory experiences are required.

(5) 3 credit hours. Prerequisite: FNED 346, with minimum grade of B-; minimum GPA of 2.50 in all previous courses; and admission to the elementary education teacher preparation program; or consent of department chair. Offered fall and spring.

ELED 422: Teaching Developmental Reading I

This field-based experience is concerned with reading instruction from a developmental perspective. Instructional implications for teaching special populations are covered. Focus is on the elements of a balanced program in reading and writing.

(5) 3 credit hours. Prerequisite: ELED 300, with minimum grade of B-; admission to the elementary education teacher preparation program; or consent of department chair. Offered fall and spring.

ELED 424: Teaching Developmental Reading II

In this second elementary reading methods course, students investigate alternative teaching methods and materials for diverse populations and have additional responsibilities for managing and organizing a classroom for reading instruction.

(5) 3 credit hours. Prerequisite: ELED 300, 422, and 435, each with minimum grade of B-; admission to the elementary education teacher preparation program; or consent of department chair. Offered fall and spring.

ELED 435: Teaching Language Arts in the Elementary School

The role of language arts in elementary schools and the development of teaching/learning strategies related to teaching language arts to all children are examined, including special populations. Laboratory/conference required.

(5) 3 credit hours. Prerequisite: ELED 300, with minimum grade of B-; admission to the elementary education teacher preparation program; or consent of department chair. Offered fall and spring.

ELED 436: Teaching Elementary School Social Studies

The role of social studies in elementary schools and the development of teaching/learning strategies related to teaching social studies to all children are examined, including special populations. Laboratory/conference required.

(5) 3 credit hours. Prerequisite: ELED 300, with minimum grade of B-; ELED 422 and 435, each with minimum grade of B-; POL 201, with minimum grade of C; admission to the elementary education teacher preparation program; or consent of department chair. Offered fall and spring.

ELED 437: Teaching Elementary School Science

The role of science in elementary schools and the development of teaching/learning strategies related to teaching science to all children are examined, including special populations. Laboratory/conference required.

(5) 3 credit hours. Prerequisite: BIOL 109 and PSCI 103, each with minimum grade of C, except for students electing a content major in general science; ELED 300, with minimum grade of B-; ELED 422 and 435, each with minimum grade of B-; admission to the elementary education teacher preparation program; or consent of department chair. Offered fall and spring.

ELED 438: Teaching Elementary School Mathematics

The role of mathematics in elementary schools and the development of teaching/learning strategies related to teaching mathematics to all children are examined, including special populations. Laboratory/conference required.

(5) 3 credit hours. Prerequisite: ELED 300, with minimum grade of B-; ELED 422 and 435, each with minimum grade of B-; MATH 143 and 144, each with minimum grade of C; admission to the elementary education teacher preparation program; or consent of department chair. Offered fall and spring.

ELED 439: Student Teaching in the Elementary School

Teaching experience is provided in preschool, elementary, or middle school classrooms under the joint supervision of a certified cooperating teacher and a College supervisor.

5 or 9 credit hours. Prerequisite: satisfactory completion of all major and professional courses required prior to student teaching; concurrent enrollment in ELED 469; positive recommendation from the professor of each elementary education course; cumulative GPA of 2.50 a full semester prior to student teaching; completion of technology competency requirement; completion of community service requirement; and negative result from the required tuberculin test. Offered fall and spring.

ELED 469: Student Teaching Seminar in Elementary Education

Students develop teacher behaviors appropriate to effective elementary education instruction, including classroom and time management, effective communication, and knowledge of different learning styles. (Formerly Student Teaching Seminar.)

1 credit hour. Prerequisite: concurrent enrollment in ELED 439. Offered fall and spring.

ELED 490: Directed Study

The student, working with a faculty advisor, selects a topic of study and researches the topic in depth.

3 credit hours. Prerequisite: consent of department chair. Offered as needed.

ELED 500: Reflections: The Art and Science of Teaching

Focus is on elements that contribute to the making of an effective teacher, such as general pedagogical knowledge, knowledge of educational contexts, and knowledge of self as teacher. Field work and observations are required.

3 credit hours. Prerequisite: preceding or concurrent enrollment in CEP 552 and matriculation in M.A.T. program. Offered fall and spring.

ELED 501: Reading in the Content Areas

Methods are provided for kindergarten through grade twelve teachers to help students learn from subject matter materials.

3 credit hours. Prerequisite: graduate status or consent of instructor. Offered fall, spring, summer.

ELED 504: Mathematics in the Elementary School

The content and approach to modern mathematics programs are studied, with emphasis on current research and curriculum trends.

3 credit hours. Prerequisite: graduate status and elementary school teaching experience, or consent of instructor. Offered fall, spring, summer.

ELED 507: Teaching Reading and Writing to English-as-a-Second-Language Students

Focus is on second-language literacy in reading and writing for limited-English-proficient students. Students cannot receive credit for both Elementary Education 507 and Teaching English as a Second Language 507.

3 credit hours. Prerequisite: graduate status and TESL 439 or 449 or 541. Offered fall and summer.

ELED 508: Language Arts in the Elementary School

Foundation is provided in research and theory, with focus on oral and written language learning, classroom talk, sociocultural diversity in communication styles, and the teacher's role in a child-centered classroom.

3 credit hours. Prerequisite: graduate status or consent of instructor. Offered fall, spring, summer.

ELED 510: Research Methods, Analysis, and Applications

For practitioners and consumers of research literature, study is made of the process, products, and application of educational inquiry. Topics include research design, data collection, and analysis.

3 credit hours. Prerequisite: graduate status and prior work in research methods or applied research, or tests and measurements, or statistics; or consent of instructor. Offered fall, spring, summer.

ELED 515: Literature in the Elementary School

The development of various patterns of literature instruction in the elementary school are studied. Emphasis is on the development and enrichment of children's literary taste and appreciation. Laboratory experiences are included.

3 credit hours. Prerequisite: elementary school teaching experience or consent of instructor. Offered fall.

ELED 518: Science in the Elementary School

Emphasis is on recent research and curriculum trends in science education. Individual and group laboratory experiences employ various science processes.

3 credit hours. Prerequisite: one year of college-level science or consent of instructor. Offered fall, spring, summer.

ELED 522: Developmental Reading: M.A.T. Practicum I

Foundation is provided in research and theory as applied to developmental reading and associated teaching methods. Emphasis is on application and authentic assessment in practicum settings with diverse populations.

(5) 3 credit hours. Prerequisite: admission to the M.A.T. program, CEP 552, ELED 500, FNED 546, minimum GPA of 3.0, or consent of department chair. Offered fall and spring.

ELED 524: Developmental Reading: M.A.T. Practicum II

Focus is on advanced research and theory in organizing and managing reading programs. Emphasis is on investigating alternative teaching materials and methods for diverse populations in a practicum setting.

(5) 3 credit hours. Prerequisite: admission to the M.A.T. program, CEP 552, ELED 500 and either 522 or 534 (M.A.T. only section), FNED 546, minimum GPA of 3.0, or consent of department chair. Offered fall and spring.

ELED 527: Language Arts M.A.T. Practicum

Foundation is provided in research and theory as applied to language arts and associated teaching methods. Emphasis is on application and authentic assessment in practicum settings with diverse populations.

(5) 3 credit hours. Prerequisite: admission to the M.A.T. program, CEP 552, ELED 500, FNED 546, minimum GPA of 3.0, or consent of department chair. Offered fall.

ELED 528: Social Studies in the Elementary School

Students examine and evaluate objectives, content, and organization of social studies curriculum resource materials and selected instructional models in the light of current recommendations and research data.

3 credit hours. Prerequisite: elementary school teaching experience or consent of instructor. Offered fall, spring, summer.

ELED 534: Developmental Reading: Prekindergarten through Grade Eight

Included are emergent literacy, reading and the other language arts, word recognition strategies, comprehension processes, study skills, and literacy evaluation. Emphasis is on recent research and curriculum trends in literacy education.

3 credit hours. Prerequisite: graduate status and ELED 422 or equivalent, or elementary school teaching experience, or consent of instructor. Offered fall, spring, summer.

ELED 535: The Newspaper in the Classroom

Elementary, middle, junior high, and high school teachers learn to use the newspaper as an instructional tool. A field trip to the Providence Journal is included. (Formerly Using the Newspaper to Teach Basic Skills.)

3 credit hours. Prerequisite: graduate status. Offered summer.

ELED 536: Social Studies M.A.T. Practicum

Foundation is provided in research and theory as applied to social studies and associated teaching methods. Emphasis is on application and authentic assessment in practicum settings with diverse populations.

(5) 3 credit hours. Prerequisite: admission to the M.A.T. program, CEP 552, ELED 500, FNED 546, minimum GPA of 3.0, or consent of department chair. Offered fall.

ELED 537: Science M.A.T. Practicum

Foundation is provided in research and theory as applied to science and associated teaching methods. Emphasis is on application and authentic assessment in practicum settings with diverse populations.

(5) 3 credit hours. Prerequisite: admission to the M.A.T. program, CEP 552, ELED 500, FNED 546, minimum GPA of 3.0, or consent of department chair. Offered fall and spring.

ELED 538: Mathematics M.A.T. Practicum

Foundation is provided in research and theory as applied to mathematics and associated teaching methods. Emphasis is on application and authentic assessment in practicum settings with diverse populations.

(5) 3 credit hours. Prerequisite: admission to the M.A.T. program, CEP 552, ELED 500, FNED 546, minimum GPA of 3.0, or consent of department chair. Offered fall and spring.

ELED 558: Teaching and Learning Writing

Focus is on the nature of composition, text types, and genre, including narration, exposition, description, and persuasion. (Formerly Developing Composition and Creative Writing Skills in the Elementary School.)

3 credit hours. Prerequisite: graduate status and ELED 508, or consent of instructor. Offered summer (as needed).

ELED 559: Student Teaching in the Elementary School

Under joint supervision of a certified cooperating teacher and a College supervisor, students gain teaching experience in the preschool, elementary school, or middle school classroom.

9 credit hours. Prerequisite: satisfactory completion of all courses in the M.A.T. program in elementary education, positive recommendation from instructors, minimum grade of B- in all professional education courses, cumulative GPA of 3.0 a full semester prior to student teaching, completion of technology competency requirement, completion of community service requirement, and negative result from the required tuberculin test. Offered fall and spring.

ELED 605: Elementary School Curriculum

Significant trends in the development of American society, current emphasis on the disciplines of knowledge, focus on processes, and recent research in pedagogy are linked to the curriculum of the elementary school.

3 credit hours. Offered spring and summer.

ELED 629: Remedial Reading Clinic

Emphasis is on the diagnosis and treatment of reading difficulties. Students gain proficiency in using strategies for overcoming reading difficulties and practice these techniques in a six-week summer reading clinic.

6 credit hours. Prerequisite: graduate status; ELED 501, 534, 685, 686. Offered summer.

ELED 641: Administration of Reading Programs

The role of the reading consultant in improving reading instruction is examined. Included is a study of the concept of literacy, a review of model reading programs, the change process, and curriculum planning.

3 credit hours. Prerequisite: graduate status and ELED 663. Offered spring.

ELED 663: Seminar in Education: Review of Research in Reading

Focus is on the teacher as researcher. Applications of current instructional research are integrated into a student project.

3 credit hours. Prerequisite: graduate status and ELED 629. Offered fall.

ELED 664: Seminar in Education

Topics vary.

3 credit hours. Offered fall.

ELED 685: Diagnosis of Reading Difficulties

Through lectures, demonstrations, and experiences, students are introduced to the theory of reading difficulties and develop skill in diagnosis. This course is intended for professionals who work with disabled readers.

3 credit hours. Prerequisite: graduate status; ELED 501 or 534. Offered fall.

ELED 686: Treatment of Reading Difficulties

Focus is on current theories, practices, and materials concerning students who have reading difficulties. This course is intended for professionals who work with disabled readers.

3 credit hours. Prerequisite: graduate status and ELED 685. Offered spring.

ELED 691–694: Directed Research

Students initiate a formal inquiry into an area of concern associated with their present professional responsibilities under the direction of a faculty member. A maximum of 4 credit hours may be earned in these courses.

1–4 credit hours. Prerequisite: enrollment in the M.Ed. program in secondary education or the educational specialist programs and consent of department chair. Offered as needed.

English (ENGL)

Unless otherwise noted, prior to enrolling in any 300-level English course, all students must complete the College Writing Requirement (or Writing 100) and English 161. Also note, English 201 must be completed before English 202; and English 202 must be completed before taking any 300- or 400-level English course.

ENGL 010: Basic Writing Skills

This course is designed to help basic writers develop effective short essays. Concurrent enrollment in College Course 101, along with four hours a semester in the Writing Center, is required. Grading is S or U.

3 credit hours (this credit does not apply toward the 120-credit-hour graduation requirement, but counts toward full-time enrollment and is recorded on the student's transcript). Offered fall, spring, summer.

ENGL 113: Approaches to Drama

Dramatic literature, past and present, is studied through analysis of selected plays.

3 credit hours. Gen. Ed. Category A. Offered fall and spring.

ENGL 116: Approaches to Film and Film Criticism

Film as an art form is studied through viewing and analyzing representative films and by reading and writing essays on the aesthetics of film.

(4) 3 credit hours. Gen. Ed. Category A. Offered fall and spring.

ENGL 117: Contemporary Approaches to Literature

Literature as an art form and as an expression of diverse cultural voices is studied, including the voices of women, minorities, and non-Western authors.

3 credit hours. Offered fall and spring.

ENGL 161: Western Literature

Students examine the culture and heritage of the Western world as expressed in literature.

4 credit hours. Gen. Ed. Core 1. Offered fall, spring, summer.

ENGL 163: Introduction to Non-Western Literary Cultures

Various literary writings are used to introduce students to selected themes and topics in relation to the history and culture of one or more non-Western societies. Sections of this course are titled: (1) African Narrative and (2) Modern India: A Crisis of Identity and Direction.

4 credit hours. Gen. Ed. Core 3. Offered fall, spring, summer.

ENGL 201: Introduction to Literary Study I

The principles that define form and meaning in a literary text are examined. Emphasis is on close reading and on acquiring a critical vocabulary and methodology.

4 credit hours. Offered fall and spring.

ENGL 202: Introduction to Literary Study II

The assumptions we make when we read and write about a literary text are examined. Fundamental issues of literary interpretation and various contemporary contexts for studying literature are considered.

4 credit hours. Prerequisite: ENGL 201. Offered fall and spring.

ENGL 205: Backgrounds in British Literature to 1800

Representative works of British literature from the Middle Ages through the eighteenth century are studied.

4 credit hours. Prerequisite: ENGL 161 and WRWG 100 (or completion of College Writing Requirement). Offered fall and spring.

ENGL 206: Backgrounds in British Literature 1800 to Present

Representative works of British literature of the 19th and 20th centuries are studied.

4 credit hours. Prerequisite: ENGL 161 and WRWG 100 (or completion of College Writing Requirement). Offered fall and spring.

ENGL 207: Backgrounds in American Literature

Major authors and literary movements of American literature from the beginning to the present are studied.

4 credit hours. Prerequisite: ENGL 161 and WRWG 100 (or completion of College Writing Requirement). Offered fall and spring.

ENGL 210: Children's Literature

Students read material from early folklore to current literature in order to develop discrimination in the selection of books for children at the elementary school level. Focus is on methods of interpreting and evaluating children's literature.

3 credit hours. Offered fall, spring, summer.

ENGL 212: Adolescent Literature

Themes are explored in various genres that are appropriate to adolescent tastes at differing levels of sophistication. Included is available resource material on the subject of adolescent literature.

3 credit hours. Offered fall, spring, summer.

ENGL 220: Introduction to Creative Writing

Basic techniques of writing fiction and poetry are introduced. Emphasis is on fundamental methods and forms basic to contemporary fiction and poetry.

3 credit hours. Prerequisite: WRWG 100 or completion of College Writing Requirement. Offered fall and spring.

ENGL 230: Business Writing

Students practice the forms of writing appropriate to business and industry (e.g., reports, proposals, memoranda, and letters).

3 credit hours. Prerequisite: WRWG 100 or completion of College Writing Requirement. Offered fall, spring, summer.

ENGL 231: Expository Writing

Principles of rhetoric and style are studied and applied to the writing and revision of expository, critical, and argumentative essays. The research paper is also considered.

3 credit hours. Prerequisite: completion of College Writing Requirement. Offered fall and spring.

ENGL 240: News Writing

Study includes principles of gathering and writing news, developing article ideas, writing news stories and feature articles, and submitting articles for publication.

3 credit hours. Prerequisite: WRWG 100 or completion of College Writing Requirement. Offered fall and spring.

ENGL 261: Northern Exposures: Arctic Imagination, Postcolonial Context

Students examine cultural contact narratives, both "factual" and "fictional," between European "explorers" of the Arctic and native peoples in the comparative context of European colonialism and emergent native literatures.

4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered as needed.

ENGL 262: Women, Crime, and Representation

Representations are examined in fiction, nonfiction, film, and television of women as criminals, as crime victims, and as detectives. Emphasis is on twentieth-century Western and non-Western texts.

4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered as needed.

ENGL 263: Zen and the Literary Experience

Students explore Zen and its way of mindful "unknowing" in Eastern and Western expressions. Examined are literary works, the works of Zen Buddhism, and Catholic mysticism to discover the "negative way" in the literary experience.

4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered as needed.

ENGL 264: Writing and Culture: Papyrus to Cyberspace

Various approaches are used to trace the origins, evolution, diversity, and significance of human notational and writing systems. Students cannot receive credit for both English 264 and Anthropology 264.

4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered as needed.

ENGL 265: Women's Stories across Cultures

Contemporary narratives by women from various Western and non-Western cultures are examined. Focus is on women's struggles for identity and agency within a global context and their diverse strategies of finding and telling their stories.

4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered as needed.

ENGL 301: American Literature to 1860

The poetry, nonfiction prose, and short fiction of American literature to 1860 are studied.

3 credit hours. Offered as needed.

ENGL 302: American Literature from 1860 to 1914

The poetry, nonfiction prose, and short fiction of American literature from 1860 to 1914 are studied.

3 credit hours. Offered as needed.

ENGL 303: The American Novel to 1914

Students study the beginnings and the development of the American novel up to World War I.

3 credit hours. Offered as needed.

ENGL 321: Modern Poetry

Emphasis is on major contributions in British and American poetry from 1900 to midcentury.

3 credit hours. Offered as needed.

ENGL 322: Modern Drama

Focus is on the innovators of modern drama and the American, British, and European playwrights they influenced until midcentury.

3 credit hours. Offered as needed.

ENGL 323: Modern British Novel

Focus is on the twentieth-century British novel, with emphasis on its development to midcentury.

3 credit hours. Offered as needed.

ENGL 324: Literature by Women

Works by British and American women writers are studied. Included are issues of gender, tradition, and canon.

3 credit hours. Offered as needed.

ENGL 325: Literature and Film

The role of the motion picture as a major literary and social force of the twentieth century is examined. Included are the major genres of the feature film and their relationships to other literary and visual forms.

3 credit hours. Offered as needed.

ENGL 326: Studies in African American Literature

African American literature in English is studied. This course may be repeated for credit with a change in content.

3 credit hours. Offered as needed.

ENGL 327: Ethnic-American Literatures

Issues of race, ethnicity, and canon are explored through the study of several American literatures, such as African American, Asian American, Hispanic American, and Native American.

3 credit hours. Offered as needed.

ENGL 328: Modern American Fiction

Significant fiction from World War I to midcentury is studied.

3 credit hours. Offered as needed.

ENGL 329: Contemporary American Fiction

Significant American fiction from midcentury to the present is studied.

3 credit hours. Offered as needed.

ENGL 335: Studies in World Literature

Subjects are drawn from various historical periods, such as classical Greek, modern European, or contemporary African. This course may be repeated for credit with a change in content.

3 credit hours. Offered as needed.

ENGL 336: Non-Western Literatures

Students examine literatures in a variety of genres from Asia, Africa, and any other regions that might be defined as non-Western.

3 credit hours. Offered as needed.

ENGL 337: Topics in the Aesthetics of Film

Emphasis is on the nature of film technique, the vision of reality that distinguishes film from other creative forms, and the language of film and film criticism.

3 credit hours. Offered as needed.

ENGL 340: Contemporary Poetry

Major trends, movements, and figures from midcentury to the present are studied.

3 credit hours. Offered as needed.

ENGL 341: Advanced News and Feature Writing

Students practice techniques involved in covering a beat and press conferences, conducting investigative reporting, interpretive reporting, and feature writing. Students also submit articles for publication in campus and local newspapers.

3 credit hours. Prerequisite: ENGL 240. Offered as needed.

ENGL 342: Contemporary Drama

Landmarks in dramatic literature from midcentury to the present are analyzed. Emphasis is on American, British, and European playwrights who experiment with language and technique.

3 credit hours. Offered as needed.

ENGL 343: Recent Fiction

Significant fiction of the last twenty years, without national restriction, is studied.

3 credit hours. Offered as needed.

ENGL 344: Chaucer

The Canterbury Tales, *Troilus and Criseyde*, and a number of Chaucer's short poems are studied. All are read in the late Middle English of the originals.

3 credit hours. Offered as needed.

ENGL 345: Shakespeare: The Histories and Comedies

The major Shakespearean histories and comedies are examined, with attention given to the theatrical, literary, and social background of Shakespeare's age.

3 credit hours. Offered as needed.

ENGL 346: Shakespeare: The Tragedies

This is a critical analysis of Shakespeare's major tragedies and the theatrical tradition to which they belong. Considerable attention is given to the nature of tragedy as a literary genre and to the role it plays in the Shakespearean canon.

3 credit hours. Offered as needed.

ENGL 347: British Literature to 1500

Works such as *Beowulf*, Anglo-Saxon lyrics, the works of the Pearl Poet, *Piers Plowman*, and Malory's *Morte D'Arthur* are studied.

3 credit hours. Offered as needed.

ENGL 348: British Literature from 1500 to 1603

Readings from the English Renaissance are studied, including Spenser, Sidney, the sonneteers, the nondramatic poetry of Shakespeare, and Marlowe.

3 credit hours. Offered as needed.

ENGL 351: British Literature from 1603 to 1674

Readings include the works of Donne, the metaphysical poets, Jonson, and Milton, among others.

3 credit hours. Offered as needed.

ENGL 352: British Literature from 1660 to 1784

Students examine the works of Dryden, Pope, Swift, and Johnson, among others.

3 credit hours. Offered as needed.

ENGL 354: British Literature from 1784 to 1832

The English romantic movement is examined chiefly through the works of Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats.

3 credit hours. Offered as needed.

ENGL 355: British Literature from 1832 to 1900

The Victorian period is studied, including Hopkins, Tennyson, Browning, the Pre-Raphaelites, and Arnold.

3 credit hours. Offered as needed.

ENGL 356: British Drama to 1642, Excluding Shakespeare

The development of British drama is traced from its beginnings in the Middle Ages to the closing of the theatres in 1642. Emphasis is on major Elizabethan and Jacobean dramatists other than Shakespeare.

3 credit hours. Offered as needed.

ENGL 357: Restoration and Eighteenth-Century Drama

This is a historical and critical analysis of the major dramatists in England from 1660 to 1784, including Etherege, Congreve, Gay, and Sheridan.

3 credit hours. Offered as needed.

ENGL 358: The Eighteenth-Century British Novel

The novels of such writers as Defoe, Richardson, Fielding, Smollett, Sterne, and Austen are studied.

3 credit hours. Offered as needed.

ENGL 359: The Nineteenth-Century British Novel

The novels of such writers as Thackeray, C. Bronte, E. Bronte, Dickens, Eliot, and Hardy are studied.

3 credit hours. Offered as needed.

ENGL 371: Advanced Creative Writing, Fiction

Students write, discuss, and revise a number of original works and also study the work of established writers. This course may be repeated for credit.

3 credit hours. Prerequisite: ENGL 220. Offered as needed.

ENGL 372: Advanced Creative Writing, Poetry

Students write, discuss, and revise a number of poems and also analyze the works of established poets. This course may be repeated for credit.

3 credit hours. Prerequisite: ENGL 220. Offered as needed.

ENGL 373: Advanced Creative Writing, Nonfiction Prose

Focus is on the production and revision of literary prose, which may include the nonfiction narrative, the personal essay, the prose meditation, or the autobiography. This course may be repeated for credit.

3 credit hours. Prerequisite: ENGL 220. Offered as needed.

ENGL 432: History of the English Language

Students analyze the phonological, morphological, and syntactic changes affecting the growth and structure of Old, Middle, and modern English, including the political and social factors that influenced the development of the language.

3 credit hours. Offered as needed.

ENGL 433: Modern English Grammar

The structure of modern English is examined: its phonology, morphology, and syntax; its personal, social, and communicative purposes; its historical development and variations; and language acquisition.

3 credit hours. Offered as needed.

ENGL 434: Studies in Theory and Criticism

Topics are selected from contemporary theory or the history of criticism. This course may be repeated for credit with a change in content.

3 credit hours. Offered as needed.

ENGL 460: Seminar in Major Authors and Themes

Close analysis is made of a limited number of works by a major author or of a single topic. A research-based seminar paper is required.

4 credit hours. Prerequisite: four 300-level English courses. Offered fall and spring.

ENGL 481: Advanced Workshop in Creative Writing

Students aim at producing original work in fiction, poetry, or nonfiction prose that is of publishable quality. Enrollment is limited to fifteen students.

3 credit hours. Prerequisite: completion of 6 credit hours of creative writing courses at the 300-level and consent of instructor. Offered as needed.

ENGL 490: Directed Study

The student, working with a faculty member, selects a topic for study and researches it in depth. Students wishing to pursue a creative writing project should submit a portfolio of work with their application.

3 credit hours. Prerequisite: consent of instructor, department chair, and dean. Offered as needed.

ENGL 491: Directed Study

This course is open to students whose topic in English 490 may be more fully realized by an additional semester's work.

3 credit hours. Prerequisite: ENGL 490; and consent of instructor, department chair, and dean. Offered as needed.

ENGL 501: Introduction to Graduate Study

Students are introduced to the advanced study of literature and to current critical theories and methodologies.

3 credit hours. Prerequisite: graduate status and consent of department chair. Offered fall.

ENGL 520: Topics in Composition Theory, Rhetoric, and Language Study

Various approaches to language and composition studies are offered. Topics will vary and may include history of the language, linguistics, rhetoric, or the current state of composition theory and pedagogy.

3 credit hours. Prerequisite: graduate status and consent of department chair. Offered fall.

ENGL 521: Topics in Cultural Studies

Students view texts as cultural products and as forms of cultural practice in the context of such issues as racial, sexual, and class politics.

3 credit hours. Prerequisite: graduate status and consent of department chair. Offered as needed.

ENGL 522: Topics in Feminist Theory and Literature

Focus is on one or more areas of contemporary feminist theory in conjunction with literature by women and/or representations of women in literature.

3 credit hours. Prerequisite: graduate status and consent of department chair. Offered as needed.

ENGL 523: Topics in Ethnic American and/or African American Literatures

Issues of culture, identity, race, and power are considered in the literature of one or more ethnic groups and/or of African Americans.

3 credit hours. Prerequisite: graduate status and consent of department chair. Offered as needed.

ENGL 524: Topics in Postcolonial Literatures

Students examine representative ideas found in African, South Asian, and Caribbean postcolonial literatures and their contributions to Western discourses of race, ethnicity, and gender and to debates about literary form and canon formation.

3 credit hours. Prerequisite: graduate status and consent of department chair. Offered as needed.

ENGL 525: Topics in Genre

Focus is on the theory and practice of a particular genre or on a comparative cross-genre approach.

3 credit hours. Prerequisite: graduate status and consent of department chair. Offered as needed.

ENGL 530: Topics in British Literature before 1660

Achievements of British writers from the medieval and Renaissance periods are considered within their cultural contexts. Periods, topics, and approaches vary with instructor.

3 credit hours. Prerequisite: graduate status and consent of department chair. Offered as needed.

ENGL 531: Topics in British Literature from 1660 to 1900

Achievements of Restoration and eighteenth-century, romantic and Victorian British writers are considered within their cultural contexts. Periods, topics, and approaches vary with instructor.

3 credit hours. Prerequisite: graduate status and consent of department chair. Offered as needed.

ENGL 532: Topics in British Literature since 1900

Achievements of modern and contemporary British writers are considered within their cultural contexts. Periods, topics, and approaches vary with instructor.

3 credit hours. Prerequisite: graduate status and consent of department chair. Offered as needed.

ENGL 540: Topics in American Literature before 1900

Achievements of American writers from the beginning through the nineteenth century are explored within their cultural contexts. Periods, topics, and approaches vary with instructor.

3 credit hours. Prerequisite: graduate status and consent of department chair. Offered as needed.

ENGL 541: Topics in American Literature since 1900

Achievements of American writers of the past century are examined within their cultural contexts. Periods, topics, and approaches vary with instructor.

3 credit hours. Prerequisite: graduate status and consent of department chair. Offered as needed.

ENGL 560: Seminar in Literary Theory

Significant issues in literary and cultural theory are considered.

3 credit hours. Prerequisite: graduate status and consent of department chair. Offered as needed.

ENGL 581: Workshop in Creative Writing

Students write, revise, and present original work to be discussed and critiqued by workshop members under the direction of the instructor. Work of publishable quality is the goal.

3 credit hours. Prerequisite: graduate status and consent of department chair. Offered as needed.

ENGL 591: Directed Reading

After consulting an advisor, the student pursues a program of reading. This course may be repeated for credit with a change in content.

3 credit hours. Prerequisite: consent of the Department of English Graduate Committee. Offered as needed.

ENGL 592: Master's Thesis

Under the supervision of a faculty member, the student writes either a substantial critical paper or a substantial portfolio of creative work.

3 credit hours. Prerequisite: approval of thesis proposal by the Department of English Graduate Committee. Offered as needed.

English as a Second Language (ESL)

The courses listed below are intended for nonnative speakers of English.

ESL 101: Intensive Basic English as a Second Language

This is the initial course for students who are proficient in a language other than English. English fluency in basic interpersonal communication is increased by listening, speaking, reading, and writing. A laboratory component is required.

(8) 4 credit hours. Prerequisite: department placement examination. Offered fall, spring, summer.

ESL 102: Intensive Intermediate English as a Second Language

Students develop intermediate-level English skills in listening, speaking, reading, and writing as they apply to interpersonal communication and academic areas. A laboratory component is required.

(8) 4 credit hours. Prerequisite: ESL 101 or department placement examination. Offered fall, spring, summer.

ESL 201: Intensive Advanced English as a Second Language

Advanced-level communication skills are developed in listening, speaking, reading, and writing. Activities include essay writing, debates, and discussions on academic topics. A laboratory component is required.

(8) 4 credit hours. Prerequisite: ESL 102 or department placement examination. Offered fall, spring, summer.

Film Studies (FILM)

FILM 162: The Afro-Brazilian Experience and Brazilian Cinema

Brazil's history and cultures are introduced, and films made by Brazilians are analyzed. Emphasis is on the historical experience of Afro-Brazilians.

4 credit hours. Gen. Ed. Core 3. Offered once annually.

FILM 220: History of Film I

The history of silent film is traced from 1896 to 1926. Major theoretical statements from the period are also considered.

4 credit hours. Prerequisite: COMM 241 or ENGL 116, or consent of program director. Offered fall.

FILM 221: History of Film II

Focus is on the development of sound film from the late 1920s to the present. It is strongly recommended that students take Film Studies 220 before enrolling in this course.

4 credit hours. Prerequisite: COMM 241 or ENGL 116, or consent of program director. Offered spring.

FILM 262: Film and Representation: Cross-Cultural Projections

Cross-cultural representation in film is analyzed. Included is an examination of the way American cinema has represented other cultures and the ways other cultures have represented themselves and their relation to America through film.

4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered as needed.

FILM 305: Exploring Ethnographic Film

A broad perspective on the ethnographic category of documentary film is provided. Students cannot receive credit for both Anthropology 305 and Film Studies 305.

4 credit hours. Prerequisite: ANTH 101, COMM 241, ENGL 116, or FILM 220. Offered as needed.

FILM 351: Major Directors

The work of directors who have made major contributions to film is examined. Focus is limited to one or two directors. This course may be repeated for credit with a change in content.

4 credit hours. Prerequisite: COMM 241 or ENGL 116, or consent of program director. Offered as needed.

FILM 352: Film Genres

An important film genre is traced. Topic varies. This course may be repeated for credit with a change in content.

4 credit hours. Prerequisite: COMM 241 or ENGL 116, or consent of program director. Offered as needed.

FILM 353: National Cinemas

Movements in national cinemas are analyzed. Topics vary. This course may be repeated for credit with a change in content.

4 credit hours. Prerequisite: COMM 241 or ENGL 116, or consent of program director. Offered as needed.

FILM 450: Topics in the Study of Film

Topics vary. This course may be repeated for credit with a change in content.

4 credit hours. Prerequisite: COMM 241 or ENGL 116, or consent of program director. Offered as needed.

FILM 454: Film Theory

Through extensive readings, students examine issues in contemporary film theory, particularly the language and concepts of semiotics, models of psychoanalytic and feminist film theory, and the relationship between textuality and ideology.

4 credit hours. Prerequisite: COMM 241 or ENGL 116; FILM 220, 221; at least two 300-level film courses; or consent of program director. Offered as needed.

FILM 490: Directed Study

The student, working with a faculty advisor, selects a topic for study and researches the topic in depth.

3 credit hours. Prerequisite: consent of program director. Offered as needed.

FILM 491: Directed Study

This course is open to students whose topic in Film Studies 490 may be more fully realized by an additional semester's work.

3 credit hours. Prerequisite: consent of program director. Offered as needed.

Finance (FIN)**FIN 330: Managerial Finance and Control**

Concepts of financial management are introduced. Topics include the financial environment of firms, the time value of money, risk and return, techniques of capital budgeting, cost of capital, and capital structure. Lecture and laboratory. (Formerly Finance 430.)

(4) 3 credit hours. Prerequisite: ACCT 201; ECON 214, 215; MATH 248. Offered fall, spring, summer.

FIN 431: Intermediate Finance

Selected topics from Finance 330 are studied in greater detail, with emphasis on problems associated with managing a firm's asset and financial structures. Substantial use is made of case studies. (Formerly Management 331.)

3 credit hours. Prerequisite: FIN 330 and MGT 249. Offered fall and spring.

FIN 432: Theory of Investment

This course builds on risk and return analysis and the Efficient Market Hypothesis. Emphasis is on modern portfolio theory, capital asset pricing theories, and developing synthetic positions via derivative markets. (Formerly Investments.)

3 credit hours. Prerequisite: FIN 330 and MGT 249. Offered fall and spring.

FIN 434: International Financial Management

Corporate finance issues faced by multinational firms are studied. Topics include foreign exchange exposure, currency risk management, international financial markets, currency derivatives, and capital budgeting.

3 credit hours. Prerequisite: FIN 330 and MGT 249. Offered as needed.

FIN 461: Seminar in Finance

This is an integrating experience in finance and investment-related theories, concepts, and practices. Case analysis—integrating the finance function with other functional managements—is used. Related literature is examined.

3 credit hours. Prerequisite: ECON 449; FIN 431, 432. Offered spring.

FIN 463: Seminar in Portfolio Management

The portfolio management process is examined. Topics include investment policy statement, asset allocation, and rebalancing portfolios. Use of a student-managed fund will blend theory with practice of money management.

3 credit hours. Prerequisite: ECON 449; FIN 431, 432; and approval by a faculty selection committee. Offered as needed.

FIN 467: Directed Internship

Students are assigned to a business, an industrial organization, or a not-for-profit organization and supervised by a mentor. Students receive 1 credit hour for every four hours of work. A two-hour biweekly seminar is included.

3–9 credit hours. Prerequisite: junior standing, a major or minor in a School of Management program, and consent of internship director and appropriate faculty member. Offered fall, spring, summer.

FIN 556: Mutual Funds for Income and Retirement

The role of mutual fund investing for the achievement of the goals of the client is reviewed. Focus is on the need for ongoing portfolio realignment and risk management. Various funds and reporting services are also explored.

3 credit hours. Prerequisite: ACCT 533 or consent of instructor. Offered as needed.

FIN 558: Asset Allocation

Determination of the optimum portfolio to meet the needs of specific clients is examined. Focus is on risk considerations, diversification, and strategy development within the context of client expectations and goals.

3 credit hours. Prerequisite: consent of chair. Offered as needed.

FIN 559: Insurance Planning and Risk Management

Insurance information that financial planners need to know is discussed. Topics include best products available, risks to being insured, policy provisions, and adequacy of insurance coverage.

3 credit hours. Prerequisite: ACCT 533 or consent of chair. Offered as needed.

Foundations of Education (FNED)**FNED 340: Foundations of Education**

An interdisciplinary approach is used to introduce prospective teachers to various contexts of schooling. Students cannot receive credit for both Foundations of Education 340 and 346.

3 credit hours. Prerequisite: at least 30 credit hours of college-level course work or consent of department chair. Offered as needed.

FNED 345: Diversity and the Public School

Categories of race, ethnicity, social class, gender, and exceptionality are considered. Students cannot receive credit for both Foundations of Education 345 and 346.

3 credit hours. Prerequisite: Offered as needed.

FNED 346: Schooling in a Democratic Society

The social and cultural forces that affect schools are examined. Fifteen hours of field-based experience required. Students cannot receive credit for both Foundations of Education 340 and 346, nor for both Foundations of Education 345 and 346.

4 credit hours. Prerequisite: 12 credit hours of college-level course work and completion of College Writing Requirement, or consent of department chair. Offered fall, spring, summer.

FNED 502: Social Issues in Education

The social and cultural foundations of education are explored. Topics include historical, political, global, and legal perspectives on contemporary schooling. (Formerly Current Problems in Education.)

3 credit hours. Prerequisite: graduate status or consent of department chair. Offered fall, spring, summer.

FNED 520: Cultural Foundations of Education

The matrices of cultural influences on formal and informal educational processes are examined. Attention is given to the effects of cultural pluralism and bilingualism on American education.

3 credit hours. Prerequisite: graduate status or consent of department chair. Offered fall, spring, summer.

FNED 541: Comparative Philosophies of Education

Philosophical perspectives that have been brought to bear on educational concerns are compared, particularly the role of schooling in a democratic society. Students cannot receive credit for both Foundations of Education 541 and 546.

3 credit hours. Prerequisite: graduate status or consent of department chair. Offered as needed.

FNED 546: Contexts of Schooling

Integrating class work and a fifteen-hour field component, students examine the social and cultural forces that affect schools. Students cannot receive credit for both Foundations of Education 541 and 546.

4 credit hours. Prerequisite: graduate status or consent of department chair. Offered fall, spring, summer.

FNED 547: Introduction to Classroom Research

Preservice and in-service teachers are introduced to qualitative and quantitative research in education through the interpretation of published studies and through the initiation of a study in a classroom.

3 credit hours. Prerequisite: graduate status or consent of department chair. Offered fall and spring.

French (FREN)**FREN 101: Elementary French I**

Students learn to understand, speak, read, and write in French and gain an understanding of French life and character. Language laboratory is required. Not open to students who offer admission credit in French.

4 credit hours. Offered fall and spring.

FREN 102: Elementary French II

Four skills in elementary French: listening, speaking, reading, and writing are further developed within the context of French culture. Language laboratory is required.

4 credit hours. Prerequisite: FREN 101 or one year of secondary school French, or consent of department chair. Offered spring.

FREN 110: Review of Basic French

Four skills: listening, speaking, reading, and writing are reviewed. This course is for students continuing their study of French begun in the secondary school. Language laboratory is required.

3 credit hours. Gen. Ed. Category SB. Prerequisite: two years of secondary school French or consent of department chair. Not open to students who have completed FREN 101 or 102. Offered fall and spring.

FREN 113: Intermediate French I

The cultural heritage of the French-speaking world is examined through selected cultural readings. Grammar and vocabulary are reviewed through a communicative approach. Language laboratory is required.

3 credit hours. Gen. Ed. Category SB. Prerequisite: FREN 102 or 110, or three years of secondary school French, or a score of 500–549 on the CEEB Achievement Test in French. Offered fall.

FREN 114: Intermediate French II

Through selected readings, literature as a reflection of the French-speaking world is examined. The development of language skills is continued through a communicative approach. Language laboratory is required.

3 credit hours. Prerequisite: FREN 113 or equivalent, or a score of 550–599 on the CEEB Achievement Test in French, or consent of department chair. Offered spring.

FREN 201: Advanced French: Conversation and Composition

Through contextualized activities, idiomatic spoken French and the more important structures required for written communication are studied. Various media provide information about modern France. Language laboratory is required.

4 credit hours. Prerequisite: FREN 114 or equivalent, or a score of 600 or above on the CEEB Achievement Test in French, or consent of department chair. Offered fall.

FREN 202: Advanced French: Composition and Conversation

Writing skills, style, and content are developed. Various media provide the basis for discussion of current issues in France and the Francophone world. Language laboratory is required.

4 credit hours. Prerequisite: FREN 201 or consent of department chair. Offered spring.

FREN 323: Survey of French Literature from the Middle Ages to 1789

Major writers and literary movements are studied in their historical and social context. Course activities include *explications de texte*, short papers, and discussion in French.

3 credit hours. Prerequisite: preceding or concurrent enrollment in FREN 202 or consent of department chair. Offered as needed.

FREN 324: Survey of French Literature from 1789 to the Present

This is a continuation of French 323. Major French and Francophone writers are studied, and the technique of close reading is presented. This course is conducted in French.

3 credit hours. Prerequisite: preceding or concurrent enrollment in FREN 202 or consent of the department chair. Offered as needed.

FREN 330: French Civilization

Major historical periods, geopolitical events, and cultural movements are studied in order to understand the evolution of contemporary French society. This course is conducted in French.

3 credit hours. Prerequisite: preceding or concurrent enrollment in FREN 201 or consent of department chair. Offered as needed.

FREN 390: Directed Study

The student selects a topic and undertakes concentrated research under the supervision of a faculty advisor.

1–3 credit hours. Prerequisite: consent of department chair. Offered as needed.

FREN 400: Applied Linguistics

The meaning and nature of language and its application to the teaching of French is studied. Emphasis is on the planning and presentation of basic audio-lingual structures. Language laboratory is included.

3 credit hours. Offered as needed.

FREN 416: Studies in the Seventeenth Century

Representative works of the seventeenth century are studied against the historical and social background of the period.

3 credit hours. Prerequisite: FREN 323 and 324, or consent of department chair. Offered as needed.

FREN 417: Studies in the Eighteenth Century

Representative works of the eighteenth century are studied against the historical and social background of the period.

3 credit hours. Prerequisite: FREN 323 and 324, or consent of department chair. Offered as needed.

FREN 418: Studies in the Nineteenth Century

Representative works of the nineteenth century are studied against the historical and social background of the period.

3 credit hours. Prerequisite: FREN 323 and 324, or consent of department chair. Offered as needed.

FREN 419: Studies in the Twentieth Century

Representative works of the twentieth century are studied against the historical and social background of the period.

3 credit hours. Prerequisite: FREN 323 and 324, or consent of department chair. Offered as needed.

FREN 420: Applied Grammar

The practical application of grammar in both oral and written forms is exercised. Included is an intensive study of construction and idiomatic expressions.

3 credit hours. Prerequisite: FREN 202 or equivalent. Offered alternate years.

FREN 460: Seminar in French

This course involves individual and group study of a major author, movement, or period in French literature. A major paper is required. Topics are announced in advance.

3 credit hours. Prerequisite: open to seniors majoring in French. Offered spring.

FREN 520: Grammar, Composition, and Stylistics

Precision of diction and accuracy and clarity of expression are the goals of this course. Oral and written exercises are used extensively, and grammar is studied pragmatically.

3 credit hours. Prerequisite: graduate status. Offered as needed.

FREN 560: Graduate Seminar in French

Individual and group study is made of a major author or an important period in French literature and is directed toward the writing of a major paper in thesis form. This course may be repeated for credit with a change in content.

3 credit hours. Prerequisite: graduate status. Offered spring.

FREN 590: Directed Study

The student selects a topic and undertakes concentrated research under the supervision of a faculty advisor. A major paper in thesis form is required. This course may be repeated for credit with a change in content.

3 credit hours. Prerequisite: consent of department chair. Offered as needed.

FREN 595: Master's Thesis

Credit is assigned in the semester that the thesis is completed and approved. No grade is given in this course.

6 credit hours. Prerequisite: open only to students enrolled in the M.A. program in French. Offered as needed.

General Education (GEN)**GEN 261: Intercultural Encounters: Judaism, Christianity, Islam**

The intersection of world cultures in historical and/or contemporary contexts is studied. Students cannot receive credit for both General Education 261 and Anthropology 261.

4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered as needed.

GEN 262: The Global Development Debate and Hunger

Students consider global development from both Western and non-Western perspectives and focus on hunger as a major development issue that confronts humankind.

4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered as needed.

Geography (GEOG)

Unless otherwise noted: prior to enrolling in any 300-level geography course, all students must have completed a 100- or 200-level geography course or have the consent of the department chair.

GEOG 100: Introduction to Environmental Studies

Focus is on the nature and extent of human modification of the earth's natural environments. (Formerly The Changing Environment of Man.)

3 credit hours. Gen. Ed. Category SB. Offered fall, spring, summer.

GEOG 101: Introduction to Geography

Cultural and physical elements of geography are considered individually, in interrelationship, and as these elements are found in areal patterns of political, cultural, and economic associations. Included is the use and interpretation of maps.

3 credit hours. Gen. Ed. Category SB. Offered fall, spring, summer.

GEOG 205: Earth's Physical Environments

Atmospheric, oceanic, and landform processes are studied as they shape and give character to the surface of the earth. Students cannot receive credit for both Geography 205 and Physical Science 205.

3 credit hours. Gen. Ed. Category SM. Offered fall, spring, summer.

GEOG 261: The New Global Village: The Future of the World's Great Cities

The processes and consequences of the migration of people to the great cities of the West and non-West are studied. Emphasis is on the diversity of histories and cultural legacies and the commonalities of the urbanization experience.

4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered fall or spring (alternate years).

GEOG 263: Human Response to Natural Disasters

How humans perceive and respond to natural disasters is a function of culture. Human responses to disasters, such as earthquakes, floods, and volcanic eruptions, are explored through examination of cases drawn from around the globe.

4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered fall or spring (alternate years).

GEOG 301: Natural Resource Management

The extent and variety of natural resource use is examined, the environmental impacts thereof, and the management philosophies and efforts to regulate this use for the benefit of contemporary and future populations.

3 credit hours. Offered as needed.

GEOG 305: Geography of Rhode Island

Discussion centers on the geographic elements in the history and development of Rhode Island. Assessment is made of Rhode Island's place in the New England, national, and world scenes.

3 credit hours. Offered as needed.

GEOG 306: Geographic Skills and Methods

Skills and methods in theoretical and applied geography are covered. Interpretation of maps and data gathered through remote sensing is followed by the application of spatial data to problem solving in the social and environmental sciences.

3 credit hours. Offered as needed.

GEOG 312: Historical Geography of the United States

The historical development of the United States is examined from a geographical viewpoint. Emphasis is on the interaction of physical and cultural elements that contribute to the emergence of distinctive landscapes, past and present.

3 credit hours. Offered as needed.

GEOG 313: Disaster Management

Focus is on societal responses to disasters and the systems created to deal with such phenomena. Included are causes of disasters and plans formulated to cope with them.

3 credit hours. Offered as needed.

GEOG 320: Coastal Geography

The diverse geographic aspects of the land-sea interface are analyzed. Topics include coastal geomorphology and climate, fisheries and other natural resources, patterns of land use, and coastal regionalism.

3 credit hours. Offered as needed.

GEOG 337: Urban Political Geography

Geographic and political analyses are used to study the growth of cities. Discussion includes the role of cities on local, national, and world scales. Students cannot receive credit for both Geography 337 and Political Science 337.

3 credit hours. Prerequisite: any 100- or 200-level geography or political science course, or consent of department chair. Offered as needed.

GEOG 338: People, Houses, Neighborhoods, and Cities

City planning and housing development are studied within the context of how and why neighborhoods change over time. Attention is given to land use plans, zoning maps, and the city building process.

3 credit hours. Offered as needed.

GEOG 339: Metropolitan Providence: Past, Present, and Future

The historic growth, subsequent decline, and modern renaissance of Providence are examined. Topics include local politics, public policies, and major public building projects.

3 credit hours. Offered as needed.

GEOG 400: Regional Geography

The geographic elements of major world areas are assessed. Focus is on physical and cultural elements in a comparative context.

3 credit hours. Prerequisite: any 100- or 200-level course in a social science or consent of department chair. Offered fall and spring.

GEOG 407: New England Landscapes Pre-1900

New England's rich legacy of historical landscapes form the basis for this field-trip course. Topics include urbanization, traditional land uses, industrialization, leisure landscapes, maritime activities, and the evolution of landscape architecture.

3 credit hours. Prerequisite: any course in a social science or consent of department chair. Offered summer.

GEOG 408: New England Landscapes since 1900

Field studies of maturing twentieth-century New England landscapes are conducted. Topics include the coastal zone, the metropolis, and the rural/urban fringe and rural New England. (Formerly Historical Landscapes of New England.)

3 credit hours. Prerequisite: any course in a social science or consent of department chair. Offered summer.

GEOG 460: Senior Seminar: Theory and Research

The evolution of geographic theories and philosophies is examined, along with their application to contemporary research problems. (Formerly Seminar in Geography.)

3 credit hours. Prerequisite: 18 credit hours of geography courses. Offered as needed.

GEOG 463: Internship in Geography

This internship, normally taken in the senior year, provides on-the-job experience in applied professional geography. Normally this involves a negotiated number of hours per week working in either a private firm or public agency.

3–6 credit hours. Prerequisite: open only to geography majors with consent of advisor. Offered as needed.

GEOG 470: Reading Course in Geography

Directed reading under the guidance of a geographer is determined on the basis of the student's and the instructor's interests.

1–4 credit hours. Prerequisite: consent of department chair. Offered as needed.

GEOG 490: Directed Study in Geography

The student selects a topic and undertakes concentrated research under the supervision of a faculty advisor.

1–4 credit hours. Prerequisite: consent of department chair, instructor with whom student wishes to work, and dean. Offered as needed.

German (GRMN)**GRMN 101: Elementary German I**

Students learn to understand, speak, read, and write in German and gain an understanding of German life and character. Language laboratory is required. Not open to students who have offered admission credit in German.

4 credit hours. Offered fall.

GRMN 102: Elementary German II

Four skills in elementary German: listening, speaking, reading, and writing are further developed within the context of German culture. Language laboratory is required.

4 credit hours. Prerequisite: GRMN 101 or one year of secondary school German, or consent of department chair. Offered spring.

GRMN 113: Intermediate German

The cultural and linguistic heritage of Germany is examined through selected readings. Grammar is reviewed and basic oral and written skills developed. Language laboratory is required.

3 credit hours. Gen. Ed. Category SB. Prerequisite: GRMN 102, or three years of secondary school German, or a score of 500–549 on the CEEB Achievement Test in German. Offered as needed.

GRMN 114: Readings in Intermediate German

Literature as a reflection of the German-speaking world is examined through selected readings, and the development of language skills continues through a communicative approach. Language laboratory is required.

3 credit hours. Prerequisite: GRMN 113 or equivalent, or a score of 550–599 on the CEEB Achievement Test in German, or consent of department chair. Offered as needed.

Gerontology (GRTL)**GRTL 315: Physical Aspects of Aging**

This is a multidisciplinary approach to the study of human aging. Presented are concepts related to longevity and theories of aging.

3 credit hours. Prerequisite: SOC 217. Offered fall.

Health Education (HED)

HED 101: Human Sexuality

This is an introduction to human sexuality through multidisciplinary research and theory. Attention is given to sociological perspectives. Guest lectures and films add to the breadth of approach.

3 credit hours. Offered fall, spring, summer.

HED 102: Personal Health

Students are introduced to personal health and wellness through lecture, discussion, and class projects. Focus is on basic health issues, problems, and associated health behaviors.

3 credit hours. Offered fall, spring, summer.

HED 115: Fundamentals of First Aid and Cardiopulmonary Resuscitation

Fundamental principles and skills of basic first aid and cardiopulmonary resuscitation (CPR) are presented. Upon satisfactory completion of each unit, appropriate certification is available. This is an eight-week course.

(4) 2 credit hours. Offered fall, spring, summer.

HED 202: Principles of Health Education

The basic principles of health education in school and community settings are studied. Focus is on professional and personal philosophy, the influence of technology, entry-level responsibilities, and the future of the profession.

3 credit hours. Prerequisite: HED 102 or consent of department chair. Offered fall.

HED 221: Nutrition

The fundamental principles of human nutrition are presented, with application to the planning of dietaries.

3 credit hours. Prerequisite: HED 102 or consent of department chair. Offered fall and spring.

HED 233: Social Perspectives of Health

Issues of diversity, family living, violence, aging, and death and their role in contemporary society are surveyed. Discussions include the factors that affect attitudes and behavior on society.

3 credit hours. Prerequisite: HED 102 or consent of department chair. Offered spring.

HED 300: Concepts of Teaching

This is the analytical study of teaching health education. Included are teaching models, the technical skills of teaching, instructional planning, classroom management strategies, and several observational techniques. School visits are required.

4 credit hours. Prerequisite: minimum cumulative GPA of 2.50 and admission into the health education teacher preparation program, or consent of department chair. Offered fall and spring.

HED 303: Community Health

Readings, discussions, and presentations are given on the critical issues of community health. Included are an interpretation of vital statistics, special populations, and communicable diseases. (Formerly Community Health and Safety.)

3 credit hours. Prerequisite: HED 102 and 202, or consent of department chair. Offered spring.

HED 307: Dynamics and Determinants of Disease

Focus is on the causes and impact of selected chronic and infectious diseases in specific human populations and environments. Included are prevention strategies and resources for health care.

3 credit hours. Prerequisite: HED 233 and 303, or consent of department chair. Offered fall.

HED 325: Assessment in Health and Physical Education

Construction, administration, and interpretation of measuring devices for classroom and program assessment are covered. Student performance, achievement, and program status are also evaluated and discussed.

3 credit hours. Prerequisite: HED 300 or PED 301, or consent of department chair. Offered fall or spring.

HED 335: Consumer Health

Issues and problems affecting health consumerism are covered. Emphasis is on selecting health services; examining the appropriateness of wellness and health promotional activities; and interpreting and evaluating claims.

3 credit hours. Prerequisite: HED 102 or consent of department chair. Offered as needed.

HED 346: Methods and Materials in Elementary School Health Education and Physical Education

Basic principles of comprehensive health education and physical education programs for elementary schools are addressed. Students cannot receive credit for both Physical Education 346 and Health Education 346.

(4) 3 credit hours. Prerequisite: 60 credit hours of undergraduate courses and admission into the elementary education teacher preparation program. Offered fall and spring.

HED 404: Organization and Administration of School Health Education Programs

The organizational and administrative relationships of coordinated school health education programs are presented. School health education issues are discussed in regard to specific administrative concerns.

3 credit hours. Prerequisite: HED 300, admission into the health education teacher preparation program, and minimum cumulative GPA of 2.50, or consent of department chair. Offered spring.

HED 406: Advanced Issues and Concerns in Community and Public Health

Students analyze further the etiology of various community health issues. Program planning, implementation, and evaluation are applied to a diversity of community and public health problems.

3 credit hours. Prerequisite: HED 303 or consent of department chair. Offered fall or spring.

HED 410: Stress Management

Students explore connections between mental and physical health as related to managing stress. Activities include identifying sources and the impact of stress on health, and the implementation of stress management techniques.

3 credit hours. Prerequisite: HED 300 or PED 301 or consent of department chair. Offered fall.

HED 417: Advanced Issues in School and Community Health

Students develop skills in program planning, implementation, and evaluation regarding specific health promotion issues in both school and community settings.

3 credit hours. Prerequisite: HED 300 and 303, or consent of department chair. Offered fall or spring.

HED 418: Practicum in Health Education

Students learn to enhance classroom preparation and presentation of comprehensive health education in kindergarten through grade twelve. Included is the development of lesson and unit plans and a supervised teaching experience.

4 credit hours. Prerequisite: HED 300, admission into the health education teacher preparation program, and minimum cumulative GPA of 2.50, or consent of department chair. Offered fall.

HED 419: Practicum in Community Health

Under the guidance of College and agency personnel, students examine various health education programs, strategies for implementing programs, and the operation of various health agencies.

3 credit hours. Prerequisite: HED 300 and 303, minimum cumulative GPA of 2.50, and consent of department chair. Offered fall.

HED 426: Community Health: Field Placement

Theoretical formulations discussed in previous courses are applied. Skills essential to the community health profession are developed and implemented in select community health agencies. Students also attend a related senior seminar.

9 credit hours. Prerequisite: HED 419 and minimum cumulative GPA of 2.50. Offered fall, spring, or summer.

HED 427: Student Teaching in Health Education

Public school teaching experience is provided under the joint supervision of cooperating teachers and a College supervisor.

5 or 9 credit hours. Prerequisite: satisfactory completion of all major, cognate, and professional courses required prior to student teaching; concurrent enrollment in HED 428; positive recommendation from the professor of each professional course; cumulative GPA of 2.50 a full semester prior to student teaching; completion of technology competency requirement; completion of community service requirement; and negative result from the required tuberculin test. Offered fall and spring.

HED 428: Student Teaching Seminar in Health and Physical Education

Students develop teacher behaviors appropriate to effective health education instruction, including classroom and time management, effective communication, knowledge of different learning styles, and teaching strategies.

1 credit hour. Prerequisite: concurrent enrollment in HED 427. Offered fall and spring.

HED 431: Drug Education

A foundation in substance abuse is presented from which students create and present unit plans on a variety of drug issues. Aspects of professional ethics versus obligations to the community are included in discussions and presentations.

3 credit hours. Prerequisite: HED 300 or PED 301 or consent of department chair. Offered spring.

HED 500: Introduction to Health Education and Health Promotion

Focus is on the basic principles of health education and health promotion in school and nonschool settings. Included are the philosophy, ethics, responsibilities, and practice of health education.

3 credit hours. Prerequisite: graduate status. Offered fall.

HED 501: Curriculum Design in Health Education

The development of curriculum in health education programs is considered with regard to individual and social needs.

3 credit hours. Prerequisite: HED 500 or consent of instructor. Offered fall.

HED 505: Principles of Program Development in Health Education

Focus is on techniques, processes, and models of developing health education programs in schools, communities, and work sites. Emphasis is on planning, implementation, and evaluation strategies.

3 credit hours. Prerequisite: graduate status or consent of instructor. Offered spring.

HED 507: Epidemiology and Biostatistics

Focus is on the causes, frequencies, and distribution of diseases and health issues in various populations. Students collect, tabulate, analyze, and interpret statistical facts about the occurrence of health problems and deaths in a community.

3 credit hours. Prerequisite: graduate status or consent of instructor. Offered spring.

HED 530: Family Life and Sexuality Education

Human sexuality issues and sexuality education principles are studied. Students develop those skills necessary for implementing school-based sexuality education programs.

3 credit hours. Prerequisite: graduate status or consent of department chair. Offered as needed.

HED 531: Methods and Procedures for School Nurse Teachers

Students examine the scope, principles, and practices required of certified school nurse teachers in an educational setting. This course meets state certification requirements for school nurse teachers.

3 credit hours. Prerequisite: registered nurse, with B.S. degree. Offered spring.

HED 562: Seminar in Health Education

Focus is on research in health education. This is a capstone experience for graduate students in health education and should be among the last 6 credit hours taken in the program.

3 credit hours. Prerequisite: HED 500, 501, 505, 507. Offered fall.

HED 563: Professional Ethics and Social Health Issues

Current social health issues and the ethical codes of the profession are investigated and discussed. Sensitive, diverse, global issues are analyzed from the school and community health education perspective.

3 credit hours. Prerequisite: graduate status or consent of instructor. Offered spring.

HED 590: Directed Study in Health Education

Under faculty supervision, the student initiates a formal inquiry into a significant health issue or problem.

3 credit hours. Prerequisite: HED 562; consent of advisor, department chair, and dean. Offered as needed.

HED 591: Directed Reading in Health Education

Under faculty supervision, the student engages in intensive reading on a specific health issue.

3 credit hours. Prerequisite: HED 500, 501; consent of advisor, department chair, and dean. Offered as needed.

History (HIST)

Prior to enrolling in any 300-level history course, all students must complete History 161 or have the consent of the department chair.

HIST 161: Western History

The evolution of European society from the Hebrews to the contemporary world is explored. Focus is on themes central to the lives of Western peoples. This is an introduction to historical thinking and skills.

4 credit hours. Gen. Ed. Core 2. Offered fall, spring, summer.

HIST 162: Perspectives on East Asia

East Asian civilization, from antiquity to the present, is introduced. Focus is on China and Japan. Included are significant thematic elements of culture, society, politics, literature, and art that distinguish East Asian from Western civilization.

4 credit hours. Gen. Ed. Core 3. Offered fall, spring, summer.

HIST 163: Perspectives on Africa

Africa, from the earliest times through the colonial era and the modern era, is examined. Topics include origins, myths and stereotypes, artistic and cultural values, sociopolitical and economic development, and colonial experience.

4 credit hours. Gen. Ed. Core 3. Offered fall, spring, summer.

HIST 164: Perspectives on Muslim History and Civilization

The origins and historical development of Muslim culture are introduced. Focus is on the cultural values, social life, artistic achievements, and contemporary concerns of the world's more than one billion Muslims.

4 credit hours. Gen. Ed. Core 3. Offered fall and spring.

HIST 165: Amerindian Peasants in Latin American History

This course explores the political, religious, and cultural features of Latin America's Amerindian peasants and their efforts in precontact, colonial, and modern periods to preserve their cultural identity and autonomy.

4 credit hours. Gen. Ed. Core 3. Offered fall and spring.

HIST 200: The Nature of Historical Inquiry

This first course in the major introduces students to the tools of historical inquiry, the nature and evaluation of sources and evidence, and the conceptual framework of historical interpretation.

4 credit hours. Prerequisite: HIST 161. Offered fall and spring.

HIST 201: U.S. History to 1877

The development of the United States from its colonial origins to the end of Reconstruction is surveyed.

3 credit hours. Offered fall, spring, summer.

HIST 202: U.S. History from 1877 to the Present

The development of the United States from the rise of industrialization to the present is surveyed.

3 credit hours. Offered fall, spring, summer.

HIST 204: Global History since 1500

Global history from 1500 to the present is surveyed. Identities and contributions of diverse world civilizations are explored, highlighting issues in the economic, political, social, cultural, and environmental domains.

4 credit hours. Prerequisite: HIST 161 or consent of department chair. Offered fall and spring.

HIST 261: Russian Identity: Between East and West

The problematic construction of Russian national identity over the past millennium is analyzed. Emphasis is on the tensions among Russian, Western, and other conceptions of identity, and the Russian response to modernization.

4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered fall and spring.

HIST 262: Social Issues in Technology

Selected problems that arise from the development and implementation of new technology are studied. Included are the social, economic, political, and ethical considerations that inform public policy decisions regarding technology.

4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered fall and spring.

HIST 263: Christianity in Global Perspective

Christianity is explored from its origin to the present. Emphasis is on the interaction of religion and culture, society, and institutions as Christianity expanded beyond the Mideast through Western culture and other cultures.

4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered fall and spring.

HIST 264: Religious Resurgence and Democratic Politics

The relationship between religious resurgence and democratization in the contemporary world is explored by examining the political significance of the monotheistic commitment in Judaism, Christianity, and Islam.

4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered as needed.

HIST 265: Conflict Resolution: Africa and the World

Conflict and conflict resolution in Africa and various parts of the world since 1945 are compared. Political, economic, social, cultural, and environmental dimensions of violent strife are explored.

4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered as needed.

HIST 300: History of Greece

The development of the city-state from the archaic period to the death of Alexander the Great is examined. Topics include constitutional development, colonization, the Persian and Peloponnesian wars, and slavery.

3 credit hours. Offered as needed.

HIST 301: Alexander and the Hellenistic World

This is an examination of the political, economic, social, and philosophical changes that took place in Greece, the eastern Mediterranean, and Asia Minor in the period from the unification of Macedon to the Roman conquest.

3 credit hours. Offered as needed.

HIST 302: The Roman Republic

The development of Rome is explored from its eighth-century B.C. founding to the end of the Roman Republic, with emphasis on constitutional development, imperial expansion, and changing economic and social conditions.

3 credit hours. Offered as needed.

HIST 303: The Roman Empire

The development of the Roman Empire is explored from the founding of the Julio-Claudian dynasty to the end of Roman rule in the West.

3 credit hours. Offered as needed.

HIST 304: Medieval History

Western civilization is explored from the breakup of the Roman Empire to the beginning of the fourteenth century. Attention is given to the rise of Christianity, feudalism, and economic and technological developments.

3 credit hours. Offered as needed.

HIST 305: The Age of the Renaissance

Europe's transition from the Middle Ages to the early modern period is studied. Focus is on changing patterns of thought and art forms that occur in the Italian city-states of the fourteenth and fifteenth centuries.

3 credit hours. Offered fall.

HIST 306: The Age of the Reformation

The religious crisis of the sixteenth century is studied, including the political, economic, and intellectual context within which the Reformation occurred.

3 credit hours. Offered spring.

HIST 307: Europe in the Age of Enlightenment

Essential themes, from the Peace of Westphalia to the eve of the French Revolution, are examined. Topics include absolutism, the Age of Louis XIV, the scientific revolution, and the Enlightenment.

3 credit hours. Offered as needed.

HIST 308: Europe in the Age of Revolution, 1789 to 1850

The political and industrial revolutions of the era are examined for their social and economic impact. Included are the roots of liberalism, nationalism, and socialism.

3 credit hours. Offered as needed.

HIST 309: Europe in the Age of Nationalism, 1850 to 1914

This is an examination of the unification of Germany and Italy, the political institutions of the European nation-states, and the emergence of nationalism and imperialism.

3 credit hours. Offered as needed.

HIST 310: Twentieth-Century Europe

Beginning with the First World War, students explore such topics as the Treaty of Versailles, the Roaring Twenties, the rise of communism and fascism, the Second World War, and the Cold War.

3 credit hours. Offered as needed.

HIST 311: The Origins of Russia to 1700

Students explore the histories and cultures of peoples inhabiting the territories of the former U.S.S.R. from antiquity to Peter the Great. Topics include state formation, social institutions and practices, and territorial expansion.

3 credit hours. Offered as needed.

HIST 312: Russia from Peter to Lenin

Russian history during westernization is examined. Topics include elite and nonelite social development, serfdom, autocratic state, modernization, the Russian Revolutionary movement, cultures, non-Russian peoples, warfare, and diplomacy.

3 credit hours. Offered as needed.

HIST 313: The Soviet Union and After

Major issues and events of Soviet and post-Soviet history are discussed, including 1917 and the Bolsheviks, Stalin's revolution, World War II and the Cold War, and the Soviet Union's collapse.

3 credit hours. Offered as needed.

HIST 314: Women in European History

European women's political roles, economic activities, and social and cultural contributions are examined. This course may be repeated for credit with a change in content.

3 credit hours. Offered as needed.

HIST 315: Western Legal Systems

The development of English common law and continental European civil law are studied, with emphasis on jurisprudence, legislation, and law codes. Students cannot receive credit for both Political Science 315 and History 315.

3 credit hours. Offered as needed.

HIST 316: Modern Western Political Thought

The ideas of major Western political thinkers, including the Greeks, Machiavelli, Hobbes, Locke, Rousseau, Hume, Hegel, and Marx, are reviewed. Students cannot receive credit for both History 316 and Political Science 316.

3 credit hours. Prerequisite: POL 204 or consent of department chair. Offered fall.

HIST 317: Politics and Society

Relationships of power and authority and their social foundations are examined. Students cannot receive credit for more than one of the following: History 317, Political Science 317, and Sociology 317.

3 credit hours. Prerequisite: POL 204 or consent of department chair. Offered spring.

HIST 320: American Colonial History

The colonial era is examined as a formative period in American history. Emphasis is on how the colonial experience contributed to the development of American social, religious, and political customs and institutions.

3 credit hours. Offered as needed.

HIST 321: The American Revolution

Emphasis is on the origins and development of the revolution, its critical role in the formation of American nationhood, and its legacy for the early nineteenth century.

3 credit hours. Offered as needed.

HIST 322: The Era of American Expansion and Civil War

The development of the United States from the War of 1812 to the end of the Civil War is examined. Consideration is given to the foundation of American foreign policy, westward expansion and sectionalism, and slavery.

3 credit hours. Offered as needed.

HIST 323: The Emergence of Modern America

Major developments in U.S. history from 1865 to 1920 are studied. Reconstruction, industrialization, urbanization, reform movements, and American foreign policy through World War I are considered.

3 credit hours. Offered as needed.

HIST 324: America, 1914 to 1945

The beginning of World War I to the end of World War II was a period of significant change for America. This is an examination of major social, economic, political, and foreign policy events and trends that contributed to that change.

3 credit hours. Offered fall.

HIST 325: America since 1945

Major post-World War II developments are examined, with particular focus on political, social, and economic issues, and the historical importance of people, events, and trends.

3 credit hours. Offered spring.

HIST 326: American Cultural History: The Nineteenth Century

The development of American culture from the Revolution to the end of the nineteenth century is studied. Topics include nationalism, religious movements, social reform, and popular culture.

3 credit hours. Offered as needed.

HIST 327: American Cultural History: The Twentieth Century

The development of American culture from the turn-of-the-century to the present is explored. Topics include pluralism, popular culture, feminism, working-class movements, and competing social and political ideologies.

3 credit hours. Offered as needed.

HIST 328: History of the American West

Themes in American Western history are examined, including cross-cultural encounters, social and class conflict, environmental use and misuse, and the significance of the west and "frontier" in American politics, society, and popular culture.

3 credit hours. Offered as needed.

HIST 330: History of American Immigration

The role of immigrants and ethnic groups in the development of the United States is examined. Topics include the causes of immigration, nativism, impact on the city, cultural conflict, and assimilation.

3 credit hours. Offered as needed.

HIST 331: Rhode Island History

Rhode Island's colonial and revolutionary origins, the problems of nineteenth- and twentieth-century industrial growth and social change, and other topics are surveyed.

3 credit hours. Offered spring.

HIST 332: The American Presidency

The evolution of the institution and function of the presidency is examined. Students cannot receive credit for both History 332 and Political Science 357.

3 credit hours. Offered as needed.

HIST 333: Women in American History

Focus is on the social, cultural, and public role of women in the United States. Topics include women's political roles, economic activities, and social and cultural experiences.

3 credit hours. Offered as needed.

HIST 334: The Black Experience in America

Topics include the African background of Black Americans, the development of slavery, the abolitionist movement, the legislative and judicial drive to equality, and the social and cultural contributions of Black Americans.

3 credit hours. Offered as needed.

HIST 335: American Foreign Policy: 1945 to the Present

American foreign policy from 1945 to the present is surveyed. Topics include the Cold War, relationships among international organizations, decolonization, and theories of modernization.

3 credit hours. Offered fall.

HIST 336: The United States and the Emerging World

American diplomacy directed at a specific region or a certain time frame is examined. Topics may include the Vietnam era, demise of the Soviet Empire, and problems of modernization.

3 credit hours. Offered spring.

HIST 340: The Muslim World from the Age of Muhammad to 1800

The emergence of Islamic civilization in the Middle East is traced from the appearance of Islam in the seventh century to the nineteenth century, with particular emphasis on the diversity of cultural phenomena.

3 credit hours. Offered as needed.

HIST 341: The Muslim World in Modern Times, 1800 to the Present

The Middle East and the Muslim areas of Central Asia from the nineteenth century to the present are surveyed, with emphasis on the breakdown of traditional societies and the emergence of a regional state system.

3 credit hours. Offered as needed.

HIST 342: Islam and Politics in Modern History

This is a study of the causes, manifestations, and forms of Islamic resurgence since the nineteenth century. Islam's role in relationship to sociopolitical changes is analyzed through selected case studies.

3 credit hours. Offered as needed.

HIST 344: History of East Asia to 1600

The traditional culture and history of East Asia is examined. Emphasis is on major systems of thought, such as Confucianism, Taoism, and Buddhism; traditional social institutions; and the imperial system.

3 credit hours. Offered as needed.

HIST 345: History of China in Modern Times

Focus is on the Ch'ing dynasty; the impact of the West; the ensuing conflict between traditionalists, reformers, and revolutionaries; and the rise of nationalism and communism.

3 credit hours. Offered as needed.

HIST 346: History of Japan in Modern Times

The Tokugawa Shogunate and the Meiji Restoration are examined. Emphasis is on the development of democracy, militarism, the Japanese Empire through World War II, and the rise of the new Japan.

3 credit hours. Offered as needed.

HIST 347: Foreign Relations of East Asia in Modern Times

Focus is on diplomacy and foreign relations in East Asia from the early nineteenth century to the present. Topics include the Opium War, the opening of Japan, the two Sino-Japanese Wars, the Boxer Rebellion, the Russo-Japanese War, and World War II.

3 credit hours. Offered as needed.

HIST 348: Africa under Colonial Rule

African societies and institutions of the early nineteenth century are examined. Topics include imperialism, the intrusion of European powers, the African response, and African nationalism and independence.

3 credit hours. Offered as needed.

HIST 349: History of Contemporary Africa

Africa from 1960 to the present is examined. Topics include the nature of independence, Africa in world affairs, problems of nation building, and the search for unity, stability, and regional cooperation.

3 credit hours. Offered as needed.

HIST 352: Colonial Latin America

The period from 1492 to independence's eve is examined. Topics include Amerindian culture, Iberian colonization, forced labor systems, and women's roles in the development of multiethnic societies in the post-conquest period.

3 credit hours. Offered spring.

HIST 353: Modern Latin America

Topics in Latin American history are surveyed, including Wars of independence, state building, neocolonialism, labor and agrarian conflicts, immigration, revolutionary movements, human rights, and democratization.

3 credit hours. Offered fall.

HIST 354: Nationalism and National Identities

The factors that shaped national identities, such as language, culture, religion, education, labor, and regionalism, are explored. This course may be repeated for credit with a change in content.

3 credit hours. Offered as needed.

HIST 355: Everyday Life History

Traditional and modern societies are examined from the bottom up. Attention is given to material well-being; sexuality, marriage, family, and childhood; crime, disease, and death; and leisure and escapism.

3 credit hours. Offered as needed.

HIST 361: Seminar in History

Building on the students' experience in History 200, emphasis is on issues in historiography, the identification and definition of historical problems, the researching and writing of a substantial paper, and historical criticism.

4 credit hours. Prerequisite: HIST 200 and 15 additional credit hours of history courses. Offered fall and spring.

HIST 362: Reading Seminar in History

Building on history and social science courses, this seminar involves extensive reading and discussion of selected historical themes. Focus is on historiographical issues.

4 credit hours. Prerequisite: HIST 200, 15 additional credit hours of history courses, and 12 credit hours of social sciences courses. Offered fall and spring (as needed).

HIST 363: Internship in Applied History

This independent study places students in organizations appropriate to their studies, such as historical museums and societies, archives, preservation organizations, government agencies, and private businesses.

3–6 credit hours. Prerequisite: HIST 200; three additional 300-level history courses; minimum overall GPA of 2.75; and written proposal listing objectives, program of study, and evaluation criteria approved by advisor, faculty supervisor, and department chair. Offered as needed.

HIST 371: Reading Course in History

In this independent study, students read selected materials under the careful guidance of a historian.

3 credit hours. Prerequisite: open only to seniors who have had suitable course work and who have the consent of the instructor and department chair. Offered as needed.

HIST 381: Workshop: History and the Elementary Education Teacher

Students visit historic sites and museums around Rhode Island and discuss how to prepare elementary school students for field trips to these sites to enhance the learning experience.

1 credit hour. Prerequisite: HIST 200, 201, 202. Offered fall.

HIST 390: Directed Study

Under the supervision of a faculty advisor, honors candidates in the first semester of their senior year undertake concentrated research.

4 credit hours. Prerequisite: admission to honors program. Offered as needed.

HIST 391: Directed Study

Honors candidates in the second semester of their senior year prepare a final draft of the honors essay and submit it to the department for acceptance.

4 credit hours. Prerequisite: HIST 390. Offered as needed.

HIST 501: Historiography

This is an introduction to the theories and types of history and the various schools of historical thought.

3 credit hours. Prerequisite: consent of department chair and graduate advisor. Offered fall.

HIST 521: Topics in Comparative History

Aimed at providing a theoretical and practical appreciation of historical comparison and generalization, the methodological basis of comparative history is examined.

3 credit hours. Prerequisite: consent of department chair and graduate advisor. Offered spring.

HIST 550: Topics in American History

Focus is on varying topics in American history, from the Colonial Era to the present.

3 credit hours. Prerequisite: consent of department chair and graduate dean. Offered as needed.

HIST 551: Topics in Western History

Focus is on varying topics in Western history, from the Ancient World to the present.

3 credit hours. Prerequisite: consent of department chair and graduate dean. Offered as needed.

HIST 552: Topics in Non-Western History

Focus is on varying topics in non-Western history. Africa, Asia, and the Middle East are investigated.

3 credit hours. Prerequisite: consent of department chair and graduate dean. Offered as needed.

HIST 561: Graduate Seminar in History

Students develop a greater knowledge of materials for history, methods of research, and skill in solving problems of analysis and exposition.

3 credit hours. Prerequisite: HIST 501 and consent of graduate advisor. Offered fall.

HIST 562: Graduate Reading Seminar

Through a wide variety of readings, students explore the content and extended bibliography of a select topic. Analysis, critical thinking, and comparative study are developed. This course may be repeated for credit with a change in content.

3 credit hours. Prerequisite: graduate status and consent of graduate advisor and department chair. Offered spring.

HIST 571: Graduate Reading Course in History

Students engage in independent study under the guidance of a historian.

3 credit hours. Prerequisite: open only to graduate students who have had suitable course work and who have consent of the instructor and department chair. Offered as needed.

HIST 599: Directed Graduate Research

This course is for M.A. and M.A.T. candidates who are preparing a thesis or field paper under the supervision of a faculty member. Credit is assigned in the semester that the paper is completed and approved. No grade is given.

3–6 credit hours. Offered as needed.

Honors (HONR)**HONR 161: Studies in Western Literature**

Students examine selected literary and other texts from the Western heritage as formal objects and cultural expressions. Texts come from different genres and historical periods.

4 credit hours. Gen. Ed. Core 1. Prerequisite: admission to General Education Honors or consent of program director. Offered fall.

HONR 162: Studies in Western History

Students explore selected topics in the evolution of Western society from the ancient Hebrews to the present. Emphasis is on intellectual and cultural history and the examination of primary sources.

4 credit hours. Gen. Ed. Core 2. Prerequisite: admission to General Education Honors or consent of program director. Offered spring.

HONR 163: Studies in Non-Western Cultures

Selected issues and developments are examined in non-Western cultures from various disciplinary and interdisciplinary perspectives. Emphasis is on the response of non-Western cultures to challenges faced by Western cultures.

4 credit hours. Prerequisite: acceptance into General Education Honors or consent of program director. Offered fall.

HONR 264: Critical Inquiry into Cultural Issues

Students examine limited topics of general cross-cultural interest from various disciplinary and interdisciplinary perspectives. Emphasis is on the study of primary texts.

4 credit hours. Prerequisite: acceptance into General Education Honors or consent of program director. Offered spring.

HONR 351: Junior Year Colloquium

Community among students from different disciplines is promoted as they explore the nature of and the possibility of doing undergraduate research or creative work in their respective fields. Credit/No Credit grading system.

(1.5) 2 credit hours. Prerequisite: 60 credit hours and minimum cumulative GPA of 3.00. Offered fall.

HONR 365: Junior Year Seminar

Community among students from different disciplines is promoted as they undertake the initial stages of identifying, focusing, and preparing for senior honors projects. Credit/No Credit grading system.

(1.5) 2 credit hours. Prerequisite: 60 credit hours, minimum cumulative GPA of 3.00, and 3.25 GPA in the major. Offered spring.

Instructional Technology (INST)

INST 251: Introduction to Emerging Technologies

The basic skills and knowledge of using technology to achieve teaching and learning goals are developed. Theoretical and practical knowledge are directed toward integrating technology into the instructional process.

3 credit hours. Offered fall, spring, summer.

INST 404: Preparing and Using Instructional Materials

Students produce a variety of instructional materials using appropriate technologies and software. Demonstrations and instruction focus on how to effectively use digital technologies with diverse audiences.

3 credit hours. Prerequisite: 6 credit hours of teacher preparation courses or consent of department chair. Offered as needed.

INST 516: Integrating Technology into Instruction

Students prepare lessons that demonstrate full integration of technology into instruction. Projects incorporate techniques reflecting current application of technology, instructional theory, and professional standards.

3 credit hours. Prerequisite: graduate status or consent of department chair. Offered spring.

Italian (ITAL)

ITAL 101: Elementary Italian I

Students learn to understand, speak, read, and write in Italian and gain an understanding of Italian life and character. Language laboratory is required. Not open to students who have offered admission credit in Italian.

4 credit hours. Offered fall, spring, summer.

ITAL 102: Elementary Italian II

Four skills in elementary Italian: listening, speaking, reading, and writing are further developed within the context of Italian culture. Language laboratory is required.

4 credit hours. Prerequisite: ITAL 101 or one year of secondary school Italian, or consent of department chair. Offered spring and summer.

ITAL 113: Intermediate Italian

The cultural and linguistic heritage of Italy is examined through selected readings. Grammar is reviewed and basic oral and written skills developed. Language laboratory is required.

3 credit hours. Gen. Ed. Category SB. Prerequisite: ITAL 102 or three years of secondary school Italian or a score of 500–549 on the CEEB Achievement Test in Italian. Offered fall.

ITAL 114: Readings in Intermediate Italian

Literature as a reflection of the heritage of the Italian people is examined. The development of oral and reading skills are continued, and some attention is given to written practice.

3 credit hours. Prerequisite: ITAL 113 or equivalent or a score of 550–599 on the CEEB Achievement Test in Italian or consent of department chair. Offered spring.

ITAL 201: Conversation and Composition

Students develop correct pronunciation through practice in the language laboratory and elementary work in phonetics. Emphasis is on the use of correct spoken Italian on an advanced level.

4 credit hours. Prerequisite: ITAL 114 or equivalent or consent of department chair. Offered fall.

ITAL 202: Composition and Conversation

Writing skills in Italian are developed through grammatical exercises, controlled composition, and original themes. Class discussion in Italian of the written materials provides oral practice.

4 credit hours. Prerequisite: ITAL 114 or equivalent or consent of department chair. Offered spring.

ITAL 321: Italian Literature and Civilization through Renaissance

Major Italian authors and works of literature from the thirteenth century through the Renaissance are examined in their historical and cultural context.

3 credit hours. Prerequisite: ITAL 202 or consent of department chair. Offered alternate years.

ITAL 322: Italian Literature and Civilization Post-Renaissance

Major Italian authors and works of literature from the post-Renaissance to the twentieth century are examined in their historical and cultural context.

3 credit hours. Prerequisite: ITAL 202 or consent of department chair. Offered alternate years.

ITAL 330: Modern Italy

Political, social, and economic changes in Italy from unification to the present are examined. Topics include regional conflicts, immigration issues, European identity, and changing family life.

3 credit hours. Prerequisite: ITAL 202 or consent of department chair. Offered once annually.

ITAL 403: Studies in Italian Theatre

Italian theatre from the fifteenth century to the present is studied. Topics include Renaissance satirical comedies, commedia dell'arte, Goldoni's theatrical reforms, and the works of Alfieri, D'Annunzio, Pirandello, and Dario Fo.

3 credit hours. Prerequisite: ITAL 202 and 321 or 322, or consent of department chair. Offered as needed.

ITAL 404: Studies in Italian Cinema

Major directors, movements, and themes of Italian cinema, from early cinema to the present, are studied. Attention is given to cultural and other aspects of film analysis.

3 credit hours. Prerequisite: ITAL 202 and 321 or 322 or 330, or consent of department chair. Offered as needed.

ITAL 405: Machiavelli

This is a critical analysis of the major works of Niccolò Machiavelli (1469–1527), an important literary and political figure. *Il Principe*, *La Mandragola*, and other works may be included. This course is conducted in Italian.

3 credit hours. Prerequisite: ITAL 202 or consent of department chair. Offered as needed.

Justice Studies (JSTD)**JSTD 466: Seminar in Justice Studies**

This is an integrating experience for the justice studies program. It may include lectures by professionals in the justice field, small group discussions, field trips, and student presentations.

3 credit hours. Prerequisite: senior standing, POL 332, SOC 309, and 9 additional credit hours of justice studies courses. Offered as needed.

JSTD 491–492: Directed Study

Students admitted to the honors program in justice studies write and orally defend an honors thesis in an area selected by the student in consultation with an advisor.

3 credit hours each. Prerequisite: admission to the justice studies honors program and consent of program director. Offered as needed.

Labor Studies (LBRS)**LBRS 201: U.S. Labor History**

Workers and working conditions from colonial times to the present are studied. Topics include the origins of the American working class, the formation of trade unions and of the A.F. of L., industrial conflicts, and the immigrant experience.

3 credit hours. Offered as needed.

LBRS 202: Labor Law

Public policy, the arena in which labor relations are conducted, is presented. Focus is on labor law and the interpretation of legislative issues. Topics include the National Labor Relations Act, collective bargaining, and internal union affairs.

3 credit hours. Offered as needed.

LBRS 203: Structure and Function of Unions

Unions' internal mechanisms, including responses to external pressures, are studied. Topics include geography, product markets, local unions, multiunion organization, union administration and finance, and political action.

3 credit hours. Offered as needed.

LBRS 204: The Image of the Worker in American Literature

The portrayal of work and workers in the writings of the nineteenth and twentieth centuries are examined. Topics may include the work ethic, personal values, changing attitudes toward work, and the image of the worker in poetry, prose, drama, and film.

3 credit hours. Offered as needed.

LBRS 301: Theories of the Labor Movement

The aims, functions, and social role of the labor movement are studied. Included is a critical analysis of both old and new theoretical approaches, as well as simulations, role playing, films, and guest speakers.

3 credit hours. Prerequisite: 9 credit hours of labor studies courses or consent of coordinator. Offered as needed.

LBRS 302: Collective Bargaining and Contract Administration

The processes and machinery of contract negotiation and enforcement are studied. Topics include bargaining structures, economic issues, standards for wage bargaining, pensions, job security, inflation, and the jobs of stewards.

3 credit hours. Prerequisite: 9 credit hours of labor studies courses or consent of coordinator. Offered as needed.

LBRS 303: The Sociology of Work

Students' work experiences and career choices are examined against the backdrop of occupational and social change: the workplace, labor markets, and the family. Students cannot receive credit for both Labor Studies 303 and Sociology 303. *3 credit hours. Prerequisite: 9 credit hours of labor studies courses or consent of coordinator. Offered as needed.*

LBRS 304: Contemporary Labor Problems

The historical (social, economic, political, intellectual) perspective on some of the troublesome issues of contemporary labor relations is studied. Selected topics are investigated with the help of guest lecturers expert on these topics. *3 credit hours. Prerequisite: 9 credit hours of labor studies courses or consent of coordinator. Offered as needed.*

LBRS 305: Women and Work

The experiences of women in and in relation to the paid work force, the family, and the community are examined. Topics are the history, growth, and definition of women's occupations, job experiences, and roles in labor unions. *3 credit hours. Prerequisite: 9 credit hours of labor studies courses or consent of coordinator. Offered as needed.*

LBRS 306: Organized Labor and the Urban Crisis

The critical role played by organized labor in the urban community is studied through a historical and topical approach. Pressures placed on organized labor by modern society and labor's reactions to those pressures are also assessed. *3 credit hours. Prerequisite: 9 credit hours of labor studies courses or consent of coordinator. Offered as needed.*

LBRS 307: Minority Workers and Organized Labor

The historic and current relationship of minority workers and the American labor movement are explored. Included is an examination of governmental and union policies and philosophies with regard to minority workers. *3 credit hours. Prerequisite: 9 credit hours of labor studies courses or consent of coordinator. Offered as needed.*

LBRS 361: Seminar on the Future of the Labor Movement

This seminar functions as a study commission charged to develop a report on the future of the labor movement. The project is organized so that students may develop their own specific areas of responsibility and expertise. *3 credit hours. Prerequisite: 15 credit hours of labor studies courses or consent of coordinator. Offered as needed.*

Latin (LATN)**LATN 101: Elementary Latin I**

The spirit and culture of the classical Roman world is introduced through study of the grammar and syntax of classical Latin and readings from Latin authors. An appreciation of the Roman world's contribution to Western civilization is gained. *3 credit hours. Offered fall (odd years).*

LATN 102: Elementary Latin II

This is a continuation of Latin 101. *3 credit hours. Prerequisite: LATN 101 or equivalent. Offered spring (even years).*

Latin American Studies (LAS)**LAS 363: Seminar: Topics in Latin American Studies**

This is a culminating experience in Latin American studies. *3 credit hours. Prerequisite: consent of chair of Department of Modern Languages. Offered as needed.*

Management (MGT)**MGT 100: Introduction to Business**

Business concepts are introduced as are the practices of management in both the business sector and nonprofit organizations. Topics focus on all of the management disciplines. *3 credit hours. Offered fall and spring.*

MGT 203: Computer-Aided Design and Drafting (CADD) I

AutoCad software is used as a strategic drafting tool for productivity improvement through graphic communication. *3 credit hours. Offered as needed.*

MGT 204: Computer-Aided Design and Drafting (CADD) II

Students use CADD in their specific fields of interest, applying advanced solid modeling, database linkages, and presentation graphics. *3 credit hours. Prerequisite: MGT 203. Offered as needed.*

MGT 249: Business Statistics II

A continuation of Mathematics 248, emphasis is on applied statistics, both parametric and nonparametric. Students cannot receive credit for both Management 249 and Mathematics 445. *3 credit hours. Prerequisite: MATH 240 or 248 or consent of instructor. Offered fall, spring, summer.*

MGT 301: Foundations of Management

Concepts used in managing organizations are explored, including planning, organizing, leading, and controlling. Students also gain experience in and perspectives on working with groups and developing managerial communication skills.

3 credit hours. Prerequisite: completion of at least 45 college credits. Offered fall, spring, summer.

MGT 306: Management of a Diverse Workforce

Contemporary paradigms, cultural issues, and rationales for managing a diverse workplace are highlighted. Individual approaches, conflicts, and organizational response repertoires are also examined. (Formerly Women in Management.)

3 credit hours. Prerequisite: MGT 301. Offered spring.

MGT 310: Small Business Management

Entrepreneurial attributes and applications of relevant management concepts to a small business are assessed. A business plan is developed. (Formerly Management 303.)

3 credit hours. Prerequisite: MGT 301. Offered spring.

MGT 311: Entrepreneurship and New Ventures

This is an examination of venture initiation, new venture development, venture capital, and small business development useful to potential entrepreneurs. Emphasis is on decision making involving market and venture uncertainty.

3 credit hours. Prerequisite: MGT 310 or consent of chair. Offered fall.

MGT 315: Computer Integrated Manufacturing Management

This is an examination of the integration of enterprise resource planning, expert systems, and artificial intelligence into manufacturing planning, control, and management. The use of enabling software is also explored.

3 credit hours. Prerequisite: MGT 301. Offered as needed.

MGT 320: Human Resource Management

An overview is given of the role of the general manager and human resource specialist in managing the human resources of organizations. (Formerly Personnel Management.)

3 credit hours. Prerequisite: MGT 301. Offered fall and spring.

MGT 322: Organizational Behavior

This is an investigation of how and why certain events and behavioral processes occur in organizations and how a manager can influence those processes. Focus is on individuals and groups in the organization.

3 credit hours. Prerequisite: MGT 301. Offered fall and spring.

MGT 329: Organization Management: A Macro Perspective

Focus is on organizations as aggregates of people in departments or divisions and the structure and behavior of those aggregates. Students cannot receive credit for both Management 329 and Sociology 306.

3 credit hours. Prerequisite: MGT 301 or consent of department chair. Offered fall and spring.

MGT 331: Occupational and Environmental Safety Management

Occupational safety and health, together with environmental problems, are discussed from technical, social, managerial, and legal perspectives.

3 credit hours. Prerequisite: MGT 301. Offered fall.

MGT 333: Negotiations and Conflict Resolution

Bargaining and conflict resolution concepts are supplemented and reinforced.

3 credit hours. Prerequisite: MGT 301, 320, 322. Offered fall.

MGT 335: Process Analysis

The effectiveness and efficiency of business process design, implementation, and management are analyzed for manufacturing and service firms.

3 credit hours. Prerequisite: MGT 249 and 301. Offered spring.

MGT 341: Business, Government, and Society

Focus is on dynamic social, legal, political, economic, and ecological issues that require socially responsible behavior on the part of individuals and organizations.

3 credit hours. Prerequisite: completion of at least 60 college credits. Offered fall, spring, summer.

MGT 342: Comparative Management

This is a cross-cultural study of management systems. The unique business management systems practiced in other countries are examined, including Japanese management and codetermination in Germany.

3 credit hours. Prerequisite: MGT 301 or consent of instructor. Offered fall.

MGT 345: International Business

Focus is on the institutions and processes that constitute the international environment of business. Topics include international trade, balance of payments, and multinational companies. (Formerly International Environment of Business.)

3 credit hours. Prerequisite: MGT 301 and MKT 301. Offered spring.

MGT 346: Management of a Diverse Workforce

Contemporary paradigms, ethnic and cultural issues, and rationales for managing diversity in the workplace are highlighted. Individual approaches, dilemmas and conflicts, as well as organizational response repertoires are examined.

3 credit hours. Prerequisite: MGT 301. Offered spring.

MGT 347: Supply Chain Management

Emphasis is on design and management of activities along the supply chain, from purchasing and materials management to distribution and transportation systems. Students cannot receive credit for both Management 347 and Marketing 347.

3 credit hours. Prerequisite: MGT 301 and MKT 301. Offered as needed.

MGT 348: Operations Management

Operations comprise the transformation of materials, technologies, and human resources into products and services. Decision-making techniques for effective management of operations at both the strategic and operating levels are introduced.

3 credit hours. Prerequisite: MGT 301 and MATH 248. Offered fall, spring, summer.

MGT 349: Service Operations Management

Students develop, analyze, and implement strategies for a wide range of service organizations. Emphasis is on topics that represent particular challenges for managers in service organizations.

3 credit hours. Prerequisite: MGT 301. Offered fall.

MGT 355: Quality Assurance

The means and advantages of establishing an effective quality system in manufacturing and service firms are discussed.

3 credit hours. Prerequisite: MGT 301. Offered spring.

MGT 359: Current Topics in Service Operations Management

Current trends in the management of service organizations are explored. Focus is on the design, implementation, and management of strategies specific to services, such as e-commerce, entrepreneurship, and technology management.

3 credit hours. Prerequisite: MGT 301. Offered as needed.

MGT 423: Compensation and Benefits Administration

The process of designing and managing a cost-effective, equitable, and legally acceptable total compensation package is examined. Topics include economic, social, and legal determinants of base pay; and incentives and benefits.

3 credit hours. Prerequisite: MGT 320. Offered fall.

MGT 424: Labor Relations

Topics include the history of labor unions, the legal framework of collective bargaining, the union representation process, contract negotiation, and contract administration.

3 credit hours. Prerequisite: MGT 320. Offered spring.

MGT 425: Recruitment and Selection

Concepts and methods involved in designing and managing the recruitment and selection functions of management are examined. (Formerly Selection, Training, and Development.)

3 credit hours. Prerequisite: MGT 320. Offered fall.

MGT 428: Human Resource Development

The concepts, programs, and practices that organizations use to train and develop organization members are examined. Topics include learning, needs assessment, program design and implementation, evaluation, skills training, and coaching.

3 credit hours. Prerequisite: MGT 320. Offered spring.

MGT 455: Strategic Operations Management

Emphasis is on the strategic integration of operations across functional areas to achieve sustainable competitive advantage in manufacturing and service organizations.

3 credit hours. Prerequisite: MGT 301 and 348. Offered as needed.

MGT 461: Seminar in Strategic Management

Focus is on the formulation and implementation of organizational strategies and policies. The case method is used in integrating material from other management and economics courses. (Formerly Seminar in Managerial Policy.)

3 credit hours. Prerequisite: satisfactory completion of all other departmental required and cognate courses, and 102 credit hours of undergraduate courses. Offered fall and spring.

MGT 467: Directed Internship

Students are assigned to a business, an industrial organization, or a not-for-profit organization and supervised by a mentor. They receive 1 credit hour for every four hours of work they do. A two-hour biweekly seminar is included.

3–9 credit hours. Prerequisite: junior standing, a major or minor in a School of Management program, and consent of internship director and appropriate faculty member. Offered fall, spring, summer.

MGT 490: Directed Study

The student selects a topic and undertakes concentrated research under the supervision of a faculty advisor.

3 credit hours. Prerequisite: consent of department chair. Offered as needed.

Marketing (MKT)**MKT 301: Introduction to Marketing**

This is an examination of the role of marketing in society, consumer behavior, product management, pricing, distribution, and promotion.

3 credit hours. Prerequisite: completion of at least 45 college credits. Offered fall, spring, summer.

MKT 310: Product Design and Development

The new product development process, from idea generation to launch, is explored.

3 credit hours. Prerequisite: MKT 301. Offered as needed.

MKT 315: Marketing Creativity

Creative marketing applications to new products, services, promotions, and distribution are explored. Each student is expected to develop a novel prototype in at least one of these areas.

3 credit hours. Prerequisite: MKT 301. Offered fall and spring.

MKT 320: Business Marketing

This is an integrated study of the theory and practice of industrial marketing. Similarities between consumer-goods and industrial-goods marketing are highlighted and analysis is made of decisions involving industrial marketing.

3 credit hours. Prerequisite: MKT 301. Offered spring.

MKT 322: Services Marketing

Services marketing is studied, with emphasis on the difference between services and manufacturing industries and on the development of marketing strategies for more effective competition in different types of service businesses.

3 credit hours. Prerequisite: MKT 301. Offered fall.

MKT 323: Direct Marketing

Direct marketing strategy and techniques are introduced. Topics include databases, electronic media, direct mail, catalogs, direct response advertising, telemarketing, and the role of direct marketing in the marketing mix.

3 credit hours. Prerequisite: MKT 301. Offered spring.

MKT 329: Global Marketing

Global issues that confront today's international marketers are addressed. Concepts relevant to all international marketers are presented, regardless of the extent of their international involvement.

3 credit hours. Prerequisite: MKT 301. Offered fall and spring.

MKT 333: Market Research

The role of marketing information as the basis for decision making is studied, including the cost and value of information, research design and instrumentation, data analysis, and forecasting. Problem-solving exercises are included.

3 credit hours. Prerequisite: MGT 249 and MKT 301. Offered fall and spring.

MKT 334: Consumer Behavior

The marketing environment, consumer behavior, and market segmentation is studied. Emphasis is on understanding the turbulent environment surrounding the marketing decision maker.

3 credit hours. Prerequisite: MKT 301. Offered fall and spring.

MKT 335: Marketing Communications and Promotion

Basic promotional tools available to the marketing manager are studied: advertising, sales promotion, personal selling, and publicity.

3 credit hours. Prerequisite: MKT 301. Offered spring.

MKT 337: Retail Management

The integration of critical issues, processes, and techniques of the managerial function as it relates to retailing is analyzed. Emphasis is on the strategic aspects of retailing and the managerial planning required to meet objectives.

3 credit hours. Prerequisite: MKT 301. Offered fall.

MKT 338: Advertising

The key processes of modern advertising practice are studied. Students cannot receive credit for both Communications 338 and Marketing 338. (Formerly Marketing 438.)

3 credit hours. Prerequisite: MKT 301. Offered spring.

MKT 340: Personal Selling and Sales Management

Focus is on personal selling, a subset of the promotional element of marketing strategy, which involves face-to-face relationships, personal influence, and complex communication processes. (Formerly Sales Management.)

3 credit hours. Prerequisite: MKT 301. Offered fall.

MKT 347: Supply Chain Management

Emphasis is on design and management of activities along the supply chain, from purchasing and materials management to distribution and transportation systems. Students cannot receive credit for both Management 347 and Marketing 347. (Formerly Marketing 344.)

3 credit hours. Prerequisite: MGT 301 and MKT 301. Offered as needed.

MKT 462: Strategic Marketing Management

This is a capstone course in marketing designed to integrate the marketing functions of product, price, channels, and promotion with the concepts of strategic planning. Emphasis is on the relevance of this integration to marketing.

3 credit hours. Prerequisite: MKT 301, 329, 333, 334, and one additional 300-level marketing course. Offered spring.

MKT 467: Directed Internship

Students are assigned to a business, an industrial organization, or a not-for-profit organization and supervised by a mentor. Students receive 1 credit hour for every four hours of work. A two-hour biweekly seminar is included.

3–9 credit hours. Prerequisite: junior standing, a major or minor in a School of Management program, and consent of internship director and appropriate faculty member. Offered fall, spring, summer.

Mathematics (MATH)

Prior to enrolling in any mathematics course above 120, all students must have completed the College Mathematics Requirement.

MATH 010: Basic Mathematics Competency

Satisfactory completion of this course fulfills the College Mathematics Requirement. Topics include problem solving, beginning algebra, geometry, measurement, introductory probability and statistics, and graphs and charts.

3 credit hours (this credit does not apply toward the 120-credit-hour graduation requirement, but counts toward full-time enrollment and is recorded on the student's transcript). Offered fall, spring, summer.

MATH 120: Intermediate Algebra

Intended for students needing intermediate algebra skills, especially for Mathematics 177, 209, 238, or 247, this course includes absolute value, inequalities, exponents and radicals, algebraic fractions, and quadratic and exponential functions.

3 credit hours. Prerequisite: MATH 010 or equivalent and consent of department chair. Offered fall and spring.

MATH 139: Contemporary Topics in Mathematics

Areas of modern mathematics that have application in contemporary society are introduced. Topics may include counting, probability, graph theory, cryptology, and the mathematics of social science.

3 credit hours. Gen. Ed. Category M. Offered fall, spring, summer.

MATH 143: Mathematics for Elementary School Teachers I

Emphasis is on problem solving, model building, and algorithm development appropriate for the mathematics curriculum of the elementary/middle school. Topics include numeration, development of number systems, and number theory.

3 credit hours. Prerequisite: three units of college preparatory mathematics. Offered fall, spring, summer.

MATH 144: Mathematics for Elementary School Teachers II

A continuation of Mathematics 143, this course includes geometry and measurement, counting problems, probability, and statistics.

3 credit hours. Gen. Ed. Category M for elementary education students only. Prerequisite: MATH 143 or consent of department chair. Offered fall, spring, summer.

MATH 177: Quantitative Business Analysis I

Study includes linear and selected nonlinear functions, linear systems, matrix methods, and an introduction to linear programming. Applications to management and economics are stressed throughout.

3 credit hours. Gen. Ed. Category M. Prerequisite: three units of college preparatory mathematics or MATH 120 or consent of department chair. Offered fall, spring, summer.

MATH 181: Applied Basic Mathematics

Emphasis is on applying numeric, geometric, and algebraic concepts and skills, including logarithms and right triangle trigonometry, to a wide variety of situations in beginning science and technical fields. Lecture and laboratory.

(4) 3 credit hours. Gen. Ed. Category M. Prerequisite: MATH 010 or equivalent. Offered fall, spring, summer.

MATH 200: Finite Mathematics for Computer Science

Selected mathematical concepts and techniques are studied. Topics include binary and hexadecimal arithmetic, computer-related logic, Boolean algebra, combinatorics, vectors, matrices, and an introduction to graphs.

4 credit hours. Prerequisite: three units of college preparatory mathematics or MATH 120. Offered fall and spring.

MATH 209: Precalculus Mathematics

The functions, concepts, and techniques of algebra and trigonometry considered essential in the study and applications of calculus are introduced and/or reinforced.

4 credit hours. Prerequisite: three units of college preparatory mathematics or MATH 120. Offered fall, spring, summer.

MATH 210: College Trigonometry

This is an in-depth study of trigonometry. Topics include a comprehensive analysis of trigonometric and inverse trigonometric functions and solutions of triangles, vectors, and polar coordinates.

3 credit hours. Prerequisite: three units of college preparatory mathematics or MATH 120 or 181. Offered spring.

MATH 212: Calculus I

This course covers the fundamental concepts, techniques, and applications of the differential calculus of one variable and begins the study of integration.

4 credit hours. Gen. Ed. Category M. Prerequisite: MATH 209. Offered fall, spring, summer.

MATH 213: Calculus II

A continuation of Mathematics 212, topics include derivatives and integrals of logarithmic, exponential, and inverse trigonometric functions; techniques of integration; infinite series; and related applications.

4 credit hours. Prerequisite: MATH 212. Offered fall, spring, summer.

MATH 238: Quantitative Business Analysis II

Elementary differential calculus and partial differentiation are studied, with applications to management. Students cannot receive credit for both Mathematics 238 and 247, nor for Mathematics 238 if credit was received for Mathematics 212.

3 credit hours. Prerequisite: MATH 177 or 209. Offered fall, spring, summer.

MATH 240: Statistical Methods I

This is an introduction to measures of central tendency and variability, estimation and tests of significance, and regression and correlation. Lecture and laboratory. Students cannot receive credit for both Mathematics 240 and 248.

(4) 3 credit hours. Gen. Ed. Category M. Prerequisite: three units of college preparatory mathematics or one college mathematics course or consent of department chair. Offered fall, spring, summer.

MATH 247: Calculus: A Short Course

Topics include differentiation and integration, including an introduction to partial differentiation. Students cannot receive credit for both Mathematics 238 and 247, nor for Mathematics 247 if credit was received for Mathematics 212.

3 credit hours. Gen. Ed. Category M. Prerequisite: MATH 120 or equivalent, or 177 or 181 or 209. Offered spring.

MATH 248: Business Statistics I

Topics include descriptive statistics, probability distributions, expected values, sampling distributions, estimation, and an introduction to hypothesis testing. Students cannot receive credit for both Mathematics 240 and 248.

3 credit hours. Gen. Ed. Category M for management majors only. Prerequisite: MATH 200 or 238 or consent of department chair. Offered fall, spring, summer.

MATH 300: Bridge to Advanced Mathematics

The standard techniques of deductive proof in mathematics are applied to basic results regarding sets, relations, functions, and other topics.

3 credit hours. Prerequisite: MATH 213 or consent of department chair. Offered fall.

MATH 314: Calculus III

A continuation of Mathematics 213, this course covers three-dimensional analytic geometry, elementary vector analysis, functions of several variables, partial differentiation, and multiple integration.

4 credit hours. Prerequisite: MATH 213. Offered fall and spring.

MATH 315: Linear Algebra

Matrices, linear systems, vector spaces, vector geometry, linear transformations, and appropriate applications are covered.

3 credit hours. Prerequisite: MATH 300. Offered spring.

MATH 324: College Geometry

Advanced topics in Euclidean geometry are considered using synthetic, analytic, vector, and transformational formats. Included are axiomatics and non-Euclidean geometry, topics in logic, and methods of proof appropriate for geometry.

3 credit hours. Prerequisite: MATH 212 or 247. Offered fall and spring.

MATH 409: Mathematical Problem Analysis

Problem-solving strategies in mathematics are identified. The level of problems and their analyses is designed to give students confidence in their ability to handle problems and a basis for the teaching of problem analysis.

4 credit hours. Prerequisite: MATH 143, 144, and either 209 or consent of department chair. Offered fall and spring.

MATH 411: Calculus IV

A continuation of Mathematics 314, study includes Lagrange multipliers, line integrals, Green's Theorem, transformations and the Jacobian, and an introduction to analysis involving limits and the derivative.

3 credit hours. Prerequisite: MATH 314. Offered fall (odd years).

MATH 416: Ordinary Differential Equations

The fundamentals of differential equations are studied in the context of applications. Topics include analytical and numerical solutions of first- and second-order equations, systems of equations, and modeling.

3 credit hours. Prerequisite: preceding or concurrent enrollment in MATH 314. Offered as needed.

MATH 417: Introduction to Numerical Analysis

Algorithms and computer programs are used/developed to solve various mathematical problems. Topics include numerical solutions of equations, numerical differentiation and integration, and interpolation and approximation of functions.

3 credit hours. Prerequisite: MATH 213 and one computer science course, or consent of department chair. Offered as needed.

MATH 418: Introduction to Operations Research

Operations research is the systematic application of mathematical techniques for generating better decisions for real-world problems. Besides linear programming, topics may include queuing and network analysis.

3 credit hours. Prerequisite: CSCI 102 or higher, and either MATH 212 or both 200 and 247, or consent of department chair. Offered as needed.

MATH 431: Number Theory

Topics include number systems, divisibility, primes and factorization, Diophantine problems, congruences, and Euler's and Fermat's Theorems.

3 credit hours. Prerequisite: MATH 212 or 247. Offered as needed.

MATH 432: Introduction to Abstract Algebra

The definitions and properties of groups, rings, and fields are studied. Properties of familiar number systems are exhibited as special cases of these more general and abstract systems.

3 credit hours. Prerequisite: MATH 315. Offered fall.

MATH 436: Discrete Mathematics

Several important areas in noncontinuous mathematics are introduced, including graph theory and its applications, difference equations, and finite-state machines.

3 credit hours. Prerequisite: MATH 212, or 200 and 247. Offered spring.

MATH 441: Introduction to Probability

Topics include the development of both discrete and continuous probability theory, combinatorics, mathematical expectation, joint distributions, and sampling distributions.

3 credit hours. Prerequisite: MATH 314. Offered fall.

MATH 445: Statistical Methods II

Using computer packages, study is made of advanced statistical topics, such as design of experiments, analysis of variance, and multiple regression. Students cannot receive credit for both Mathematics 445 and Management 249.

3 credit hours. Prerequisite: MATH 240 or 248 or 441. Offered as needed.

MATH 458: History of Mathematics

The history of mathematical thought and the development of mathematics from ancient to modern times are studied.

3 credit hours. Prerequisite: MATH 300 or consent of instructor. Offered as needed.

MATH 490: Individual Study in Mathematics

This course is open to students who have demonstrated superior ability in mathematics. Topics depend on the interests of the students and instructor. This course may be repeated for credit once with a change in content.

3 credit hours. Prerequisite: consent of department chair. Offered as needed.

MATH 512: Foundations of Higher Analysis

Fundamental concepts in the theory of calculus are presented. Topics include limits, continuity and uniform continuity, differentiation, the Riemann integral, sequences and series, and convergence criteria.

3 credit hours. Prerequisite: MATH 300 and 314. Offered as needed.

MATH 515: Introduction to Complex Variables

Techniques and concepts of the algebra and calculus of functions of one complex variable are studied, including trigonometric, exponential, and logarithmic functions.

3 credit hours. Prerequisite: preceding or concurrent enrollment in MATH 314. Offered as needed.

MATH 519: Set Theory

The foundations of set theory and logic are studied in the context of their application in the construction of number systems, from the natural numbers through the reals.

3 credit hours. Prerequisite: MATH 300, 314, 432, or consent of department chair. Offered as needed.

MATH 524: Higher Geometries

Advanced topics in geometry are studied, such as foundations and axiom systems, finite and non-Euclidean geometries. Possible additional topics are projective geometry, convexity, and topology. Proofs are stressed.

3 credit hours. Prerequisite: MATH 300. Offered as needed.

MATH 528: Topology

Study is made of sets and sequences, various topological spaces, including metric, compactness, connectedness, curves, and mappings.

3 credit hours. Prerequisite: MATH 300 and 314. Offered as needed.

MATH 532: Algebraic Structures

Selected topics in the development of groups, rings, modules, and fields are covered, including homomorphisms, permutation groups, basic Galois Theory, ring extension problems, and ideals.

3 credit hours. Prerequisite: MATH 300, 315, 432. Offered as needed.

MATH 551: Topics in Proof

Varying topics in mathematical proof are examined, from number systems and functions to abstract spaces.

3 credit hours. Prerequisite: consent of department chair. Offered as needed.

MATH 552: Topics in Applied Mathematics

Varying topics in applied mathematics are examined, from numerical and analytical investigations to modeling.

3 credit hours. Prerequisite: consent of department chair. Offered as needed.

MATH 553: Topics in Pure Mathematics

Varying topics in pure mathematics are examined, from number theory and advanced geometries to abstract algebra.

3 credit hours. Prerequisite: consent of department chair. Offered as needed.

MATH 571: Theory of Functions of Real Variables

A continuation of Mathematics 512, topics include sequences of functions, functions of several variables, and an introduction to Lebesgue measure.

3 credit hours. Prerequisite: MATH 300 and 512. Offered as needed.

MATH 573: Theory of Functions of Complex Variables

A continuation of Mathematics 515, this course develops the theory underlying functions of complex variables and includes Taylor and Laurent series, Rouché's Theorem, and analytic continuation.

3 credit hours. Prerequisite: MATH 300, 512, 515. Offered as needed.

MATH 577: Topics in Algebra

A particular branch of algebra is examined in depth. Possible topics include group theory, ring theory, field theory, semigroup theory, homological algebra, and automata theory. This course may be repeated for credit with a change in content.

3 credit hours. Prerequisite: MATH 300 and 532, or consent of department chair. Offered as needed.

Medical Technology (MEDT)**MEDT 301: Clinical Microbiology**

The relationship of bacteria to human bacterial diseases is discussed, with emphasis on the application of procedures to medical diagnosis. Also studied are fungi, viruses, the rickettsias, and human parasites.

8 credit hours. Offered fall.

MEDT 302: Clinical Chemistry

The chemistry of body constituents and its relationship to diagnosis of human disease is presented, with emphasis on principles and methods of analysis.

8 credit hours. Offered spring.

MEDT 303: Immunohematology

Instruction is given in drawing and processing blood and in how to ascertain compatibility. Donor-recipient blood and tissue reactions are studied in detail.

4 credit hours. Offered fall.

MEDT 304: Hematology

The morphology of blood and blood-forming organs are studied, along with the abnormalities associated with disease. The dynamics of and diagnostic tests for hemostasis are also discussed.

6 credit hours. Offered spring.

MEDT 305: Pathophysiology

This introduction to pathology includes the correlation between pathological processes and clinical symptoms and the course of disease.

2 credit hours. Offered fall.

MEDT 306: Clinical Immunology

The formation, structure, and action of antigens and antibodies are described. Methods of immunization are included. Laboratory emphasis is on serological procedures in the diagnosis of disease.

2 credit hours. Offered spring.

MEDT 307: Clinical Microscopy

Lectures and laboratory practice are provided in the analyses of body fluids.

2 credit hours. Offered fall.

Middle Level Education (MLED)**MLED 310: Teaching Early Adolescents**

Students examine the developmental characteristics of early adolescence and implications for teaching. (Formerly Foundations of Education 351: Instructional Issues of Middle Level Students.)

3 credit hours. Prerequisite: CEP 315 or consent of department chair. Offered fall, spring, summer.

MLED 320: Middle School Organization and Integrated Curriculum

Students examine the emergence of the modern middle school and its components: teaming, advisory, flexible scheduling, and differentiated instruction. (Formerly Curriculum 307: Middle School Curriculum and Organization.)

4 credit hours. Prerequisite: MLED 310; and for elementary education students, ELED 300; and for secondary education students, prior or concurrent enrollment in SED 405; or consent of department chair. Offered fall, spring, summer.

MLED 330: Interdisciplinary Reading and Writing in Middle Schools

Students develop content area lessons that enable middle level students to read, write, and think critically in the content area. (Formerly Elementary Education 411: Interdisciplinary Reading and Writing in Middle Schools.)

(5) 3 credit hours. Prerequisite: MLED 320; and for elementary education students, prior or concurrent enrollment in a methods course; and for secondary education students, SED 405; or consent of department chair. Offered fall and spring.

MLED 510: Teaching and Learning in the Middle Level School

Students examine the physical, emotional, social, and intellectual characteristics of early adolescents, as well as the impact of society on early adolescents.

3 credit hours. Prerequisite: current elementary or secondary certification, or consent of department chair. Offered fall, spring, summer.

MLED 520: Curriculum and Organization of Middle Schools

Students examine the emergence of the middle school and its components and work in interdisciplinary teams to construct an integrated unit.

3 credit hours. Prerequisite: MLED 510 or consent of department chair. Offered fall, spring, summer.

MLED 530: Applications of Middle School Instructional Models

Students develop lessons for all content areas, using reading and writing strategies to promote literacy and critical thinking in middle school teaching and learning. Students participate in a fifteen-hour practicum.

4 credit hours. Prerequisite: MLED 520 or consent of department chair. Offered fall, spring, summer.

Modern Languages (MLAN)**MLAN 162: Latin American Mestizo Cultures**

Indigenous traditions and world views outside the Western experience are presented as they existed in the past and as they survive in contemporary Latin America. (Formerly Mestizo Concepts of Community and Spirituality.)

4 credit hours. Gen. Ed. Core 3. Offered spring and summer.

Music (MUS)

MUS 091: Student Recital Series

Students who are enrolled in Music 270–289 or 370–389 must attend a specified number of recitals and perform on their principal instruments at least once each semester, beginning with the second semester of study.

(1) 0 credit hour. Offered fall and spring.

MUS 101: Beginning Piano

Note-reading, rhythm, and finger coordination are studied. Individual practice is required, but no previous musical training is necessary.

(1) 1 credit hour. Offered fall and spring.

MUS 102: Beginning Guitar

The basics of fingering melodies, chords, and accompaniments are studied. No previous musical training is required. Students must supply their own guitars.

(1) 1 credit hour. Offered fall and spring.

MUS 103: Beginning Voice

Study is made of basic vocal production and singing styles, with emphasis on interpretation. No previous musical training is required.

(1) 1 credit hour. Offered fall and spring.

MUS 104: Class Piano I

Students develop keyboard manipulative skills, the use of primary triads in accompaniment patterns, transposition, sight reading, improvisation, and basic pedaling technique.

(4) 2 credit hours. Prerequisite: MUS 230 or consent of instructor. Offered fall and spring.

MUS 105: Class Piano II

A continuation of Music 104, study includes keyboard harmony using primary and secondary triads, altered chords and simple figured bass, and piano literature from various periods.

(4) 2 credit hours. Prerequisite: MUS 104. Offered fall and spring.

MUS 106: Class Strings

The basic techniques of orchestral strings are studied. Pedagogy and a knowledge of basic materials are also considered.

(4) 2 credit hours. Offered spring.

MUS 107: Class Voice

Basic vocal pedagogy is stressed in preparation for a career in music education. Included is vocal production, diction, interpretation technique, and standard vocal repertoire.

(4) 2 credit hours. Offered spring.

MUS 110: Brass Class

The basic techniques of brass instruments are studied. Pedagogy and basic teaching materials are also considered.

(4) 2 credit hours. Offered fall.

MUS 111: Woodwinds Class

The basic techniques of woodwind instruments are studied. Pedagogy and basic teaching materials are also considered.

(4) 2 credit hours. Offered spring.

MUS 112: Percussion Class

The basic techniques of percussion instruments are studied. Pedagogy and basic teaching materials are also considered.

(2) 1 credit hour. Offered fall.

MUS 161–163: Large Ensembles

These courses are open to all qualified students by audition.

161 Chorus

162 Wind Ensemble

163 Orchestra

(4) 0.5 credit hour. Gen. Ed. Category A for nonmajors. To fulfill the requirement for Gen. Ed. Category A, students must take MUS 161–163 for a total of 3 credit hours. Any number less than 3 will not fulfill this requirement. Offered fall and spring.

MUS 164–166: Chamber Ensembles

These courses are open to all qualified students by audition. Since balanced groups are necessary, selection of participants is made by the instructor.

164 Chamber Music Ensemble (instrumental and vocal chamber music, including duos, trios, and quartets)

165 Concert Jazz Band (Formerly Jazz Ensemble)

166 Chamber Singers

(4) 1 credit hour. Gen. Ed. Category A for nonmajors. To fulfill the requirement for Gen. Ed. Category A, students must take MUS 164–166 for a total of 3 credit hours. Any number less than 3 will not fulfill this requirement. Offered fall and spring.

MUS 168: Jazz Combo

This is an applied practice of theoretical concepts from jazz theory for student small jazz ensembles. (Formerly Jazz Improvisation.)

(2) 1 credit hour. Offered fall and spring.

MUS 169: Music Cultures of Non-Western Worlds

Selected music cultures of the non-Western world are introduced and critical studies made of the cultural and social contexts of music. Students cannot receive credit for both Music 169 and Anthropology 169.

4 credit hours. Gen. Ed. Core 3. Offered fall and spring.

MUS 170–189: Applied Music

Private study is given in any of the instruments listed below. Study consists of fourteen weekly, thirty-minute private lessons. A fee is charged in addition to the regular College fees. This course may be repeated for credit.

170 Violin

171 Viola

172 Cello

173 String Bass

174 Voice

175 Clarinet-Saxophone

176 Flute

177 Oboe–English Horn

178 Bassoon

179 Trumpet

180 French Horn

181 Trombone-Baritone

182 Tuba

183 Organ

184 Piano

185 Classic Guitar

186 Percussion

187 Applied Jazz

188 Harp

189 Harpsichord

1 credit hour. Prerequisite: consent of department chair. Offered fall, spring, summer.

MUS 201: Survey of Music

Musical eras, styles, forms, and basic vocabulary are introduced to the nonmusic major through music literature. An ability to read music is not presumed.

3 credit hours. Gen. Ed. Category A. Offered fall, spring, summer.

MUS 203: Elementary Music Theory

Fundamentals of scale construction, intervals, syllables, clefs, rhythms, and form are studied, with emphasis on musical acuteness through ear training, sight singing, and dictation.

3 credit hours. Gen. Ed. Category A. Offered fall, spring, summer.

MUS 204: Sight Singing and Ear Training

Students develop basic sight-singing and rhythm-reading techniques, using the movable “do” system. Included is melodic material based on pentatonic scales, major and minor scales, and triadic patterns.

(2) 1 credit hour. Offered spring.

MUS 205: Music History and Literature I

Students become familiar with the first three of six eras of Western art music history (medieval, Renaissance, and baroque) and explore the scores, styles, genres, composers, and historical and cultural events.

3 credit hours. Prerequisite: MUS 230 and 232, or consent of instructor. Offered fall.

MUS 206: Music History and Literature II

Students become familiar with the last three of six eras of Western art music history (classical, romantic, and modern) and explore the scores, styles, genres, composers, and historical and cultural events.

3 credit hours. Prerequisite: MUS 230 and 232, or consent of instructor. Offered spring.

MUS 209: Hand Drumming

The hand-drumming techniques of traditional and modern music cultures are examined. Topics include polyrhythm, linear cross rhythm, and rhythmic modulation in contemporary, jazz, popular, and world music.

(1 1/2) 1 credit hour. Prerequisite: MUS 230 and 231. Offered spring.

MUS 210: Language Orientation I

Italian and English dictions are applied to standard vocal repertoire. Study is based in the International Phonetic Alphabet.

(3) 2 credit hours. Prerequisite: concurrent enrollment in MUS 274 or 374. Offered fall.

MUS 211: Language Orientation II

French and German dictions are applied to standard vocal repertoire. Study is based in the International Phonetic Alphabet.

(3) 2 credit hours. Prerequisite: MUS 210 and concurrent enrollment in MUS 274 or 374. Offered spring.

MUS 221: The Symphony

Representative works from the standard repertory of the eighteenth and nineteenth centuries are explored, covering major composers from Haydn to Mahler. The symphony's beginnings before Haydn and its development after Mahler are also examined.

3 credit hours. Gen. Ed. Category A. Offered fall (even years).

MUS 222: Opera

Representative operas from the seventeenth century to the present are examined, encompassing changing styles, the particular contributions of composers, the libretti, and the most significant operas of the past and present.

3 credit hours. Gen. Ed. Category A. Offered fall (odd years).

MUS 223: American Popular Music

The growth of popular music in the United States is surveyed from its historical background, bringing together the musical, social, and cultural origins that have influenced the development of America's unique musical tradition.

3 credit hours. Gen. Ed. Category A. Offered fall.

MUS 225: History of Jazz

Jazz is examined from its beginnings to the present day. Students learn to listen and identify the different styles of jazz. Emphasis is on instrumental and vocal soloists.

3 credit hours. Gen. Ed. Category A. Offered fall and spring.

MUS 230: Music Theory I

Students are introduced to the principles of music organization through the study of scales, intervals, triads, cadences, and the harmonization of soprano and bass lines using primary triads.

3 credit hours. Offered fall.

MUS 231: Sight Singing and Ear Training I

Study includes basic rhythm, scale, and chord patterns.

(2) 1 credit hour. Offered fall.

MUS 232: Music Theory II

A continuation of Music 230, emphasis is on modulations, seventh chords, chorale writing, binary and ternary forms, and score-reading techniques.

3 credit hours. Prerequisite: MUS 230. Offered spring.

MUS 233: Sight Singing and Ear Training II

A continuation of Music 231, emphasis is on seventh chords and more complex rhythmic patterns.

(2) 1 credit hour. Prerequisite: MUS 231. Offered spring.

MUS 234: Music Theory III

A continuation of Music 232, emphasis is on the polyphonic techniques of the eighteenth century, altered chords, borrowed chords, and forms of the baroque and classical periods, such as the sonata, inventions, fugues, and canons.

3 credit hours. Prerequisite: MUS 232. Offered fall.

MUS 235: Sight Singing and Ear Training III

A continuation of Music 233, emphasis is on melodies and harmonic progressions using altered chords and modulations.

(2) 1 credit hour. Prerequisite: MUS 233. Offered fall.

MUS 236: Music Theory IV

A continuation of Music 234, emphasis is on chromatic harmony and extended chords, forms of the romantic period, and twentieth-century compositional practices.

3 credit hours. Prerequisite: MUS 234. Offered spring.

MUS 237: Sight Singing and Ear Training IV

Advanced study includes atonal melodies and contemporary rhythm patterns.

(2) 1 credit hour. Prerequisite: MUS 235. Offered spring.

MUS 238: Jazz Theory I

This is an introduction to the application of the diatonic major-minor modes, chord changes, and use of the supertonic seventh, dominant seventh, and tonic chords for improvisation, composition, and arranging.

3 credit hours. Prerequisite: MUS 203 or consent of department chair. Offered fall.

MUS 239: Jazz Theory II

Students are introduced to chromatic chord substitutes includes all nondiatonic diminished, whole tone scales and tritone applications that are normally not found in the major/minor scales.

3 credit hours. Prerequisite: MUS 238. Offered as needed.

MUS 241: Musical Theatre Singing

Students learn to sing in ways that are technically sound, functionally healthy, and stylistically accurate for musical theatre.

(1–2) 1 credit hour. Prerequisite: consent of department chair. Offered fall and spring.

MUS 242: Managing Performance Anxiety

Students come to understand how performance anxiety affects the body and mind. Students also develop skills to manage anxiety in order to achieve their full potential.

3 credit hours. Offered as needed.

MUS 268: Opera Workshop

Singers and pianists are prepared to better meet the demands of the musical stage. Emphasis is on the skills necessary for a career in opera and musical theatre as singers and/or coaches.

(4) 1 credit hour. Prerequisite: consent of instructor and assistant chair of music. Offered fall and spring.

MUS 269: Master Class in Applied Music

Students enrolled in applied music augment their knowledge of literature and performance techniques. Topics include pedagogy, memorization, practice techniques, and other topics relevant to appropriate applied sections.

(2) 1 credit hour. Prerequisite: consent of instructor and assistant chair of music. Offered as needed.

MUS 270–289: Applied Music

Advanced private study is given in voice or any one of the instruments listed below. A fee is charged in addition to the regular College fees.

- 270 Violin
- 271 Viola
- 272 Cello
- 273 String Bass
- 274 Voice
- 275 Clarinet–Saxophone
- 276 Flute
- 277 Oboe–English Horn
- 278 Bassoon
- 279 Trumpet
- 280 French Horn
- 281 Trombone–Baritone
- 282 Tuba
- 283 Organ
- 284 Piano
- 285 Classic Guitar
- 286 Percussion
- 287 Applied Jazz
- 288 Harp
- 289 Harpsichord

(1) 2 credit hours. *Prerequisite: except for students enrolled in MUS 287, students must be concurrently enrolled in MUS 091. Offered fall, spring, summer.*

MUS 305: Form and Analysis

A detailed study of the design and style of musical structure is presented. The small and large forms covered include binary and ternary design, song form, variations, rondo, sonata form, and various hybrid forms.

3 credit hours. *Prerequisite: MUS 232 or consent of instructor. Offered fall (odd years).*

MUS 307: Composition

Techniques of musical composition in the smaller forms are studied. Extensive experience in form and analysis is required to complete original compositions.

3 credit hours. *Prerequisite: MUS 232 and either 305 or 306, or consent of instructor. Offered fall (even years).*

MUS 308: Fundamentals of Conducting

Basic instrumental- and choral-conducting techniques and score reading are presented. Study includes practical experience with ensembles. (Formerly Music 108.)

(4) 2 credit hours. *Prerequisite: MUS 207 and 236. Offered fall.*

MUS 310: Medieval and Renaissance Music

Music literature from its ancient beginnings through the Middle Ages and the Renaissance is studied. Included are plainchant, polyphony, sacred and secular music, and problems in early notation.

3 credit hours. *Prerequisite: MUS 207 and either 203 or 230, or consent of instructor. Offered spring (even years).*

MUS 311: Music of the Baroque

Music literature from the last decade of the sixteenth century to the middle of the eighteenth century is presented. Included is the development of instrumental and vocal music, culminating in the music of J. S. Bach and Handel.

3 credit hours. *Prerequisite: MUS 207 and either 203 or 230, or consent of instructor. Offered fall (even years).*

MUS 312: Music of the Classical Era

Music literature from the mid-eighteenth century to about 1825 is studied, including precedents in the rococo period. Representative works are analyzed.

3 credit hours. *Prerequisite: MUS 207 and either 203 or 230, or consent of instructor. Offered spring (odd years).*

MUS 313: Music of the Romantic Period

Music literature during the nineteenth century is studied, including the late romantic composers. Representative works in various forms are analyzed.

3 credit hours. *Prerequisite: MUS 207 and either 203 or 230, or consent of instructor. Offered fall (odd years).*

MUS 314: Twentieth-Century Music

Music literature since 1900 is studied, with emphasis on major contemporary developments as seen in the music of Schoenberg, Bartok, Stravinsky, Webern, Berg, and Hindemith.

3 credit hours. *Prerequisite: MUS 207 and either 203 or 230, or consent of instructor. Offered spring (even years).*

MUS 321: Orchestration

The range, tonal quality, and characteristics of various orchestral and band instruments are studied. Included are problems and projects in scoring for various ensembles.

3 credit hours. *Prerequisite: MUS 232 or consent of instructor. Offered spring (odd years).*

MUS 323: Counterpoint

Contrapuntal practices, including species counterpoint through twentieth-century styles, are studied. Forms include canon, invention, fugue, passacaglia, and others. Extensive writing and special projects are included.

3 credit hours. *Prerequisite: MUS 236. Offered spring (even years).*

MUS 360: Seminar in Music Literature

Students concentrate on a selected topic and engage in intensive study of a major composer or an important historical development. Knowledge of research techniques is emphasized.

3 credit hours. Prerequisite: MUS 207, 230, 232, and one course from MUS 310, 311, 312, 313, 314; or consent of instructor. Offered spring (odd years).

MUS 366: Accompanying

Practical experience is provided in the rehearsal and performance of accompaniments for instrumental and vocal soloists. This course may be repeated for elective or degree-required credit hours. Open to pianists, organists, and guitarists.

1 credit hour. Prerequisite: consent of instructor. Offered fall and spring.

MUS 370–389: Applied Music

Advanced private study is given in voice or any one of the instruments listed below. A fee is charged in addition to the regular College fees.

370 Violin

371 Viola

372 Cello

373 String Bass

374 Voice

375 Clarinet-Saxophone

376 Flute

377 Oboe–English Horn

378 Bassoon

379 Trumpet

380 French Horn

381 Trombone-Baritone

382 Tuba

383 Organ

384 Piano

385 Classic Guitar

386 Percussion

388 Harp

389 Harpsichord

(1) 3 credit hours. Prerequisite: concurrent enrollment in MUS 091 and acceptance into the B.M. program in performance. Offered fall and spring.

MUS 390: Independent Study

Under the guidance of a faculty advisor, students select and thoroughly investigate a specialized topic.

3 credit hours. Prerequisite: consent of department chair. Offered as needed.

MUS 391: Junior Recital

This is a half-hour solo recital of appropriate literature. Students must be enrolled in Applied Music in the semester in which the recital is performed. This course is required of music performance majors.

0 credit hour. Prerequisite: 15 credit hours (five semesters) of Applied Music in the appropriate instrument. Offered fall, spring, summer.

MUS 408: Advanced Conducting

A continuation of Music 308, this course further develops the student's technical skill in choral and instrumental conducting.

3 credit hours. Prerequisite: MUS 308 or consent of department chair. Offered spring.

MUS 458: Twentieth-Century Theory

The theoretical and compositional techniques of twentieth-century composers is studied.

3 credit hours. Prerequisite: MUS 236 or consent of instructor. Offered as needed.

MUS 490: Independent Study

Under faculty supervision, the student conducts independent research and writes a final paper. This course may be repeated once for credit with a change in topic.

3 credit hours. Prerequisite: junior or senior standing and consent of department chair and dean of the Faculty of Arts and Sciences. Offered as needed.

MUS 491: Directed Study

Under faculty supervision, the student completes an independent study project and writes a final paper. This course may be repeated once for credit with a change in topic.

3 credit hours. Prerequisite: junior or senior standing and consent of department chair and dean of the Faculty of Arts and Sciences. Offered as needed.

MUS 492: Senior Recital—Music Education Majors

This is a half-hour solo recital of representative literature. Students must be enrolled in Applied Music in the semester in which the recital is performed. This course is required of music education majors.

0 credit hour. Prerequisite: 12 credit hours (six semesters) of Applied Music in the appropriate instrument. Offered fall, spring, summer.

MUS 493: Senior Recital—Music Performance Majors

This is a one-hour solo recital of representative literature. Students must be enrolled in Applied Music in the semester in which the recital is performed. This course is required of music performance majors.

0 credit hour. Prerequisite: MUS 391 and 21 credit hours (seven semesters) of Applied Music in the appropriate instrument. Offered fall, spring, summer.

MUS 505: Systems of Musical Analysis

Appropriate systems of analysis for music from Gregorian Chant to contemporary works are investigated. Emphasis is on modal theory, theories of Schenker and Hindemith, and set theory.

3 credit hours. Prerequisite: MUS 240 or passing grade on graduate theory examination. Offered fall (even years).

MUS 508: Applied Conducting

Private lessons are given in instrumental and/or choral conducting, which lead to a graduate recital in conducting. This course may be repeated for credit.

(2–3) 2 credit hours. Prerequisite: matriculation in the M.M.Ed. or the M.A.T. program and consent of department chair. Offered fall, spring, summer.

MUS 521: The Symphony

The history of the symphony is presented, with emphasis on its continuous stylistic and formal development. Students investigate individual symphonies. Analytical procedures are stressed.

3 credit hours. Offered fall (even years).

MUS 522: Opera

The opera from Monteverdi to the present, with equal emphasis on each century involved, is studied. Students investigate individual works. Analytical procedures are stressed.

3 credit hours. Offered spring (odd years).

MUS 560: Seminar in Music Literature

Students concentrate on a selected topic and engage in intensive study of a major composer or of an important historical development. Emphasis is on research techniques.

3 credit hours. Prerequisite: consent of instructor. Offered spring (even years).

MUS 561–563: Large Ensembles

These courses are open to all qualified students by audition.

561 Chorus

562 Wind Ensemble

563 Orchestra

(4) 0.5 credit hour. Offered fall and spring.

MUS 564–566: Chamber Ensembles

These courses are open to all qualified students by audition. Since balanced groups are necessary, selection of participants is made by the instructor.

564 Chamber Music Ensemble (instrumental and vocal chamber music, including duos, trios, and quartets)

565 Concert Jazz Band (Formerly Jazz Ensemble)

566 Chamber Singers

(4) 1 credit hour. Offered fall and spring.

MUS 567: Master Class in Conducting

Instrumental or choral conducting is presented in a one-day participatory master class, which includes conducting with a lab ensemble, coaching by a guest clinician, a videotape review, and writing a reflective paper.

(8–10) 1 credit hour. Prerequisite: graduate standing. Offered as needed.

MUS 568: Opera Workshop

Emphasis is on the skills necessary for a career in opera and musical theatre as singers and/or coaches.

(4) 2 credit hours. Prerequisite: consent of instructor and assistant chair of music. Offered fall and spring.

MUS 569: Master Class in Applied Music

Students enrolled in applied music augment their knowledge of literature and performance techniques.

(2) 1 credit hour. Prerequisite: consent of instructor and assistant chair of music. Offered as needed.

MUS 570–589: Applied Music

Private study is given in voice or any one of the instruments listed below. A fee is charged in addition to the regular College fees.

570 Violin

571 Viola

572 Cello

573 String Bass

574 Voice

575 Clarinet-Saxophone

576 Flute

577 Oboe–English Horn

578 Bassoon

579 Trumpet

580 French Horn

581 Trombone-Baritone

582 Tuba

583 Organ

584 Piano

585 Classic Guitar

586 Percussion

588 Harp

589 Harpsichord

(1) 2 credit hours. Prerequisite: graduate status. Offered fall, spring, summer.

MUS 590: Independent Study

Under the guidance of a faculty advisor, students select and thoroughly investigate a specialized topic.

1–6 credit hours. Offered as needed.

MUS 591: Graduate Recital

The graduate student performs a public recital of literature from various stylistic periods.

0 credit hour. Prerequisite: consent of departmental graduate committee. Offered as needed.

Music Education (MUSE)

MUSE 212: Introduction to Music Education

This is an introduction to the organizations, scope, responsibilities, and opportunities for those in professional music education. Study includes observation and interaction with teachers in public schools.

2 credit hours. Prerequisite: MUS 234 and 235. Offered spring.

MUSE 341: Methods and Materials in Music Education

The theory and pedagogy of teaching music in grades one through six are studied. Not for music education majors. (Formerly Education 341.)

(3) 2 credit hours. Offered fall, spring, summer.

MUSE 412: Practicum in Music Education I

Principles, programs, and practices in teaching music at both elementary and secondary grade levels are presented. Observation of classes and participation in teaching are included. Focus is on general music in kindergarten through grade eight.

(6) 3 credit hours. Prerequisite for undergraduate students: MUS 105, MUSE 212, successful completion of sight singing and keyboard proficiency, or consent of department chair. Prerequisite for graduate students: admission to a music education teacher preparation program and successful completion of sight singing and keyboard proficiency. Offered fall.

MUSE 413: Practicum in Music Education II

A continuation of Music Education 412, emphasis is on instrumental and vocal music in the secondary school and on the elective musical experiences of secondary students.

(6) 3 credit hours. Prerequisite for undergraduate students: MUSE 412, with minimum grade of B-, and admission to music education teacher preparation program. Prerequisite for graduate students: MUSE 412, with minimum grade of B. Offered spring.

MUSE 424: Student Teaching in Music Education

Student teaching is offered at the elementary and secondary levels.

9 credit hours. Prerequisite: satisfactory completion of MUSE 413 and all major and professional courses required prior to student teaching, concurrent enrollment in MUSE 460, cumulative GPA of 2.50 a full semester prior to student teaching, completion of technology competency requirement, completion of community service requirement, and negative result from the required tuberculin test. Offered fall.

MUSE 460: Student Teaching Seminar in Music Education

Students develop teacher behaviors appropriate to effective music education instruction, including classroom and time management, effective communication, knowledge of different learning styles, and teaching strategies.

1 credit hour. Prerequisite: concurrent enrollment in MUSE 424. Offered fall.

MUSE 501: Research Techniques in Music Education

Techniques of research in music education are investigated and applied. The bibliography is explored and standard sources are used.

3 credit hours. Prerequisite: consent of instructor. Offered summer (even years).

MUSE 502: Perception, Assessment, and Evaluation in Music

The nature of musical perception, discrimination, and talent are studied, with emphasis on music aptitude and the theories on which they are based, such as learning theories. Included are standard evaluation techniques.

3 credit hours. Prerequisite: graduate status. Offered summer (odd years).

MUSE 503: School Music Administration and Supervision

The factors involved in administering and supervising school music programs are examined.

3 credit hours. Prerequisite: graduate status or consent of instructor. Offered summer (even years).

MUSE 525: Advanced Studies in Music Education

Basic concepts in the philosophy of music education, aesthetics, the history of music education, sociology, and psychology are presented. (Formerly Education 525.)

3 credit hours. Prerequisite: consent of instructor. Offered summer (odd years).

MUSE 526: Student Teaching in Music Education

Graduate music students participate in student teaching at both the elementary and secondary levels.

9 credit hours. Prerequisite: admission to the M.A.T. teacher preparation program; satisfactory completion of MUSE 412, 413, and all major and professional courses required prior to student teaching; concurrent enrollment in MUSE 560; cumulative GPA of 3.00 a full semester prior to student teaching; completion of technology competency requirement; completion of community service requirement; and negative result from the required tuberculin test. Offered fall.

MUSE 560: Student Teaching Seminar in Music Education

Graduate students reflect on their classroom experience. Topics include classroom management, learning styles, teaching strategies, and evaluation.

1 credit hour. Prerequisite: concurrent enrollment in MUSE 526. Offered fall.

MUSE 566: Seminar in Music Education

Selected problems are investigated. (Formerly Education 566.)

3 credit hours. Prerequisite: consent of instructor. Offered fall (odd years).

MUSE 592: Graduate Thesis

A formal research problem is investigated by the student. An advisor from the Department of Music, Theatre, and Dance is assigned to the student.

3 credit hours. Prerequisite: consent of departmental graduate committee. Offered as needed.

Nonprofit Studies (NPST)**NPST 400: Summer Institute in Nonprofit Studies**

Students participate in intensive workshops to develop administrative and analytical skills appropriate to careers in nonprofit organizations. Workshops include strategic planning, budgeting, human resources, fundraising, philanthropy, and legal principles.

3 credit hours. Prerequisite: consent of the director of the Certificate Program in Nonprofit Studies. Offered summer.

NPST 401: The American Nonprofit Sector and Philanthropy I

Historical and theoretical perspectives on philanthropy and its contribution to the local and national nonprofit sector are examined. Students research the roots of philanthropy and patterns of giving to NPOs.

3 credit hours. Prerequisite: consent of the director of the Certificate Program in Nonprofit Studies. Offered fall.

NPST 402: The American Nonprofit Sector and Philanthropy II

A case study is made of innovations in philanthropic and nonprofit sectors. Students examine the missions, goals, funding mechanisms, financial support, and funding strategies of philanthropic organizations.

3 credit hours. Prerequisite: NPST 401 and consent of the director of the Certificate Program in Nonprofit Studies. Offered spring.

NPST 403: Internship in the Nonprofit Sector

Students undertake a semester-long internship at a nonprofit or philanthropic organization. Weekly seminars reinforce best practices in nonprofit administration and opportunities for students to discuss their field placement experiences.

4 credit hours. Prerequisite: consent of the director of the Certificate Program in Nonprofit Studies. Offered fall, spring, summer.

Nursing (NURS)

For nursing majors only, unless otherwise indicated.

NURS 101: The Nursing Education Experience I

Topics promoting success in the nursing program are covered, including issues in the learning and practice of nursing, study skills, personal growth, and involvement in the College and department.

1 credit hour. Prerequisite: COLL 101 and consent of department chair. Offered spring.

NURS 102: The Nursing Education Experience II

Students examine the social, cultural, and economic contexts of nursing through readings, discussion, guest lecturers, field trips, and participation in College activities.

1 credit hour. Prerequisite: NURS 101 and consent of department chair. Offered fall.

NURS 175: Nursing Drug Calculations

Using dimensional analysis, students develop the mathematical skills necessary to calculate drug dosages.

1 credit hour. Offered fall and spring.

NURS 207: Baccalaureate Education for Nursing

This is the formal transition for the RN student into the baccalaureate program in nursing. Emphasis is on the nursing process as the scientific methodology for nursing practice.

4 credit hours. Prerequisite: licensed RN students. Offered fall and spring.

NURS 220: Foundations of Therapeutic Interventions

Concepts of nutrition, pharmacology, and pathophysiology are introduced as foundations for therapeutic intervention in nursing practice.

3 credit hours. Prerequisite: BIOL 231, CHEM 106, PSYC 230, prior or concurrent enrollment in BIOL 335, and acceptance to the nursing program. Offered fall and spring.

NURS 222: Professional Nursing I

The profession of nursing is introduced, including the history and practice of nursing, the health illness continuum, the health care system, the nursing process, and the demographic and economic changes that affect nursing practice.

3 credit hours. Prerequisite: BIOL 231, CHEM 106, PSYC 230, prior or concurrent enrollment in BIOL 335, and acceptance to the nursing program. Offered fall and spring.

NURS 223: Fundamentals of Nursing Practice

Cognitive and psychomotor skills are applied through guided experiences in simulated and clinical situations. Emphasis is on skills essential for the nursing practice.

(9) 3 credit hours. Prerequisite: BIOL 231, 335; CHEM 106; NURS 220, 222; PSYC 230; and prior or concurrent enrollment in BIOL 348 and NURS 224. Offered fall and spring.

NURS 224: Health Assessment

Basic health assessment skills are introduced. Emphasis is on normal findings. Assessment skills acquired through theory and laboratory experiences provide the basis for nursing practice.

3 credit hours. Prerequisite: BIOL 231; CHEM 106; PSYC 230; prior or concurrent enrollment in BIOL 335 and 348; and prior or concurrent enrollment in NURS 220, 222, 223. Offered fall and spring.

NURS 261: Cross-Cultural Perspectives on Childbearing and Mothering

The universal experience of childbirth and mothering is explored, using cross-cultural perspectives. Focus is on analyzing and comparing Western and non-Western beliefs and customs. Writing and critical thinking skills are emphasized.

4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered fall, spring, summer.

NURS 262: Substance Abuse as a Global Issue

This is an examination of how substance abuse evolves from multicultural factors influencing human behavior and becomes a global issue. Emphasis is on ways in which dynamic processes operate in different cultures with respect to drugs.

4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered fall and summer.

NURS 263: Dying, Loss, and Grief: Cross-Cultural Perspectives

Death and dying across several cultures is surveyed from a public health perspective. A comparison is made between five religious traditions. Also examined are non-Western versus Western cultural beliefs.

4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered fall and summer.

NURS 264: The State of the World's Children

The impact of cultural identity and heritage upon the well-being of children around the world is analyzed. Included are global issues of child exploitation and the necessary global effort to halt that exploitation.

4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered spring and summer.

NURS 265: Cross-Cultural Perspectives on Healing Practices

Healing practices are examined from a global perspective. Emphasis is on historical, cultural, social, philosophical, and economic influences on the evolving model of East-West healthcare.

4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered fall, spring, summer.

NURS 312: Death and Dying

Students explore their own feelings about death and dying from historical, ethical, and legal perspectives.

3 credit hours. Prerequisite: consent of instructor. Offered spring.

NURS 313: Mental Health and Aging

Focus is on mental health issues as they relate to the elderly. Using a primary, secondary, tertiary intervention framework, issues related to loneliness, loss, isolation, and grief are explored. (Formerly Health Maintenance of the Elderly.)

3 credit hours. Prerequisite: SOC 217 or consent of instructor. Offered spring.

NURS 316: Physical Assessment of the Adult and Child

Diagnostic skills are used to assess clients of all age groups. Assessment of health and developmental status is done through interview, inspection, palpation, percussion, and auscultation.

4 credit hours. Prerequisite: junior or senior students and RNs. Offered fall and spring.

NURS 340: Psychiatric/Mental Health Nursing

Psychiatric/mental health theory, practice, and the professional role are introduced, with emphasis on the adult client. Common psychiatric disorders across the lifespan are introduced.

(12) 6 credit hours. Prerequisite: NURS 220, 222, 223, 224. Offered fall and spring.

NURS 342: Adult Health Nursing I

Focus is on the promotion of health and the management of illness in the adult client. Students learn to manage client care in various settings and develop professional behaviors through learning activities and practice situations.

(12) 6 credit hours. Prerequisite: NURS 220, 222, 223, 224, 340. Offered fall and spring.

NURS 344: Maternal Newborn Nursing

Nursing theory and application are introduced in the practicum setting related to the comprehensive and continuing care of expectant and newly expanded family systems.

(12) 6 credit hours. Prerequisite: NURS 220, 222, 223, 224. Offered fall and spring.

NURS 346: Nursing of Children and Families

The nursing care of children is examined within the context of the individual, family, and community. Principles of growth and development, health promotion, and therapeutic interventions are analyzed and applied.

(12) 6 credit hours. Prerequisite: NURS 220, 222, 223, 224, 344. Offered fall and spring.

NURS 370: Public and Community Health Nursing

Principles of public health and nursing are synthesized and applied to the care of families and populations in theory and in practice. Ethnographic, epidemiological, and public policy approaches are used to understand public health issues.

(12) 6 credit hours. Prerequisite for general students: NURS 340, 342, 344, 346. Prerequisite for licensed RN students: acceptance by School of Nursing for senior level. Offered fall and spring.

NURS 372: Adult Health Nursing II

Focus continues on the promotion of health and the management of illness in adult clients. Students expand their knowledge and nursing practice in various settings. Professional behaviors are also developed.

(12) 6 credit hours. Prerequisite: NURS 340, 342, 344, 346. Offered fall and spring.

NURS 374: Contemporary Professional Nursing

Major topics pertinent to professional development and practice are analyzed in depth. Leadership and management theories, contemporary nursing issues, and factors facilitating professional achievements are also presented.

3 credit hours. Prerequisite: NURS 340, 342, 344, 346. Offered fall and spring.

NURS 375: Transition to Professional Nursing Practice

Professional values, roles, and issues, as well as client population-focused issues are discussed in seminar and applied in practicum. Students select a clinical setting in which the transition from student to professional nurse is fostered.

(12) 6 credit hours. Prerequisite: NURS 374 and 372. Offered fall and spring.

NURS 376: Contemporary Nursing Practices: Issues and Challenges

This theory and practicum course is for registered nurse students only. Professional values, roles, and issues pertinent to the contemporary health care environment are examined.
(12) 6 credit hours. Prerequisite: NURS 370. Offered fall and spring.

NURS 390H–391H: Directed Study

The honors candidate conducts individual research and/or creative projects in nursing for two semesters.
3 credit hours each. Prerequisite: honors program in nursing. Offered fall and spring.

NURS 471: Practicum in Chemical Dependency/Addiction Studies

Students practice intervention strategies, with emphasis on self-awareness and self-assessment. Observation and evaluation is conducted by the practicum supervisor. Students cannot receive credit for both Nursing 471 and Psychology 471.
(5) 4 credit hours. Prerequisite: acceptance into the chemical dependency/addiction studies program and PSYC 451 and 452. Offered fall, spring, summer.

NURS 474: Internship in Chemical Dependency/Addiction Studies

Students gain field experience in an agency providing substance abuse services. Included are weekly seminar sessions, on-site visits, and field consultation. Students cannot receive credit for both Nursing 474 and Psychology 474.
(13) 4 credit hours. Prerequisite: PSYC 453, 471, and approval of practicum and internship instructors. Offered fall, spring, summer.

NURS 501: Advanced Nursing Research

Theories and methodologies for evaluating research findings in nursing and health care are examined. Focus is on dissemination and utilization of research findings for evidence-based practice.
3 credit hours. Prerequisite: Graduate status in nursing or consent of program coordinator. Offered fall.

NURS 502: Health Care Systems

Topics covered are organizational structure, resources, current technology, informational systems, outcome measures, safety initiatives, health care policy, and ethics. The central role of the patient in health care decision making is also examined.
3 credit hours. Prerequisite: Graduate status in nursing or consent of program coordinator. Offered fall.

NURS 503: Professional Role Development

Behaviors that promote change and collaboration in practice environments are examined, including concepts of leadership, communication, power, and problem solving.
3 credit hours. Prerequisite: Graduate status in nursing or consent of program coordinator. Offered fall. Offered spring as needed.

NURS 504: Advanced Pathophysiology

Students explore the interrelationships of human systems and the effects of illness on the individual as a whole. Concepts and patterns of alterations in physiological mechanisms and functions are identified.
3 credit hours. Prerequisite: Graduate status in nursing or consent of program coordinator. Offered fall.

NURS 505: Advanced Pharmacology

Pharmacologic agents and their clinical applications are examined. Pharmacologic, therapeutic uses, and the side effects and drug interactions of a broad variety of classes of drugs are explored as treatment modalities.
3 credit hours. Prerequisite: Graduate status in nursing or consent of program coordinator. Offered spring.

NURS 507: Epidemiology and Health Statistics

Topics covered include statistical concepts, evaluation of health research literature, outcome measurements, health surveillance, and determinants of health.
3 credit hours. Prerequisite: Graduate status in nursing or consent of program coordinator. Offered spring.

NURS 508: Public Health Science

Study is made of environmental and occupational health, bioterrorism and disaster preparedness, communicable diseases, chronic diseases, and vulnerable populations.
3 credit hours. Prerequisite: Graduate status in nursing or consent of program coordinator. Offered fall.

NURS 509: Professional Project Seminar I

Students develop plans for a comprehensive project in the form of research, program design, or grant preparation. Planning includes literature review, exploration of resources, and processes for implementation and evaluation.
1 credit hour. Prerequisite: NURS 501 and graduate status in nursing, or consent of program coordinator. Offered spring.

NURS 510: Acute Care/Critical Care I

Students participate in collaborative practice in a complex acute care or critical care setting and analyze the impact of pathophysiology, pharmacology, physical assessment, and technology on health care outcomes.

(18) 6 credit hours. Prerequisite: NURS 501, 502, 503, 504, or consent of program coordinator. Offered spring.

NURS 511: Public Health/Community Leadership I

Variables relevant to public health problems are investigated through field experience. Students demonstrate knowledge of analytic assessment and public health science skills.

(18) 6 credit hours. Prerequisite: NURS 501, 502, 503, 507, or consent of program coordinator. Offered spring.

NURS 609: Professional Project Seminar II

Students complete the final writing and presentation of their comprehensive project. Process and outcomes are discussed along with plans for disseminating project information.

2 credit hours. Prerequisite: NURS 509 or consent of program coordinator. Offered fall.

NURS 610: Acute Care/Critical Care II

Students develop their role in a complex health care setting through in-depth correlation of pathophysiology, pharmacology, and physical assessment and analysis of case studies and evidence-based practice.

(18) 6 credit hours. Prerequisite: NURS 505 and 510, or consent of program coordinator. Offered fall.

NURS 611: Public Health/Community Leadership II

Students collaborate with community groups to assess health needs, develop partnerships, and plan programs to address needs based on cultural sensitivity. Public policy solutions to those needs are proposed.

(18) 6 credit hours. Prerequisite: NURS 508 and 511, or consent of program coordinator. Offered fall.

NURS 620: Acute Care/Critical Care III

Students demonstrate leadership in advanced nursing practice to effect positive patient outcomes. Factors in ethical decision making are analyzed and technological approaches to improve patient care are discussed.

(18) 6 credit hours. Prerequisite: NURS 610 or consent of program coordinator. Offered spring.

NURS 621: Public Health/Community Leadership III

Students engage in public policy and program planning with existing health systems. Focus includes budget development and oversight and the use of management information systems for decision making.

(18) 6 credit hours. Prerequisite: NURS 611 or consent of program coordinator. Offered spring.

Performing Arts (PFA)**PFA 158: Experiencing the Performing Arts**

An interdisciplinary approach is used to introduce the student to the performing arts. Perspectives concerning music, theatre, and dance as collaborative art forms are studied. The student is involved as listener, creator, and active participant.

3 credit hours. Gen. Ed. Category A. Offered fall (as needed).

Philosophy (PHIL)**PHIL 165: The Heritage of Asian Philosophy**

The philosophical traditions of India, China, and Japan are explored. Focus is on Asian conceptions of reality, theories of knowledge, systems of ethical relationships and beliefs about human nature, and the role of philosophy in human affairs.

4 credit hours. Gen. Ed. Core 3. Offered fall, spring, summer.

PHIL 167: Native American Philosophy

Focus is on the wisdom found in Native American traditions. Current primary sources are used so that students can experience Native American philosophy directly.

4 credit hours. Gen. Ed. Core 3. Offered fall, spring, summer.

PHIL 200: Introduction to Philosophy

Basic philosophic issues, such as the existence of God, free will, minds, the nature of reality, knowledge, and truth, are examined. Emphasis is on reasoning and justification.

3 credit hours. Offered fall, spring, summer.

PHIL 201: Introduction to Eastern Philosophy

Theories of reality, knowledge, and the meaning of human existence in Eastern philosophical traditions are investigated. Attention is given to the metaphysical speculations of the Indian schools and to the ethical theories of East Asian schools.

3 credit hours. Offered fall, spring, summer.

PHIL 205: Introduction to Logic

This course covers principles of valid reasoning in responsible statement and argument, the detection of fallacies, and inductive procedures in the sciences. Application of these principles is made in subject matter and put to practical use in critical thinking.

3 credit hours. Gen. Ed. Category SM. Offered fall, spring, summer.

PHIL 206: Ethics

An examination and explanation of ethical judgments is made. Clarification and analysis of ethical terms and the validity of norms of conduct from the standpoint of formalistic, intuitional, hedonistic, and naturalistic ethical theories are considered.

3 credit hours. Offered fall, spring, summer.

PHIL 230: Aesthetics

Topics include theories of art experience and the relation of aesthetic experience to other types of experience and to other kinds of knowledge.

3 credit hours. Gen. Ed. Category A. Offered fall, spring, summer.

PHIL 241: Philosophy of Religion

This is an inquiry into the ontological, epistemological, and axiological ramifications of religious experience.

3 credit hours. Offered fall, spring, summer.

PHIL 261: Ethical Issues in Health Care

This is a critical inquiry into ethical issues in health care. Moral theories from both Western and non-Western traditions are discussed and applied to issues in health care.

4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered fall, spring, summer.

PHIL 262: Freedom

This critical and cross-cultural examination presents various views on such topics as free will, religion and freedom, the nature of human freedom, and social, political, and economic freedom.

4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered as needed.

PHIL 263: God(s)

Western and non-Western concepts of divinity are examined. Topics include polytheism, monotheism, monism, atheism, gender, and the God(ess). Students examine their own ideas in the context of various philosophical and religious traditions.

4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered fall, spring, summer.

PHIL 264: The Great Ethical Traditions

This is a critical inquiry into ethical issues and the great ethical traditions. Moral theories from both Western and non-Western traditions are examined.

4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered fall and spring.

PHIL 265: Sex and Gender in Cross-Cultural Perspective

Fundamental questions regarding a philosophical analysis of sexuality and the categories of sex/gender are introduced.

4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered as needed.

PHIL 300: American Philosophy

In this survey of philosophy in America from the colonial period to the present, some of the major works of significant American philosophers are read and discussed. Among the philosophers considered are Charles Peirce, William James, and John Dewey.

4 credit hours. Offered spring (even years).

PHIL 305: Intermediate Logic

The use of the logic of propositions, classes, and relations is studied. Alternate systems and notations of two-valued logics are analyzed. Some multivalued logics are validated.

3 credit hours. Prerequisite: PHIL 205 or consent of instructor. Offered spring (even years).

PHIL 306: Contemporary Ethical Theory

Theories about the nature and possibility of ethics are discussed. Topics may include relativism, egoism, intuitionism, moral realism, the nature of the moral person, moral development, feminist ethics, the significance of evolution, and the nature of moral arguments.

3 credit hours. Prerequisite: PHIL 206 or consent of department chair. Offered fall (odd years).

PHIL 311: Knowledge and Truth

The concept of knowledge and its relationship to the world of experience is investigated. Various theories of the nature of truth are presented and analyzed. Students are introduced to epistemology.

3 credit hours. Prerequisite: any 200-level philosophy course. Offered spring (even years).

PHIL 315: Evidence, Reasoning, and Proof

The concept of evidence, types of reasoning, and standards of proof are examined. Topics include types of evidence, evaluating evidence, eyewitness claims, expert testimony and memory, appraising reasoning, and standards of proof.

3 credit hours. Prerequisite: any 200-level philosophy course or consent of department chair. Offered once annually.

PHIL 320: Philosophy of Science

Induction and probability, causality and the laws of nature, as well as the nature of explanation and justification are covered.

4 credit hours. Prerequisite: consent of instructor. Offered fall (odd years).

PHIL 321: Social and Political Philosophy

Students examine social and political theories and the philosophical issues they raise concerning the origin of society and man's nature as a "political being" and "social being."

3 credit hours. Offered fall.

PHIL 322: Philosophy of Law

Conceptual problems regarding law and legal systems are examined. Topics may include the nature of law, law and morality, civil disobedience, positivism, naturalism, personhood under the law, rights, punishment, criminal responsibility, and judicial decision making.

3 credit hours. Prerequisite: any 200-level philosophy course or consent of department chair. Offered spring.

PHIL 325: Environmental Ethics

Theories and reality, ideology and action, and values and facts are examined. Focus is on rational policy decision making.

3 credit hours. Prerequisite: any 200-level philosophy course or consent of department chair. Offered as needed.

PHIL 330: Metaphysics

This is a problem-oriented introduction to some of the central issues of contemporary metaphysics. Topics may include ontology (what exists), necessity, causation, free will/determinism, space and time, and identity-over-time.

3 credit hours. Prerequisite: any 200-level philosophy course or consent of department chair. Offered fall (even years).

PHIL 333: Philosophy of Mind

The status and the role of mind in relation to body is studied. Diverse theories, such as mind/body dualism, identity theory, behaviorism, functionalism, and emergence, are discussed. Other topics may include the contents of mental states, consciousness, and artificial intelligence.

3 credit hours. Prerequisite: any 200-level philosophy course or consent of department chair. Offered fall (odd years).

PHIL 351: Plato, Aristotle, and Greek Philosophy

The origins of philosophy in Greek thought are explored. Works of philosophers such as Plato and Aristotle are read. (Formerly Plato, Aristotle, and Greek Thought.)

4 credit hours. Prerequisite: any 200-level philosophy course. Offered fall.

PHIL 353: Epicurus, Plotinus, and Hellenistic Philosophy

The development of philosophy in Greece and Rome, from the death of Aristotle to the medieval period, is studied. Emphasis is on Epicurean, Stoic, and Neoplatonic ethics, epistemology, and ontology. (Formerly Hellenistic Philosophy.)

3 credit hours. Prerequisite: any 200-level philosophy course. Offered spring (odd years).

PHIL 355: Augustine, Aquinas, and Medieval Philosophy

The origins of medieval thought are traced. The institutionalization of philosophic thought is analyzed. The works of Aquinas and Augustine are studied. (Formerly Aquinas, Bonaventure, and Medieval Thought.)

4 credit hours. Prerequisite: any 200-level philosophy course. Offered fall.

PHIL 356: Descartes, Hume, Kant, and Modern Philosophy

Works from European philosophers from Descartes to Kant are read. (Formerly Seventeenth- and Eighteenth-Century Philosophers.)

4 credit hours. Prerequisite: any 200-level philosophy course. Offered spring.

PHIL 357: Hegel, Nietzsche, and Nineteenth-Century Philosophy

Selections from the works of Hegel and Nietzsche are analyzed and critiqued along with other nineteenth-century philosophers, such as Kierkegaard, Schopenhauer, Marx, and Freud.

4 credit hours. Prerequisite: any 200-level philosophy course. Offered spring (even years).

PHIL 358: Existentialism and Contemporary Philosophy

In addition to the analysis of current existentialist, positivist, analytic, and religious philosophers, some of the germinal thinkers and forces of nineteenth-century life are studied. (Formerly Philosophy 357.)

4 credit hours. Prerequisite: any 200-level philosophy course. Offered spring (odd years).

PHIL 359: Contemporary Analytic Philosophy

Focus is on late nineteenth- and twentieth-century philosophers of language, with particular emphasis on their technical works in analytical philosophy. G. E. Moore, Gilbert Ryle, Ludwig Wittgenstein, Rudolph Carnap, G. Morris, and A. Tarski are among the philosophers studied who applied techniques of the logical analysis of language to philosophical problems of knowledge, existence, and value.

3 credit hours. Prerequisite: any 200-level philosophy course. Offered as needed.

PHIL 363–364: Seminar in Philosophy

Concepts, individual thinkers, or institutional movements may be chosen to be explored intensively.

3 or 4 credit hours. Prerequisite: consent of instructor and department chair. Offered as needed.

PHIL 391–394: Independent Study

The student, working with a faculty advisor, selects a topic for study and researches the topic in depth.

1–4 credit hours. Prerequisite: consent of instructor and department chair. Offered as needed.

Physical Education (PED)**PED 102–134, 147: Beginning Activity**

The development of fundamental skills to promote participation in each of the following activities is stressed. Social skills, strategies, and rule interpretations relevant to each activity are included. These are eight-week courses.

- 102 Badminton. Offered as needed.
- 105 Bowling. Offered as needed.
- 109 Swimming—Beginning. Offered fall and spring.
- 111 Field Hockey. Offered as needed.
- 118 Lacrosse. Offered as needed.
- 119 Lifesaving. Offered fall.
- 122 Softball. Offered as needed.
- 123 Outdoor Activities—Summer. Offered fall and spring.
- 124 Swimming—Intermediate. Offered spring.
- 125 Soccer. Offered as needed.

- 126 Track and Field. Offered as needed.
 - 128 Volleyball. Offered as needed.
 - 129 Weight Training. Offered as needed.
 - 131 Golf. Offered as needed.
 - 133 Tennis. Offered as needed.
 - 134 Dance Aerobics. Offered as needed.
 - 147 Rhythmic Activities. Offered spring.
- (4) 1 credit hour.*

PED 132: Beginning Gymnastics

Focus is on the development of fundamental skills to promote participation in gymnastics. Skills, strategies, and rule interpretations relevant to the activity are included.

(4) 2 credit hours. Offered fall and spring.

PED 140: Introduction to Movement Sciences

The field of human movement is introduced from a scientific approach. Included is an analysis of various philosophical, psychological, and physiological factors.

3 credit hours. Offered fall and spring.

PED 151: Introduction to Recreation in Modern Society

The recreative experience and its importance to the individual are examined. Also explored are the historical trends concerning the impact of leisure on popular culture.

3 credit hours. Offered as needed.

PED 152: Introduction to Outdoor Recreation

Students develop skills in select outdoor activities and are exposed to a range of outdoor recreational pursuits. Included are Outward Bound/Adventure-type activities. (Formerly Recreation 205.)

(4) 3 credit hours. Offered as needed.

PED 201: Prevention and Care of Athletic Injuries

Students acquire a basic understanding of sports medicine. Topics include preventive techniques, protective strapping, basic anatomy, injury recognition, and rehabilitation of athletic injuries.

(4) 3 credit hours. Prerequisite: HED 115 or current standard first aid certification or consent of instructor. Offered spring.

PED 205: Conditioning for Personal Fitness

Students develop personal fitness through participation in a variety of supervised activities and develop a knowledge base necessary to design their own fitness programs. Fitness-related topics and fitness testing are also included.

(4) 2 credit hours. Offered fall and spring.

PED 206: Fundamental Movement and Its Analysis

Through lecture, laboratory, and on-site clinical experiences, the fundamentals of movement analysis are introduced, including the phases of motor development and the kinesiological principles associated with how individuals move.

(4) 3 credit hours. Offered fall and spring.

PED 207: Motor Skill Development for Lifetime Wellness I

Basic competencies are developed in a variety of team sports. Included are skill analysis, strategies, rules, and history relevant to the activities. Emphasis is on team sports and their relationship to the development of wellness concepts.

(4) 2 credit hours. Prerequisite: PED 206. Offered fall and spring.

PED 208: Motor Skill Development for Lifetime Wellness II

Basic competencies are developed in a variety of individual and dual activities. Included are skill analysis, strategies, rules, and history relevant to the activities. Emphasis is on the role of individual and dual sports in achieving a lifestyle of wellness.

(4) 2 credit hours. Prerequisite: PED 206. Offered fall and spring.

PED 243: Foundations of Movement

The basic concepts of motor learning and performance are studied. Emphasis is on the neurological basis of motor learning and the effects of growth and developmental factors.

3 credit hours. Offered fall and spring.

PED 251: Recreation Delivery Systems

Services provided by agencies in both the public and private sectors of leisure-service industries are examined. Functions of these agencies are investigated through lectures, field trips, and on-site volunteer work.

(4) 3 credit hours. Offered as needed.

PED 252: Camping and Recreational Leadership

The philosophy and problems of camping and recreational leadership are studied. The principles, practices, processes, and techniques of leadership are studied in depth. Lecture and laboratory.

3 credit hours. Offered as needed.

PED 253: Introduction to Therapeutic Recreation

Students are introduced to the history, concepts, and philosophy of therapeutic recreation in community and institutional settings. Field trips and on-site observations are included.

3 credit hours. Offered as needed.

PED 301: Principles of Teaching Activity

Techniques of activity presentation are studied, including the task, problem-solving, and guided discovery methods. Individual philosophies of teaching are considered. Supervised teaching experiences are included.

3 credit hours. Prerequisite: PED 140 and 243, each with minimum grade of B-; admission to the physical education teacher preparation program; or consent of department chair. Offered fall and spring.

PED 302: Practicum in Team Activities

Students analyze select team sport skills and develop appropriate teaching progressions in team activities. This practicum includes observations and supervised teaching experiences in school settings prekindergarten through grade twelve.

(6) 3 credit hours. Prerequisite: PED 140, 207, 243, 301, or consent of department chair; and admission to the physical education teacher preparation program. Offered spring.

PED 305: Advanced Prevention and Care of Athletic Injuries

Preventative screening, pathomechanics of injury, and evaluation techniques are analyzed. Relying heavily on the case-study approach, laboratory sessions include opportunities for supervised practice and the application of training procedures.

3 credit hours. Prerequisite: PED 201. Offered as needed.

PED 308: The Science of Coaching

Scientific aspects of coaching, motor skill acquisition, sport psychology, and developmentally appropriate sport programs are analyzed. The use of systematic observation is emphasized.

3 credit hours. Prerequisite: junior standing or consent of instructor. Offered as needed.

PED 346: Methods and Materials in Elementary School Health Education and Physical Education

Basic principles of comprehensive health education and physical education programs for elementary schools are addressed. Students cannot receive credit for both Health Education 346 and Physical Education 346.

(4) 3 credit hours. Prerequisite: 60 credit hours of undergraduate courses and admission to the elementary education teacher preparation program. Offered fall, spring, summer.

PED 351: Leadership and Supervision of Recreation

Leadership styles and techniques appropriate for different age groups and a variety of settings are analyzed.

3 credit hours. Prerequisite: PED 151. Offered as needed.

PED 356: Recreation Practicum

Students assist in the development, presentation, and evaluation of leisure-time activities in community, agency, school, or college settings. Lecture and field experience.

(7) 4 credit hours. Prerequisite: PED 420 and current first aid and CPR certification. Offered as needed.

PED 390: Independent Study in Physical Education

Under the supervision of a faculty advisor, students select a topic for study and research the topic in depth.

1–3 credit hours. Prerequisite: consent of department chair. Offered as needed.

PED 409: Adapted Physical Education

Individual differences that affect motor learning and performance are considered. Individual educational programs in adaptive, developmental, corrective, and inclusive physical education are designed. Laboratory is included.

3 credit hours. Prerequisite: SPED 300 and concurrent enrollment in PED 413. Offered fall.

PED 410: Evaluation and Measurement in Physical Education

The assessment of motor performance is introduced. Emphasis is on criterion- and norm-referenced standards for evaluation. Basic statistical techniques are included.

3 credit hours. Prerequisite: PED 205 and admission to the physical education teacher preparation program, or consent of department chair. Offered fall and spring.

PED 411: Kinesiology

The effects of physical and anatomical principles on the performance of motor patterns are studied and the mechanical analysis of specific activities are analyzed.

3 credit hours. Prerequisite: BIOL 231 and admission to the physical education teacher preparation program. Offered fall.

PED 412: Organization and Administration of Physical Education Programs: Prekindergarten through Grade Twelve

Topics include the practical organizational aspects of decision making, program planning, and evaluating, as well as administrative concerns involved in physical education programs, athletics, intramurals, and selected special areas.

2 credit hours. Prerequisite: completion of or concurrent enrollment in PED 414. Offered fall.

PED 413: Creative Rhythms and Dance

Students develop competencies in teaching rhythmic activities. Diversified experiences in rhythmic accompaniment, musical resources, and rhythmic activities are provided. Observations and teaching are included.

(6) 3 credit hours. Prerequisite: PED 147, 302, or consent of department chair; and admission to the physical education teacher preparation program. Offered fall.

PED 414: Practicum in Individual and Dual Activities

Students analyze selected individual and dual sport skills and develop appropriate teaching progressions for them. Observations and supervised teaching experiences in prekindergarten through grade twelve school settings are included.

(6) 3 credit hours. Prerequisite: PED 132, 208, 302, 413, or consent of department chair; and admission to the physical education teacher preparation program. Offered spring.

PED 415: Individualized Physical Education for Populations with Disabilities

Students are instructed in organizing, conducting, and evaluating individualized physical education programs for populations with disabilities. Emphasis is on the diagnostic-prescriptive approach.

3 credit hours. Prerequisite: PED 409 and SPED 300 or equivalents. Offered spring.

PED 420: Physiological Aspects of Exercise

Emphasis is on the physiological response of the human muscular and cardiorespiratory systems to the acute and chronic effects of physical activity. Lecture and laboratory.

(4) 3 credit hours. Prerequisite: BIOL 335 and admission to the physical education teacher preparation program, or consent of department chair. Offered fall and spring.

PED 426: Student Teaching in Physical Education

Teaching experiences in physical education are provided under the joint supervision of certified cooperating teachers and a College supervisor.

5 or 9 credit hours. Prerequisite: satisfactory completion of all major, cognate, and professional courses required prior to student teaching; proof of completion of a first aid course; CPR certification at the time of application; concurrent enrollment in PED 428; a positive recommendation from the professor of each physical education practicum; cumulative GPA of 2.50 a full semester prior to student teaching; completion of technology competency requirement; completion of community service requirement; and negative result from the required tuberculin test. Offered fall and spring.

PED 428: Student Teaching Seminar in Health and Physical Education

Students develop teacher behaviors appropriate to effective physical education instruction, including classroom and time management, effective communication, knowledge of different learning styles, and teaching strategies.

1 credit hour. Prerequisite: concurrent enrollment in PED 426. Offered fall and spring.

PED 451: Recreation for the Elderly

Students explore steps needed to plan, organize, conduct, and evaluate recreation programs for the elderly. Included are recreation programming, diverse recreation activity experiences, and staffing considerations.

3 credit hours. Offered as needed.

Physical Science (PSCI)**PSCI 103: Physical Science**

The processes and natural laws that control our physical environment are investigated. Emphasis is on laboratory experiment. Lecture and laboratory. Students cannot receive credit for both Physical Science 103 and Physics 101–102.

(6) 4 credit hours. Gen. Ed. Category LS. Offered fall, spring, summer.

PSCI 205: Earth's Physical Environments

Natural processes that control the earth, oceans, and atmosphere are investigated. This course is not open to students who have completed or are enrolled in Physical Science 212, 217, or Geography 205.

3 credit hours. Gen. Ed. Category SM. Offered as needed.

PSCI 208: Introduction to Forensic Science

This is an introduction to modern forensic techniques used in crime scene analysis. Emphasis is on the methods used to collect and interpret crime scene data.

3 credit hours. Gen. Ed. Category SM. Offered fall and spring.

PSCI 210: Introduction to Astronomy

This is an introduction to our solar system, the sun and other stars, galaxies, and the universe. Basic physical principles are developed as needed to provide the scientific basis for the course. Lecture.

3 credit hours. Gen. Ed. Category SM. Offered fall and spring.

PSCI 212: Introduction to Geology

Focus is on the structure and composition of the earth and the processes that have shaped the earth. Topics include minerals, origin of magma, volcanic activity, and weathering and soil formation. Lecture and laboratory.

4 credit hours. Gen. Ed. Category LS. Offered fall and summer.

PSCI 214: Introduction to Meteorology

The structure of the atmosphere and the processes relevant to the study of weather are considered. Emphasis is on the physical laws that govern atmospheric phenomena. Lecture.

3 credit hours. Gen. Ed. Category SM. Offered spring.

PSCI 217: Introduction to Oceanography

Topics include mapping the sea floor, formation of the ocean basins, sediments as recorders of ocean history, the composition and physical properties of seawater, ocean circulation, El Ninos, waves, and tides. Lecture and laboratory.

4 credit hours. Gen. Ed. Category LS. Offered spring.

PSCI 340: Field Methods in Geology

This is an introduction to mapping and the interpretation of geological structures, with emphasis on the geology of local areas. Included are identification of rocks in the field and methods of recording field observations. Laboratory and field trips.

(4) 3 credit hours. Prerequisite: PSCI 212 or consent of instructor. Offered as needed.

PSCI 357: Historical and Contemporary Contexts of Science

The development of science and technology is explored through case histories from the physical, biological, and environmental sciences. Students cannot receive credit for both History 357 and Physical Science 357. (Formerly Physical Science 338.)

(4) 3 credit hours. Offered as needed.

PSCI 490: Independent Study in Physical Science

A particular area of physical science is studied on the basis of the interest of the student and the instructor.

3 credit hours. Prerequisite: consent of department chair. Offered as needed.

PSCI 491, 492, 493: Research in Physical Science

The student researches an area selected after consulting with the instructor and prepares a report of the work. A maximum of 6 credit hours may be earned in these courses.

1–3 credit hours. Prerequisite: consent of department chair. Offered as needed.

Physics (PHYS)

PHYS 101: General Physics I

This noncalculus-based course includes vectors, statics, kinematics, Newton's laws, energy, momentum, fluids, thermodynamics, and wave motion. Lecture and laboratory.

(7) 4 credit hours. Gen. Ed. Category LS. Offered fall and summer.

PHYS 102: General Physics II

This noncalculus-based course includes electrostatics, DC and AC circuits, magnetism, electromagnetic waves, and an introduction to atomic and nuclear physics. Lecture and laboratory.

(7) 4 credit hours. Gen. Ed. Category LS. Prerequisite: PHYS 101. Offered spring and summer.

PHYS 200: Mechanics

This calculus-based course includes vectors, statics, kinematics, momentum, energy, rotational motion, small oscillations, and fluid mechanics. Lecture and laboratory.

(7) 4 credit hours. Gen. Ed. Category LS. Prerequisite: successful completion of or concurrent enrollment in MATH 212, or consent of department chair. Offered fall.

PHYS 201: Electricity and Magnetism

This calculus-based course includes electrostatics in a vacuum and in the presence of matter, DC and AC circuits, electromagnetism, and an introduction to optics. Lecture and laboratory.

(7) 4 credit hours. Prerequisite: PHYS 200 and successful completion of or concurrent enrollment in MATH 213, or consent of department chair. Offered spring.

PHYS 202: Thermodynamics, Waves, and Optics

This calculus-based course includes laws of thermodynamics, kinetic theory of matter, wave phenomena, fluids, and introductions to quantum physics and relativity. Lecture and laboratory.

(7) 4 credit hours. Prerequisite: PHYS 200 and successful completion of or concurrent enrollment in MATH 213, or consent of department chair. Offered spring.

PHYS 300: Atomic and Nuclear Physics

Topics include relativistic mechanics, atomic structure, optical and X-ray radiation, radioactivity, fission, fusion, and elementary particle theories. Laboratory experiments emphasize these concepts. Lecture and laboratory.

(6) 4 credit hours. Prerequisite: PHYS 201 or 202. Offered as needed.

PHYS 312: Mathematical Methods in Physics

Topics include curvilinear coordinates, complex variables, integral transforms, vectors and matrices, special functions, differential equations, and numerical methods as applied to physics. Lecture.

3 credit hours. Prerequisite: MATH 314. Offered as needed.

PHYS 401: Advanced Electricity and Magnetism

This is an examination of the theory and application of electrostatic fields, charge, potential, magnetic fields, steady currents, magnetic flux, inductance, transient current, radiation, and magnetic energy. Lecture.

3 credit hours. Prerequisite: MATH 314; PHYS 201, 202. Offered as needed.

PHYS 403: Intermediate Mechanics

This course covers, at an advanced undergraduate level, the classical theory of linear and rotational dynamics of particles and continuous media. Included is an introduction to Lagrangian mechanics. Lecture.

3 credit hours. Prerequisite: MATH 314; PHYS 201, 202. Offered as needed.

PHYS 407: Quantum Mechanics

Topics include the breakdown of classical physics, the wave function as a means of describing particle and wave properties, the Schrodinger Equation, solutions to simple eigenvalue problems, the hydrogen atom, and approximation methods. Lecture.

3 credit hours. Prerequisite: MATH 314 and PHYS 300. Offered as needed.

PHYS 411: Thermodynamics and Statistical Mechanics

Topics include the thermodynamic laws, chemical and phase equilibria, advanced kinetic theory of gases, transport phenomena, and quantum statistical mechanics. Advanced mathematical methods are used extensively. Lecture.

3 credit hours. Prerequisite: CHEM 104; MATH 416; PHYS 201, 202. Offered as needed.

PHYS 413: Senior Laboratory

Advanced experiments in mechanics, waves, thermodynamics, optics, electromagnetism, and other topics are conducted. Laboratory.

(6) 3 credit hours. Prerequisite: PHYS 201 and 202. Offered as needed.

PHYS 467: Honors Colloquium in Physics

Current topics in science at an advanced level are presented through department colloquia with outside speakers and through a series of seminars led by resident experts. This course may be repeated for credit with a change in content.

(1) 0.5 credit hour. Prerequisite: PHYS 201 and consent of department chair. Offered fall and spring.

PHYS 490: Independent Study in Physics

An area of physics is studied on the basis of the interest of the student and the instructor.

3 credit hours. Prerequisite: consent of department chair. Offered as needed.

PHYS 491, 492, 493: Research in Physics

The student conducts original research in an area selected after consulting with the instructor and prepares a report on the work. A maximum of 6 credit hours may be earned in these courses.

1–3 credit hours. Prerequisite: consent of department chair. Offered as needed.

Political Science (POL)**POL 161: Politics and Culture in Southeast Asia**

Focus is on the interplay of culture and politics in Southeast Asia. Where possible, students approach Southeast Asian culture and politics through the writings and works of Southeast Asian leaders and citizens themselves.

4 credit hours. Gen. Ed. Core 3. Offered once annually.

POL 200: Introduction to Political Science

The scope and methods of political science are introduced along with political ideologies, socialization, and institutions.

3 credit hours. Gen. Ed. Category SB. Offered fall, spring, summer.

POL 201: Development of American Democracy

The struggle for democratic values and political institutions from the Revolution to the present are considered. Documents in America's political history are analyzed for their impact on institutions and culture.

3 credit hours. Offered fall, spring, summer.

POL 202: American Government

The institutions and principles of American national government are examined. Attention is given to the constitutional foundation, federalism, political parties, Congress, the presidency, the Supreme Court, and civil rights.

3 credit hours. Gen. Ed. Category SB. Offered fall, spring, summer.

POL 203: Global Politics

This is an introduction to the governance of other contemporary national political systems and to the forces, principles, and transnational arrangements of international politics.

3 credit hours. Gen. Ed. Category SB. Offered fall and spring.

POL 204: Introduction to Political Thought

Fundamental concepts and issues of philosophy and political theory are investigated. Basic precepts about authority, law, government, and the terms of obligation are examined in light of contemporary concerns.

3 credit hours. Gen. Ed. Category SB. Offered fall and spring.

POL 208: Introduction to the Law

How the law and legal system affect the everyday lives of citizens is analyzed. Emphasis is on topics of current concern at all levels of government.

3 credit hours. Offered fall and spring.

POL 261: Global Competition: The United States and Its Trading Partners

Issues surrounding global economic competition are examined along with the merits of free trade for the United States and other global competitors.

4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered fall and spring.

POL 262: Power and Community

The observation and use of power shapes many traditions of political inquiry. Students explore these traditions in Western and non-Western thought, with emphasis on the effort to understand power in diverse urban communities.

4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered once annually.

POL 263: Citizenship, National Identity, and Immigration

The ways in which different societies have dealt with citizenship, immigration, and national identity are introduced. Emphasis is on comparative analysis and the moral issues involved in debates over citizenship and immigration.

4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered alternate semesters.

POL 264: Federalism and Nation Building

Literature produced by the development of American federalism and its relevance to contemporary issues in diverse cultural settings is studied.

4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered once annually.

POL 300: Methodology in Political Science

Philosophical, historical, and analytical approaches to political science research are explored.

3 credit hours. Prerequisite: POL 202 or consent of department chair. Offered fall.

POL 301: Foundations of Public Administration

The art and science of public administration is introduced. Attention is given to the broad range of administrative functions, techniques, problems, and solutions confronting public sector managers.

3 credit hours. Prerequisite: POL 202 or consent of department chair. Offered fall.

POL 303: International Law and Organization

Both twentieth-century international organization and the place of evolving international law are considered with respect to the settlement of disputes and the maintenance of peace.

3 credit hours. Prerequisite: one 200-level political science course or consent of department chair. Offered as needed.

POL 304: Research Methods II

Students develop skill in the preparation, analysis, and interpretation of data. Lecture and laboratory. Students cannot receive credit for both Political Science 304 and Sociology 404.

(5) 4 credit hours. Prerequisite: POL 300 or SOC 302 or consent of department chair. Offered as needed.

POL 306: State and Local Government

Students examine the political structures, processes, policies, and power distributions in state and local governments in the United States. Topics include intergovernmental relations, executive leadership, and legislative policy making.

3 credit hours. Prerequisite: POL 202 or consent of department chair. Offered every third semester.

POL 307: Political Behavior

Through a comparative critical study of selected readings, students develop and practice behavior indicative of political culture, political socialization, organization and leadership, and stratification.

3 credit hours. Prerequisite: POL 202. Offered fall.

POL 308: Current Political Controversy

Students learn the art and science of political analysis by critically reading and writing about political controversies currently in the news while learning to use the tools and data available to political scientists.

4 credit hours. Prerequisite: POL 202, 203, 204; or POL 202 and consent of department chair. Offered fall.

POL 309: Women and Politics

Focus is on the increasing involvement of women in the politics and issues of contemporary America. The political socialization, voting behavior, and political role playing of women in government are also discussed.

3 credit hours. Prerequisite: one 200-level political science course or consent of department chair. Offered as needed.

POL 315: Western Legal Systems

This is a comparative study of the development of English common law and continental European civil law, with emphasis on jurisprudence, legislation, law codes, and intellectual and economic trends. Students cannot receive credit for both Political Science 315 and History 315.

3 credit hours. Prerequisite: HIST 161 or consent of department chair. Offered as needed

POL 316: Modern Western Political Thought

The ideas of major Western political thinkers are reviewed. Students cannot receive credit for both History 316 and Political Science 316. (Formerly Political Science 310: Political Thought and the Modern World.)

3 credit hours. Prerequisite: POL 204 or consent of department chair. Offered fall.

POL 317: Politics and Society

Relationships of power and authority and their social foundations are examined. Students cannot receive credit for more than one of the following: History 317, Political Science 317, and Sociology 317.

3 credit hours. Prerequisite: POL 204 or consent of department chair. Offered spring.

POL 327: Internship in State Government

Through field placements in the government of Rhode Island, students are able to integrate classroom theory with political reality. Included is a weekly lecture series involving the participation of appropriate political leaders and academics.

4 credit hours. Prerequisite: recommendation of the Academic Advisory Committee to the State Internship Commission. Offered spring.

POL 328: Field Experiences in the Public Sector

Students are assigned to cooperating local, state, or national agencies, political parties, or interest groups. Assignments relate field experiences to academic concepts.

4 credit hours. Prerequisite: consent of instructor. Offered fall, spring, summer.

POL 330: Administrative Law and Regulatory Politics

Students examine procedural law remedies of regulatory agencies, as well as rule making, adjudication, judicial review of administrative decisions, and the politics of regulation.

4 credit hours. Prerequisite: POL 301 or consent of department chair. Offered as needed.

POL 331: Courts and Public Policy

Focus is on the role of the United States Supreme Court in policymaking. Through case analysis, attention is given to the impact of judicial policymaking on the presidency, federal policing, and other selected public policy areas.

4 credit hours. Prerequisite: one 200-level political science course, preferably POL 202. Offered fall.

POL 332: Civil Liberties in the United States

Traditional constitutional guarantees of civil liberty and due process in American life are examined. Included is an examination of legal decisions and the justifications offered for those decisions.

4 credit hours. Prerequisite: POL 202. Offered fall and spring.

POL 335: Jurisprudence and the American Judicial Process

The nature of law is examined through the analysis of selected theories of jurisprudence. Attention is given to judicial organization and process, judicial administration and politics, and judicial behavior at both the state and national levels.

3 credit hours. Prerequisite: one 200-level political science course or consent of department chair. Offered as needed.

POL 336: State and Society in the Third World

The origins of preindustrial non-Western states are examined as issues of power, class, statecraft, and empire. Students cannot receive credit for both Anthropology 336 and Political Science 336.

3 credit hours. Prerequisite: any 200-level anthropology or political science course or consent of department chair. Offered as needed.

POL 337: Urban Political Geography

Geographic and political analyses are used to study the growth of cities. Consideration is given to the role of cities on local, national, and world scales. Students cannot receive credit for both Geography 337 and Political Science 337.

3 credit hours. Prerequisite: any 200-level geography or political science course or consent of department chair. Offered as needed.

POL 341: The Politics of Developing Nations

Emphasis is on theories of political development and the analysis of developmental problems, including terrorism, the role of the military, instability, and the alteration of political cultures.

3 credit hours. Prerequisite: POL 203 or consent of department chair. Offered as needed.

POL 342: The Politics of Global Economic Change

Fundamental changes in world politics and the international economy in recent years are examined. Topics include the integration of Western Europe and the rise of newly industrialized countries in Asia.

3 credit hours. Prerequisite: POL 203 or consent of department chair. Offered every third semester.

POL 343: The Politics of Western Democracies

The political structures, processes, and policies of the principal West European and Anglo-American postindustrial societies are compared and analyzed.

4 credit hours. Prerequisite: one 200-level political science course or consent of department chair. Offered as needed.

POL 353: Parties, Interest Groups, and the Media

The roles of political parties, interest groups, election campaigns, and the media in the American political system are examined. Focus is on contemporary political behavior and participation.

3 credit hours. Prerequisite: POL 202 or consent of department chair. Offered fall of election years.

POL 357: The American Presidency

The constitutional and institutional evolution of the presidency is studied, including the demands and resources of the office. Students cannot receive credit for both History 332 and Political Science 357.

3 credit hours. Prerequisite: any 200-level history or political science course or consent of department chair. Offered as needed.

POL 358: The American Congress

Students examine the development of Congress and assess its structure, the behavior of its members, and its role in American politics.

3 credit hours. Prerequisite: POL 202 or consent of department chair. Offered every third semester.

POL 359: Political and Governmental Communications

The needs, methods, restrictions, and impacts of goal theory and political communication are reviewed. Also examined are issues of symbolism in communications theory, agenda setting, and media effectiveness.

3 credit hours. Prerequisite: POL 202 or consent of instructor. Offered as needed.

POL 371: Readings in Political Science

The student engages in independent readings.

3 credit hours. Prerequisite: major in political science and consent of advisor and instructor. Offered as needed.

POL 381: Workshop in Public Service

Selected topics are investigated in various formats.

1–4 credit hours. Prerequisite: varies. Offered summer.

POL 390: Independent Research in Political Science

The student selects a topic and undertakes concentrated research under the supervision of an advisor.

4 credit hours. Prerequisite: consent of department chair, advisor with whom student wishes to work, and dean. Offered as needed.

POL 444: British Politics and Cultural Studies

Focus is on British politics, government, constitution, political subcultures, and media since World War II and British involvement in the European Union. See The London Course under the political science program.

(6) 3 credit hours. Prerequisite: consent of department chair. Offered summer.

POL 445: European Political Geography

The political geography, city planning, and urban policy within the European Union is studied, with focus on London. See The London Course under the political science program.

(12) 3 credit hours. Prerequisite: consent of department chair. Offered summer.

POL 446: Foreign Policy

American foreign policy, decision making, and politics are examined. The policies and decision-making particulars of other governments are developed where appropriate.

3 credit hours. Prerequisite: POL 203. Offered as needed.

POL 452: Leadership and Bureaucratic Politics

Focus is on the leadership and political environment of mid- and upper-level public managers and administrators in public agencies.

3 credit hours. Prerequisite: POL 202 or consent of department chair. Offered fall.

POL 455: Policy Formation Process

Public policy formulation, from input to output, by the major institutions of government is studied. Included are the internal processes and interactions of legislatures and executives.

4 credit hours. Prerequisite: POL 202 or consent of department chair. Offered fall.

POL 456: Policy Analysis

The substance of public policy in the United States is investigated. Focus is on various models of policy analysis that seek to explain the variables that influence the initiation, implementation, and outcome of policy decisions.

3 credit hours. Prerequisite: POL 202 or consent of department chair. Offered spring.

POL 460: Senior Seminar in Political Science

This is an integrating experience in political science. Students complete a project that demonstrates their ability to investigate, write about, and orally present significant research.

4 credit hours. Prerequisite: senior standing and 12 credit hours of political science courses. Offered fall and spring.

POL 504: Federalism and Intergovernmental Relations

The financial and programmatic relationships between federal, state, and local governments are examined. The federal government's efforts to achieve national policy objectives are also investigated.

3 credit hours. Prerequisite: early admission to the University of Rhode Island M.P.A. program or graduate status at Rhode Island College or consent of department chair. Offered as needed.

POL 525: Public Sector Contracting

Models used to provide government services are analyzed along with the conditions that lead to the success of models of service delivery. Topics include the impact of such models on political accountability and quality of services.

3 credit hours. Prerequisite: early admission to the University of Rhode Island M.P.A. program or graduate status at Rhode Island College or consent of department chair. Offered as needed.

POL 531: Public Policy in the Arts

This a study of the history, interests, purposes, rationales, politics, and programs of public agencies involved in shaping public policy in the arts.

3 credit hours. Prerequisite: admission to the M.F.A. in theatre program or consent of department chair. Offered spring.

Portuguese (PORT)

The general prerequisite for 200- and 300-level Portuguese courses is proficiency in intermediate Portuguese demonstrated through examination or successful completion of Portuguese 114 or the equivalent.

PORT 101: Elementary Portuguese I

Students learn to understand, speak, read, and write in Portuguese and gain an understanding of Portuguese life and character. Language laboratory is required. Not open to students who have offered admission credit in Portuguese.

4 credit hours. Offered fall.

PORT 102: Elementary Portuguese II

Four skills in elementary Portuguese: listening, speaking, reading, and writing are further developed within the context of Portuguese culture. Language laboratory is required.

4 credit hours. Prerequisite: PORT 101 or one year of secondary school Portuguese, or consent of department chair. Offered spring and summer.

PORT 113: Intermediate Portuguese

The cultural and linguistic heritage of the Portuguese-speaking world is examined through selected readings. Grammar is reviewed and basic oral and written skills developed. Language laboratory is required.

3 credit hours. Gen. Ed. Category SB. Prerequisite: PORT 102 or three years of secondary school Portuguese or a score of 500–549 on the CEEB Achievement Test in Portuguese. Offered fall.

PORT 114: Readings in Intermediate Portuguese

Students develop both reading skill and an appreciation of literature as a reflection of the heritage of the Portuguese people. Development of oral skill is continued, and some attention is given to written practice.

3 credit hours. Prerequisite: PORT 113 or equivalent or consent of department chair. Offered spring.

PORT 201: Conversation and Composition

Students develop correct pronunciation through practice in the language laboratory and elementary work in phonetics. Emphasis is on the use of correct spoken Portuguese on an advanced level.

4 credit hours. Prerequisite: PORT 114 or equivalent or consent of department chair. Offered fall.

PORT 202: Composition and Conversation

Writing skills in Portuguese are developed through grammatical exercises, controlled composition, original themes, and the stylistic analysis of literary texts. Discussions in Portuguese of the written materials provide oral practice.

4 credit hours. Prerequisite: PORT 114 or equivalent or consent of department chair. Offered spring.

PORT 301: Survey of Portuguese Literature I

This is the first half of a comprehensive introduction to the principal movements, genres, and authors of Portuguese literature.

3 credit hours. Prerequisite: PORT 202 or consent of department chair. Offered as needed.

PORT 302: Survey of Portuguese Literature II

This is a continuation of Portuguese 301.

3 credit hours. Prerequisite: PORT 202 or consent of department chair. Offered as needed.

PORT 303: The Portuguese World: Portugal and the Islands

The geography and the political and cultural history of Portugal and the Portuguese islands are traced from origins to modern times. This course is conducted in Portuguese. Formerly Portuguese 230.

3 credit hours. Prerequisite: PORT 202 or consent of department chair. Offered as needed.

PORT 311: Survey of Brazilian Literature I

This is the first half of a comprehensive introduction to the principal movements, genres, and authors of Brazilian literature.

3 credit hours. Prerequisite: PORT 202 or consent of department chair. Offered as needed.

PORT 312: Survey of Brazilian Literature II

This is a continuation of Portuguese 311.

3 credit hours. Prerequisite: PORT 202 or consent of department chair. Offered as needed.

PORT 313: The Portuguese World: Brazil

The geography and the political and cultural history of Brazil are traced from origins to modern times. This course is conducted in Portuguese. Formerly Portuguese 231.

3 credit hours. Prerequisite: PORT 202 or consent of department chair. Offered as needed.

PORT 316: Survey of Lusophone African Literatures

A chronological and thematic survey of literatures of Lusophone Africa is presented. Works and authors from Cape Verde, Guinea-Bissau, São Tomé and Príncipe, Angola, and Mozambique may be included. This course is conducted in Portuguese.

3 credit hours. Prerequisite: PORT 202 or consent of department chair. Offered as needed.

PORT 320: Applied Grammar

Practical application of grammar is offered in both oral and written form along with an intensive study of construction and idiomatic expressions.

3 credit hours. Prerequisite: PORT 202 or consent of department chair. Offered as needed.

Psychology (PSYC)**PSYC 110: Introduction to Psychology**

The field of psychology is surveyed, with emphasis on the biological, cognitive, and environmental factors influencing behavior.

3 credit hours. Gen. Ed. Category SB. Offered fall, spring, summer.

PSYC 215: Social Psychology

The ways in which individuals are affected by, and in turn affect, their social environment are studied at the introductory level. Topics include intragroup and intergroup relations and cultural influences on behavior.

3 credit hours. Gen. Ed. Category SB. Offered fall, spring, summer.

PSYC 217: Drugs, Society, and Chemical Dependency

Psychoactive drugs and their effects are reviewed. Emphasis is on physiological brain response, history of drug use and drug control, chemical dependency, and drug abuse education. (Formerly Drug Use and Personal Decision Making.)

3 credit hours. Prerequisite: PSYC 110. Offered fall, spring, summer.

PSYC 221: Foundations of Psychological Research

The purposes and procedures of psychological research are introduced. Included is the nature of empirical research, varieties of research strategies and methods, the process of conducting research, and elementary data analysis.

4 credit hours. Prerequisite: PSYC 110 or equivalent. Offered fall, spring, summer.

PSYC 230: Human Development

This is a survey of life span development. Included are major theories and contemporary information relating to learning and development in physical, social, emotional, and cognitive realms.

4 credit hours. Prerequisite: PSYC 110 or equivalent. Offered fall, spring, summer.

PSYC 251: Personality

Personality functioning is studied, including genetic, constitutional, and cultural determinants; theories of personality; and techniques of personality assessment in children and adults.

4 credit hours. Prerequisite: PSYC 110 or equivalent. Offered fall, spring, summer.

PSYC 320: Introduction to Psychological Methods

Statistical methods and research design as they are used in psychological investigations are examined. Topics include measures of central tendency, variance, probability, and parametric and nonparametric statistical tests.

4 credit hours. Prerequisite: PSYC 221 or equivalent. Offered fall, spring, summer.

PSYC 331: Child Psychology

Physical, social, emotional, and cognitive development from conception to early adolescence are studied. Emphasis is on the current state of knowledge of both biological and environmental influences on growth.

4 credit hours. Prerequisite: PSYC 221 and 230 or equivalents. Offered fall, spring, summer.

PSYC 332: Adolescent Psychology

Significant factors in adolescent development are studied. Adjustment to adolescent roles and the search for self-identity are emphasized.

4 credit hours. Prerequisite: PSYC 221 and 230 or equivalents. Offered fall, spring, summer.

PSYC 335: Family Psychology

Students examine the theories and research on family structure, functioning, and development, and the interdependent relationships between an individual's thoughts, feelings, and behaviors and the family system.

4 credit hours. Prerequisite: PSYC 221 and 230 or equivalents. Offered as needed.

PSYC 339: Psychology of Aging

Theory and research relating to psychological processes in adulthood and old age are reviewed. Topics include behavior-biology interactions and perceptual, cognitive, and intellectual functioning.

4 credit hours. Prerequisite: PSYC 221 and 230 or equivalents. Offered fall, spring, summer.

PSYC 341: Perception

The variables that determine what we perceive are studied, including input from sensory systems and the effects of attention and past experience. Included are experimental techniques used to investigate perceptual phenomena.

4 credit hours. Prerequisite: PSYC 221 or equivalent. Offered fall, spring, summer.

PSYC 342: Behavior Modification

The principles of behavior modification are studied. These principles are applied to a variety of behaviors and settings. (Formerly Operant Conditioning.)

4 credit hours. Prerequisite: PSYC 221 or equivalent. Offered fall and spring.

PSYC 344: Learning

Traditional theories and contemporary models of learning are examined. Emphasis is on relationships between theories and observed phenomena. (Formerly Psychology of Learning and Memory.)

4 credit hours. Prerequisite: PSYC 221 or equivalent. Offered fall and summer.

PSYC 345: Physiological Psychology

Neural and chemical bases of behavior are surveyed, including the relationship between anatomical, neurophysiological, and behavioral data. General principles of sensory functioning, control of movement, and rhythms are also considered.

4 credit hours. Prerequisite: PSYC 221 or equivalent. Offered fall or spring.

PSYC 346: Psychological Testing

The basic principles of construction, selection, and interpretation of psychological tests are introduced. Also considered are reliability, validity, and norms. (Formerly Psychology 322.)

4 credit hours. Prerequisite: PSYC 221 or equivalent. Offered fall and spring.

PSYC 349: Cognitive Psychology

Historical and contemporary views of cognitive functioning are introduced, with emphasis on current interpretations of a wide range of cognitive phenomena. Included are information-processing theories.

4 credit hours. Prerequisite: PSYC 221 or equivalent. Offered fall and spring.

PSYC 353: History and Systems of Psychology

The growth of psychology from its philosophical roots to its current status is surveyed. Emphasis is on the great historical questions and controversies and on the people involved with them.

4 credit hours. Prerequisite: PSYC 221 and 251 or equivalents. Offered fall.

PSYC 354: Abnormal Psychology

Traditional and contemporary approaches to the understanding and treatment of a wide range of abnormal behaviors, both in children and in adults, are studied.

4 credit hours. Prerequisite: PSYC 221 and 251 or equivalents. Offered fall, spring, summer.

PSYC 356: Psychology of Women

Documented sex differences from biological, biosocial, and social-psychological perspectives are analyzed. Included are theories and research findings relating to personality, self-concept, and mental health.

4 credit hours. Prerequisite: PSYC 215 and 221 or equivalents. Offered fall and spring.

PSYC 357: Social Cognition

Classical and contemporary theoretical and empirical approaches to how individuals think about and understand the social environment are examined, including attribution processes and social inferences, and attention and memory processes.

4 credit hours. Prerequisite: PSYC 215 and 221 or equivalents. Offered as needed.

PSYC 358: Social Psychology and the Law

Applications of social psychological theory and research to the legal system are examined. Topics may include the psychological factors influencing eyewitness testimony, jury deliberations and decision making, and criminal sentencing.

4 credit hours. Prerequisite: PSYC 215 and 221 or equivalents. Offered as needed.

PSYC 359: Health Psychology

The psychological influences on how people stay healthy, how they become ill, and how they respond when they become ill are examined. Emphasis is on the applications of psychological research and theory to health promotion.

4 credit hours. Prerequisite: PSYC 221 and either PSYC 215 or 251 or equivalents. Offered fall and spring.

PSYC 360: Seminar in Current Topics

Contemporary issues and developments in the field of psychology are explored. Recent research and theoretical literature are considered. Topics vary. This course may be repeated for credit with a change in content.

4 credit hours. Prerequisite: PSYC 221 and consent of department chair. Offered as needed.

PSYC 373: Research Methods in Developmental Psychology

Standard laboratory and field procedures, research design, and the analysis and interpretation of data from the area of developmental psychology are presented. Lecture and laboratory.

(5) 4 credit hours. Prerequisite: PSYC 320 and at least one course from PSYC 331, 332, 335, 339, 346, or equivalent. Offered fall, spring, summer.

PSYC 374: Research Methods in Experimental Psychology

Standard experimental laboratory procedures, research design, and the analysis and interpretation of data are presented. Experiments illustrating the basic methods are performed.

(5) 4 credit hours. Prerequisite: PSYC 320 and at least one course from PSYC 341, 342, 344, 345, 346, or equivalent. Offered as needed.

PSYC 375: Research Methods in Personality and Social Psychology

Laboratory and field procedures, research design, and the analysis and interpretation of data from personality and social psychology are presented. Investigations using basic research methods are undertaken.

(5) 4 credit hours. Prerequisite: PSYC 320 and at least one course from PSYC 346, 353, 354, 356, 357, 358, 359, or equivalent. Offered fall, spring, summer.

PSYC 376: Research Methods: Applied Areas of Psychology

This course presents standard research procedures, research design, and analysis and interpretation of data from the applied and human services areas of psychology. Investigations using basic research methods are undertaken.

(5) 4 credit hours. Prerequisite: PSYC 320 and at least one course from PSYC 346, 354, 356, 357, 358, 359. Offered spring and summer.

PSYC 390: Directed Research

The student selects a topic and undertakes concentrated research under the supervision of an advisor.

3 credit hours. Prerequisite: PSYC 221 or equivalent, 6 credit hours of 300-level psychology courses, and consent of department chair and dean. Offered as needed.

PSYC 391: Directed Research

This is a continuation of Psychology 390.

3 credit hours. Prerequisite: PSYC 390 and consent of department chair and dean. Offered as needed.

PSYC 392: Problems in Psychological Research

Topics of current interest are selected from psychological literature. Under the supervision of the instructor, students conduct investigations into these topic areas. One class per week is devoted to problems of research design and methodology.

4 credit hours. Prerequisite: PSYC 373 or 374 or 375 and consent of department chair and dean. Offered as needed.

PSYC 393: Directed Reading

Under faculty supervision, the student engages in intensive reading on a specific issue within the area of psychology.

3 credit hours. Prerequisite: PSYC 221 or equivalent, 6 credit hours of 300-level psychology courses, and consent of department chair and dean. Offered as needed.

PSYC 400: Issues in Child Growth and Development

Theories and empirical evidence relating to contemporary issues in child development and learning are considered. Representative topics include intelligence, personality, adjustment, social behavior, self-concept, and cognitive development.

3 credit hours. Prerequisite: graduate status and 6 credit hours of psychology courses, or consent of department chair. Offered fall and spring.

PSYC 402: The Social Psychology of Adolescence

Patterns of development and social interaction are analyzed within a social-psychological frame of reference. The adolescent's peer group interactions and the adolescent's search for identity are examined.

3 credit hours. Prerequisite: graduate status and 6 credit hours of psychology courses, or consent of department chair. Offered fall and spring.

PSYC 451: Psychology of Race, Class, and Gender

Psychological factors relating to gender, social class, and racial differences are presented. Included are the historical and contemporary effects of discrimination and methods of reducing intergroup conflict. (Formerly Psychology 509.)

3 credit hours. Prerequisite: PSYC 110 or 215, and 221. Offered fall.

PSYC 452: Theories of Psychological Intervention

The basics of theory and methods of promoting psychological change and behavior modification are presented. Included is a survey of appropriate theories and an introduction to practical resources for treatment. (Formerly Psychology 623.)

3 credit hours. Prerequisite: PSYC 217 and 354 or equivalents. Offered fall.

PSYC 453: Community Psychology

The relationships between environmental stressors and emotional reactions are examined. Strategies for the prevention of disorders by altering environmental factors and social interactions are considered. (Formerly Psychology 654.)

3 credit hours. Prerequisite: PSYC 451 and 452 or equivalents. Offered spring.

PSYC 471: Practicum in Chemical Dependency/Addiction Studies

Students practice intervention strategies, with emphasis on self-awareness and self-assessment. Observation and evaluation is conducted by the practicum supervisor. Students cannot receive credit for both Nursing 471 and Psychology 471.

(5) 4 credit hours. Prerequisite: acceptance into the chemical dependency/addiction studies program and PSYC 451 and 452. Offered fall.

PSYC 474: Internship in Chemical Dependency/Addiction Studies

Students gain field experience in an agency providing substance abuse services. Included are weekly seminar sessions, on-site visits, and field consultation. Students cannot receive credit for both Nursing 474 and Psychology 474.

(13) 4 credit hours. Prerequisite: PSYC 453, 471, and approval of practicum and internship instructors. Offered spring.

PSYC 508: Behavior in Groups and Social Organizations

The psychological aspects of group task performance, role behavior, and social dynamics in working situations are covered. Emphasis is on analytic techniques, institutional climates, leadership methods, and human values.

3 credit hours. Prerequisite: graduate status and 6 credit hours of psychology courses, or consent of department chair. Offered as needed.

PSYC 510: Drugs and Behavior

Contemporary issues relating to drugs and behavior are introduced. Topics include classification and identification of various drugs, mental and physical effects of the drugs, characteristics of the drug addict, and rehabilitation of drug addicts.

3 credit hours. Prerequisite: graduate status and 6 credit hours of psychology courses, or consent of department chair. Offered fall and spring.

PSYC 521: Industrial Psychology

Emphasis is on the measurement of human abilities and the understanding of psychological principles in decision making, planning, industrial training, and group interaction.

3 credit hours. Prerequisite: graduate status and 6 credit hours of psychology courses, or consent of department chair. Offered as needed.

PSYC 535: Psychopathology of Childhood and Adolescence

Emphasis is on the identification, description, and diagnosis of types of deviant children and the social, psychological, and physical factors involved in their development. (Formerly The Deviant Child.)

3 credit hours. Prerequisite: graduate status and PSYC 331 or 354 or equivalent, or consent of department chair. Offered fall and spring.

PSYC 538: Seminar in Personality and Social Development

Major personality and social theories as they relate to human development are studied. Empirical evidence derived from the professional literature is considered. (Formerly Psychology 508.)

3 credit hours. Prerequisite: graduate status and PSYC 230 and 331, or PSYC 332 or 339 or equivalent, or consent of department chair. Offered spring.

PSYC 540: Quantitative Methods in Psychological Research

Study includes the principles and procedures of statistical analyses and interpretation of data in the behavioral sciences. Content is beyond the level of an introductory course in statistics.

3 credit hours. Prerequisite: graduate status and PSYC 320 or equivalent, or consent of department chair. Offered fall.

PSYC 541: Seminar in Research Methods

Descriptive, correlational, and experimental methods used in psychology are surveyed. Included are program evaluation, computer usage, and a supervised research project.

3 credit hours. Prerequisite: graduate status and PSYC 540 or equivalent, or consent of department chair. Offered spring.

PSYC 549: Cognition

Cognition is studied from a contemporary information-processing point of view. Included are historical antecedents, relationships to alternative theoretical perspectives, and applications to learning, development, and problem solving.

3 credit hours. Prerequisite: graduate status and a course in research methods, or consent of department chair. Offered fall.

PSYC 556: Seminar in Personality Theory

Personality theories are considered in the context of the philosophical and sociocultural environments in which they evolved. Relationships between behavioral development and theoretical predictions are examined. (Formerly Psychology 566.)

3 credit hours. Prerequisite: graduate status and PSYC 251 and 354 or equivalents, or consent of department chair. Offered fall.

PSYC 558: Seminar in Social Psychology

An overview is given of the field of social psychology organized around major research areas. Each of the areas is critically examined using primary sources and representative empirical research.

3 credit hours. Prerequisite: graduate status and a course in research methods, or consent of department chair. Offered spring.

PSYC 559: Seminar in Psychopathology

Psychopathology, in both children and adults, is studied. Classification, etiology, major theoretical approaches, and various categories of disordered behavior are considered. (Formerly Psychology 569.)

3 credit hours. Prerequisite: graduate status and PSYC 556 or equivalent, or consent of department chair. Offered as needed.

PSYC 560: Current Issues in Psychology

Contemporary issues and developments in the field of psychology are explored at the graduate level. Recent research and theoretical literature are considered. Topics vary. This course may be repeated for credit with a change in content.

3 credit hours. Prerequisite: graduate status and 6 credit hours of psychology courses, or consent of department chair. Offered as needed.

PSYC 590: Directed Research

The student selects a topic and undertakes concentrated research under the supervision of a faculty advisor.

3 credit hours. Prerequisite: graduate status, six semesters of psychology courses, PSYC 320 or equivalent, and consent of department chair and dean. Offered as needed.

PSYC 593: Directed Reading

Under the supervision of a faculty member, the student engages in intensive readings on a specific topic in psychology.

3 credit hours. Prerequisite: graduate status, a course in research methods, and consent of department chair and dean. Offered as needed.

Public Administration (PBAD)

PBAD 325: Politics of Public Management: Budgeting and Personnel Administration

Emphasis is on the central role of public budgets in policy formation and on the search for balance among a representative public work force, neutral competence, and political responsiveness. *4 credit hours. Prerequisite: POL 301 or consent of department chair. Offered spring.*

Secondary Education (SED)

SED 405: Dimensions of Secondary Education

Teaching in the secondary schools is introduced. Topics include basic planning, teaching skills, strategies for improving learning, and furthering students' literacy development. Microteaching, school visits, and tutoring are required.

4 credit hours. Prerequisite: admission to a secondary education teacher preparation program or consent of department chair. Offered fall, spring, summer.

SED 410: Practicum in Secondary Education

Students study principles, methods, and curriculum in their teaching area, including global perspectives and health issues. Students prepare and deliver lessons and work with individual students, small groups, and classes in secondary schools.

5 credit hours. Prerequisite: SED 405, with minimum grade of B-, and fulfillment of retention standards. Offered fall and spring.

SED 421: Student Teaching in the Secondary School

Students teach for five full days a week in a middle, junior, or senior high school under the supervision of a cooperating teacher and a College supervisor.

5 or 9 credit hours. Prerequisite: concurrent enrollment in SED 422; completion of all program requirements; completion of all required education courses, with minimum grade of B (except SED 422); satisfactory completion of all courses in the major required prior to student teaching; recommendation of practicum instructor; undergraduates, second degree, and RITE students must have cumulative GPA of 2.50 a full semester prior to student teaching; graduate students must have cumulative GPA of 3.00 a full semester prior to student teaching; completion of technology competency requirement; completion of community service requirement; and negative result from the required tuberculin test. Offered fall and spring.

SED 422: Student Teaching Seminar in Secondary Education

This is an integrative and culminating experience in the professional program in secondary education. Students reflect upon their initial experience as classroom teachers.

2 credit hours. Prerequisite: concurrent enrollment in SED 421. Offered fall and spring.

SED 444: Teaching Adolescent Literature

This is a blending of the academic appreciation of young adult literature with pedagogical strategies for its classroom use. Students read widely in the field and develop individualized demonstration projects for use in the secondary English class.

3 credit hours. Offered summer.

SED 445: The Teaching of Writing in Secondary Schools

Study includes the evaluation of aims and objectives, selection and organization of content, principles and methods of writing instruction, and current research and practice in the teaching of writing.

3 credit hours. Offered as needed.

SED 461: Latinos in the United States

Students are introduced to the experiences and perspectives of Latinos in the United States. Students may receive credit for only one of the following: Anthropology 461, Secondary Education 461, or Social Science 461.

3 credit hours. Prerequisite: 60 earned credits and any course in a social or behavioral science, or consent of department chair. Offered as needed.

SED 514: Secondary School Curriculum

The development of a curriculum and the forces which modify it are examined in terms of the problems, needs, and trends involved. Recent curriculum developments are considered.

3 credit hours. Offered spring (even years).

SED 527: Foreign Languages in the Schools

Focus is on more effective foreign language teaching at all levels. Recent research in methodology and educational media is examined, with particular reference to the contributions made by such areas as psychology and linguistics.

3 credit hours. Prerequisite: completion of minimum academic requirements for certification in the discipline or consent of department chair. Offered as needed.

SED 529: Mathematics in the Secondary Schools

Aspects directly concerned with the actual teaching of mathematics are emphasized. Attention is given to recent curriculum recommendations that affect methodology and the teacher's fundamental approach to mathematics.

3 credit hours. Prerequisite: completion of minimum academic requirements for certification in the discipline or consent of department chair. Offered as needed.

SED 531: Models of Instruction

Students examine and practice a variety of theory-based models. Reading and discussion puts the instructional models in the context of contemporary secondary school issues and reform efforts.

3 credit hours. Offered spring.

SED 542: English in Secondary Schools

Study includes the evaluation of aims and objectives, selection and organization of content, principles and methods of English instruction, and current research in English instruction.

3 credit hours. Prerequisite: completion of minimum academic requirements for certification in the discipline or consent of department chair. Offered as needed.

SED 543: Social Studies in Secondary Schools

Study includes the evaluation of aims and objectives, selection and organization of content, principles and methods of social studies instruction, and current research in social studies instruction.

3 credit hours. Prerequisite: completion of minimum academic requirements for certification in the discipline or consent of department chair. Offered as needed.

SED 548: Science Methods in Secondary Schools

Focus is on five major areas relative to science instruction in the secondary schools. Discussion of each area is supplemented with library research.

3 credit hours. Prerequisite: completion of minimum academic requirements for certification in the discipline or consent of department chair. Offered as needed.

SED 551: Inquiry into Classroom Practice

In this first course in the M.Ed. core, students engage in the systematic inquiry of teaching and learning within educational settings as an essential part of becoming a reflective practitioner.

3 credit hours. Prerequisite: admission to the M.Ed. program in advanced studies in teaching and learning or consent of department chair. Offered fall.

SED 552: Social and Cultural Contexts of Education

In this second course in the M.Ed. core, students examine the social and cultural construction of schooling and the implications of multiculturalism, school structure, and educational policy.

3 credit hours. Prerequisite: SED 551 or consent of department chair. Offered spring.

SED 553: Assessing Teaching and Learning

Methods of assessing teacher and student performances are addressed, including quantitative and qualitative methods for conducting assessment, uses of assessment data, and the implications for classroom instruction.

3 credit hours. Prerequisite: SED 551 and 552, or consent of department chair. Offered summer.

SED 554: Learning in Middle and High School

Using research and theory from various disciplines, students examine physical, social, emotional, cultural, and cognitive factors in learning. A field study is conducted.

3 credit hours. Prerequisite: SED 551. Offered fall.

SED 555: Literacies in the Disciplines

Students examine the research as well as the theory and practice of teaching the multiple literacies in academic disciplines, with particular focus on diverse learners. A field study is conducted.

3 credit hours. Prerequisite: SED 554 or consent of department chair. Offered spring.

SED 591–594: Directed Research

Under the direction of a member of the department faculty, students initiate a formal inquiry into an area of concern associated with their present professional responsibility. A maximum of four credit hours may be earned in this sequence.

1–4 credit hours. Prerequisite: consent of department chair. Open only to students enrolled in the M.Ed. program in secondary education or the educational specialists programs. Offered as needed.

Social Science (SSCI)**SSCI 102: Introduction to Computer Use in the Social Sciences**

The applications of computer technology in the social sciences are introduced, including word processing, data storage, management, and analysis. Familiarity with main frame and microcomputers is also developed.

3 credit hours. Offered as needed.

SSCI 162: Individual and Society in Japan

The heritage, values, perceptions, and actions of individuals and social groups in Japan are examined from the perspective of one or more social sciences disciplines. (Formerly Individual and Society in Non-Western Worlds.)

4 credit hours. Gen. Ed. Core 3. Offered fall, spring, summer.

SSCI 310: Africa

The social and political structures and related problems of changing Africa are considered. Social science faculty members and visiting specialists may lecture in their fields of specialization.

3 credit hours. Prerequisite: any 200-level course in a social science. Offered as needed.

SSCI 311: Latin America

Changes in Latin American societies during the twentieth century are examined in terms of their geographic and historic origins and political, social, and economic implications. Social science faculty members and visiting specialists may lecture.

3 credit hours. Prerequisite: any 200-level course in a social science. Offered as needed.

SSCI 400: New England and the Sea

Students explore various aspects of New England's coastal maritime cultural environment and worldview. Included are field trips to "alongshore" sites. Students cannot receive credit for both Anthropology 400 and Social Science 400.

(8) 3 credit hours. Prerequisite: 60 earned credits and any course in a social or behavioral science, or consent of department chair. Offered summer.

SSCI 418: Cultural Pluralism

The nature and dynamics of cultural pluralism in American society are examined. Issues of identity, race, ethnicity, and class are explored. Students may receive credit for only one of the following: Anthropology 418, Social Science 418, or Social Science 518.

3 credit hours. Prerequisite: 6 credit hours in any of the social sciences disciplines or consent of department chair. Offered as needed.

SSCI 461: Latinos in the United States

Students examine the experiences and voices of Latino communities in the United States through personal narratives, literature, film, art, and participant observation in local settings. Students may receive credit for only one of the following: Anthropology 461, Secondary Education 461, or Social Science 461.

3 credit hours. Prerequisite: 60 earned credits and any course in a social or behavioral science, or consent of department chair. Offered as needed.

SSCI 518: Cultural Pluralism

Students undertake graduate-level research on the nature and dynamics of cultural pluralism in American society. Students may receive credit for only one of the following: Anthropology 418, Social Science 418, or Social Science 518.

3 credit hours. Prerequisite: graduate status and 6 credit hours at the 300 and/or 400-level in any of the social sciences disciplines, or consent of department chair. Offered as needed.

SSCI 561: Latinos in the United States

Students examine recent scholarship on Latinos in the United States and undertake graduate-level research projects, with focus on Latino narratives, literature, film, and art. Students may receive credit for only one of the following: Anthropology 561, Secondary Education 461, or Social Science 561.

3 credit hours. Prerequisite: graduate status and any 300-level social or behavioral science course, or consent of department chair. Offered as needed.

Social Work (SWRK)

Prior to enrolling in any graduate-level (500- and 600-level) social work course, all students must be accepted into the M.S.W. program. Nonmatriculated graduate students may take SWRK 520 and 522, if they have a bachelor's degree.

SWRK 010: Basic Computer Skills for Case Management Practice

Students develop basic computer literacy skills, using Microsoft Word, the Internet, and electronic case-recording devices.

(1.5) 0 credit hour. Prerequisite: acceptance into the Case Management Certification program. Offered fall and spring.

SWRK 110: Introduction to Case Management

Students are introduced to the knowledge, values, and skills underlying case management practice. Issues of diversity, community resources, and arenas of case management practice are presented.

3 credit hours. Prerequisite: acceptance into the Case Management Certification program. Offered fall and spring.

SWRK 111: Basic Interviewing Skills for Case Management Practice

Students practice relationship building, interviewing, and engagement skills. Students also integrate practice experience with classroom learning.

(3) 1 credit hour. Prerequisite: acceptance into the Case Management Certification program. Offered fall and spring.

SWRK 120: Generalist Case Management Practice

Focus is on a generalist approach to case management practice, which entails core foundation knowledge and skills in the areas of assessing, planning, linking, monitoring, recording, and evaluating.

3 credit hours. Prerequisite: acceptance into the Case Management Certification program. Offered fall and spring.

SWRK 220: Case Management Planning and Intervention

Focus is on common features of generalist case management practice needed for working with individuals, families, and groups.

3 credit hours. Prerequisite: SWRK 110 and 120. Offered spring and summer.

SWRK 230: Advanced Case Management Skills

Focus is on case management assessment and intervention skills needed for working with individuals, families, and groups.

3 credit hours. Prerequisite: SWRK 110 and 120. Offered spring and summer.

SWRK 240: Introduction to Social Work and Social Welfare

Topics include the historical evolution of welfare programs, the structure of public and voluntary social services, current welfare programs, and the development and status of social work as a profession.

3 credit hours. Offered fall and spring.

SWRK 260: Case Management Integrative Seminar and Field Experience

This seminar serves as a forum for students to share their experiences in field placement and to obtain assistance integrating their fieldwork and classroom learning.

(6) 3 credit hours. Prerequisite: SWRK 110 and 120. Offered spring and summer.

SWRK 302: Social Work Practice Evaluation and Research

Skills are developed to implement and assess social work practice-based research, data collection, data analyses, and report writing, with emphasis on practice evaluation.

4 credit hours. Prerequisite: SWRK 326. Offered fall and spring.

SWRK 320: Policy Analysis

Social science, historical, and ideological concepts and perspectives are explored as foundations of analytical approaches to policy and social programs. Social service policies and programs are used to link policies with professional practice. Sociology 320 cannot be substituted for Social Work 320.

3 credit hours. Prerequisite: ECON 200, POL 202, SWRK 240, or consent of department chair. Offered fall and spring.

SWRK 324: Human Behavior in the Social Environment: Individual, Family, and Small Group

A wide range of interactions between individuals and other social systems are examined, with emphasis on the impact of societal institutions on individual development, functioning, and values. The impact of social inequality is highlighted.

3 credit hours. Prerequisite: BIOL 103; PSYC 215, 230; SWRK 240; or consent of department chair. Offered fall and spring.

SWRK 325: Human Behavior in the Social Environment: Social System, Institution, and Organization

Social systems, institutions, and values in American society are examined by focusing on the ways in which individuals function within and shape linking structures (e.g., workplace, community) and the social environment (e.g., culture, class).

3 credit hours. Prerequisite: ECON 200, POL 202, SWRK 240, or consent of department chair. Offered fall and spring.

SWRK 326: Generalist Social Work Practice

Students are oriented to problem solving and to the roles and activities of the social worker with individuals, families, small groups, organizations, and communities in a variety of fields of practice. Concurrent volunteer experience is recommended.

3 credit hours. Prerequisite: SWRK 240 and prior or concurrent enrollment in SWRK 324 and 325. Offered fall.

SWRK 327: The Helping Process

Skills in working with individuals and small groups are developed. Focus is on interviewing and relationship management skills as the basis for facilitating mutual problem solving.

3 credit hours. Prerequisite: acceptance into the B.S.W. program, SWRK 326, and prior or concurrent volunteer experience in a social agency. Offered spring.

SWRK 338: Introduction to Fieldwork

Students become oriented to how social agencies carry out the mission of social work. Included are structured observations and brief intervention experiences. Eight hours per week are required in a social agency.

(8) 2 credit hours. Prerequisite: acceptance into the B.S.W. program, SWRK 326, and concurrent enrollment in SWRK 327. Offered spring.

SWRK 390: Independent Study

Study involves independent reading or an independent research project. Structure and credit hours vary.

Prerequisite: social work majors with junior or senior standing. Offered as needed.

SWRK 421: Social Work Practice and the Law

Students become familiar with the structure of the legal system and the expectations of social workers in various legal arenas. Students cannot receive credit for both Social Work 421 and 516.

3 credit hours. Prerequisite: concurrent enrollment in SWRK 436 or 437, or consent of instructor. Offered fall and spring.

SWRK 426: Creating Change through Social Work Practice I

The process of planned social change with all systems is reviewed and expanded in coordination with concurrent experiences. (Formerly Social Work 429: Advanced Generalist Social Work Practice.)

3 credit hours. Prerequisite: SWRK 302, 320, 327, 338, and concurrent enrollment in SWRK 436 and 463. Offered fall.

SWRK 427: Creating Change through Social Work Practice II

Advanced skills in creating change in systems of all sizes are explored. The skills for achieving change outcomes are a focus of student development.

3 credit hours. Prerequisite: SWRK 426, 436, 463, and concurrent enrollment in SWRK 437 and 464. Offered spring.

SWRK 434: Ethnic-Sensitive Social Work Practice

Major cross-cultural social work practice frameworks are examined as well as ethnically competent practice required to help ethnic groups toward empowerment. Students cannot receive credit for both Social Work 434 and 534.

3 credit hours. Prerequisite: concurrent enrollment in SWRK 436 or 437, or consent of department chair. Offered as needed.

SWRK 435: Crisis Intervention and Brief Treatment

Focus is on the development of knowledge and skill in the application of basic theory and techniques of crisis intervention and brief casework services. Students cannot receive credit for both Social Work 435 and 535.

3 credit hours. Prerequisite: concurrent enrollment in SWRK 436 or 437, or consent of department chair. Offered as needed.

SWRK 436: Fieldwork

Theoretical formulations from other courses are tested and skills essential to social work intervention developed. Sixteen hours per week in a social work agency are required. Students cannot receive credit for both Social Work 436 and 446.

4–7 credit hours. Prerequisite: SWRK 302, 327, 338, preceding or concurrent enrollment in SWRK 320, and concurrent enrollment in SWRK 426 and 463. Open only to social work majors. Offered fall.

SWRK 437: Advanced Fieldwork

Theoretical formulations from other courses are tested. Specific objectives are collaboratively identified. Sixteen hours per week in a social work agency are required. Students cannot receive credit for both Social Work 437 and 447.

4–7 credit hours. Prerequisite: SWRK 429, 436, 463, and concurrent enrollment in SWRK 427 and 464. Open only to social work majors. Offered spring.

SWRK 438: Social Work Interventions in Substance Abuse

Substance assessment and intervention is studied using a systems framework. Emphasis is on the development of techniques and skills used for community-based interventions. Students cannot receive credit for both Social Work 438 and 538.

3 credit hours. Prerequisite: senior standing and enrollment in field, or consent of department chair. Offered fall (as needed).

SWRK 441: Women's Issues in Social Work Practice

Students examine the dynamics of the institutionalized oppression of women in current American society and the effect of sexism on women. Students cannot receive credit for both Social Work 441 and 571.

3 credit hours. Prerequisite: concurrent enrollment in SWRK 436 or 437, or consent of department chair. Offered as needed.

SWRK 445: Summer Extended Fieldwork

Theoretical formulations and skills essential to social work intervention begin. One hundred and twenty hours in a social work agency and ten hours of seminar discussion are required.

(12) 3 credit hours. Prerequisite: SWRK 302, 327, 338. Open only to social work majors. Offered summer.

SWRK 446: Fall Extended Fieldwork

Theoretical formulations from other courses are tested and skills essential to social work intervention developed. Twelve hours per week in a social work agency are required. Students cannot receive credit for both Social Work 436 and 446.

(12) 3 credit hours. Prerequisite: SWRK 445 and concurrent enrollment in SWRK 426 and 463. Open only to social work majors. Offered fall.

SWRK 447: Spring Extended Fieldwork

Theoretical formulations from other courses are tested. Learning objectives are collaboratively identified. Twelve hours a week in a social work agency are required. Students cannot receive credit for both Social Work 437 and 447.

(12) 3 credit hours. Prerequisite: SWRK 429, 446, 463, and concurrent enrollment in SWRK 427 and 464. Open only to social work majors. Offered spring.

SWRK 463: Fieldwork Seminar

Students discuss the theoretical and practice implications of their experiences in fieldwork, assessing the varied roles that a generalist may play within the social work profession. Integration of theory and practice is emphasized.

3 credit hours. Prerequisite: SWRK 302, 320, 327, and concurrent enrollment in SWRK 426 and 436. Offered fall.

SWRK 464: Senior Seminar in Social Work

Students engage in an in-depth exploration of policy and practice issues, building an integrated base of knowledge, values, and skills for entry into the profession of social work.

3 credit hours. Prerequisite: SWRK 320, 429, 436, 463, and concurrent enrollment in SWRK 427 and 437. Offered spring.

SWRK 472: Sexual Orientation and Gender Identity

Students develop practice skills in working with lesbian, gay, bisexual, and transgender issues within the context of institutionalized oppression. Students cannot receive credit for both Social Work 472 and Social Work 572.

3 credit hours. Prerequisite: concurrent enrollment in field education or consent of department chair. Offered spring and summer.

SWRK 490: Directed Study

Students admitted to the social work honors program, in consultation with an advisor, conduct library and/or empirical research organized around social work practice.

(1–3) 3 credit hours. Prerequisite: admission to social work honors program. Offered as needed.

SWRK 491: Advanced Directed Study

Students admitted to the social work honors program, in consultation with an advisor, write an honors thesis based on research organized around social work practice.

(1–3) 3 credit hours. Prerequisite: admission to social work honors program and SWRK 490. Offered as needed.

SWRK 500: Field Education and Seminar I

Students engage in social work practice under approved social work supervision in a selected public or private nonprofit agency.

(16) 3 credit hours. Prerequisite: acceptance into the M.S.W. program and concurrent enrollment in SWRK 530 and 532. Offered fall.

SWRK 501: Field Education and Seminar II

This is a continuation of Social Work 500.

(16) 3 credit hours. Prerequisite: SWRK 500 and concurrent enrollment in SWRK 531 and 533. Offered spring.

SWRK 510: Ethical Issues in Social Work

Compelling ethical issues in social work are introduced, including common ethical dilemmas, ethical decision-making frameworks, and practical strategies to protect clients and prevent ethics-related complaints and lawsuits.

3 credit hours. Prerequisite: acceptance into the M.S.W. program and SWRK 522, or consent of department chair. Offered once annually.

SWRK 516: Social Work Practice and the Law

The structure of the legal system and the expectations of social workers in various legal arenas are studied. Emphasis is on legal issues and reading case law. Students cannot receive credit for both Social Work 421 and 516.

3 credit hours. Prerequisite: acceptance into the M.S.W. program. Offered spring.

SWRK 520: Human Behavior, Diversity, and Oppression I

Human behavior relevant to social work practice is examined. Focus is on stress, coping, adaptation, systems theory, personality theory, and stages of the life cycle from birth to death.

3 credit hours. Offered fall.

SWRK 522: Human Behavior, Diversity, and Oppression II

This is a continuation of Social Work 520. Focus is on deviance, psychopathology, community and organizational theory, and ethical and value issues in social work. Also emphasized is cultural diversity, discrimination, and the needs of minorities.

3 credit hours. Prerequisite: SWRK 520. Offered spring.

SWRK 530: Generalist Foundation and Skills: Policy and Organizing I

A generalist problem-solving approach is taken to social work policy analysis and organizing in order to achieve social justice.

3 credit hours. Prerequisite: matriculation into the M.S.W. program. Offered fall.

SWRK 531: Generalist Foundation and Skills: Policy and Organizing II

A generalist approach is taken to social work policy practice and organizing. Emphasis is on the development of group task and process skills to achieve social justice.

3 credit hours. Prerequisite: matriculation into the M.S.W. program. Offered spring.

SWRK 532: Generalist Foundation and Skills: Direct Practice I

The values, knowledge, and skills relevant to practice are explored. Students also practice social work skills and integrate fieldwork experiences.

3 credit hours. Prerequisite: concurrent enrollment in SWRK 500. Offered fall.

SWRK 533: Generalist Foundation and Skills: Direct Practice II

Building upon Social Work 532, concepts and skills used in assessment and intervention with client systems of various sizes are examined.

3 credit hours. Prerequisite: SWRK 532 and concurrent enrollment in SWRK 501. Offered spring.

SWRK 534: Ethnic-Sensitive Social Work Practice

Major cross-cultural social work practice frameworks are examined along with ethnically competent practice required to help ethnic groups toward empowerment. Students cannot receive credit for both Social Work 434 and 534.

3 credit hours. Prerequisite: SWRK 520 or consent of department chair. Offered as needed.

SWRK 535: Crisis Intervention and Brief Treatment

Students develop knowledge and skill in the application of basic theory and techniques of crisis intervention and brief casework services. Students cannot receive credit for both Social Work 435 and 535.

3 credit hours. Prerequisite: SWRK 520 or consent of department chair. Offered as needed.

SWRK 538: Social Work Interventions in Substance Abuse

Substance assessment and intervention are studied using a systems framework. Emphasis is on the development of techniques and skills for community-based interventions. Students cannot receive credit for both Social Work 438 and 538.

3 credit hours. Prerequisite: SWRK 520 or consent of department chair. Offered fall (as needed).

SWRK 539: Child Welfare Practice

Focus is on the knowledge and skills needed for professional social work practice in child welfare. An ecosystems framework for family assessment and the problem-solving process for intervention planning are used.

3 credit hours. Prerequisite: SWRK 520 or consent of department chair. Offered spring.

SWRK 541: Social Work Research and Evaluation I

Students discover problem formulation, measurement, research design, evaluation of practice, and critical reading of empirical literature related to social work practice.

3 credit hours. Prerequisite: matriculation into the M.S.W. program. Offered fall.

SWRK 542: Social Work Research and Evaluation II

Building upon Social Work 541, social work practice and programs are evaluated. Exemplars from practice are used as a basis for instruction in study design, data analysis techniques, and computer applications.

2 credit hours. Prerequisite: SWRK 541. Offered spring.

SWRK 571: Women's Issues in Social Work Practice

The dynamics of institutionalized oppression of women in current American society and the effect of sexism on women are discussed, with reference to social work practice. Students cannot receive credit for both Social Work 441 and 571.

3 credit hours. Prerequisite: SWRK 520 or consent of department chair. Offered as needed.

SWRK 572: Sexual Orientation and Gender Identity

Students develop skills for working with lesbian, gay, bisexual, and transgender issues within the context of institutionalized oppression. Students cannot receive credit for both Social Work 472 and Social Work 572.

3 credit hours. Prerequisite: concurrent enrollment in field education or consent of department chair. Offered spring and summer.

SWRK 600: Field Education and Seminar III

A continuation of Social Work 501, this second year of field placement focuses on the advanced method(s) and concentration chosen by the student.

(20) 4 credit hours. Prerequisite: second-year standing in the M.S.W. program and concurrent enrollment in SWRK 612, 614, and/or SWRK 602, 604, or 606. Offered fall.

SWRK 601: Field Education and Seminar IV

This is a continuation of Social Work 600.

(20) 4 credit hours. Prerequisite: SWRK 600 and concurrent enrollment in SWRK 613, 615, and/or 603, 605, or 607. Offered spring.

SWRK 602: Clinical Social Work Practice I: Children and Families

Using a strengths-based, empowerment perspective, issues in advanced clinical practice with children and families are examined. Emphasis is on biopsychosocial, psychodynamic, cognitive-behavioral, and family-centered perspectives and skills.

3 credit hours. Prerequisite: second-year standing in the M.S.W. program. Offered fall.

SWRK 603: Clinical Social Work Practice II: Children and Families

This is a continuation of Social Work 602.

3 credit hours. Prerequisite: second-year standing in the M.S.W. program. Offered spring.

SWRK 604: Clinical Social Work Practice I: Adults and Families

Using a strengths-based, empowerment perspective, issues in advanced clinical practice with adults and families are examined. Emphasis is on biopsychosocial, psychodynamic, cognitive-behavioral, and family-centered perspectives and skills.

3 credit hours. Prerequisite: second-year standing in the M.S.W. program. Offered fall.

SWRK 605: Clinical Social Work Practice II: Adults and Families

This is a continuation of Social Work 604.

3 credit hours. Prerequisite: second-year standing in the M.S.W. program. Offered spring.

SWRK 606: Clinical Social Work Practice I: Older Adults and Families

Using a strengths-based, empowerment perspective, issues in advanced clinical practice with older adults and families are examined. Emphasis is on biopsychosocial, psychodynamic, cognitive-behavioral, and family-centered perspectives and skills.

3 credit hours. Prerequisite: second-year standing in the M.S.W. program. Offered fall.

SWRK 607: Clinical Social Work Practice II: Older Adults and Families

This is a continuation of Social Work 606.

3 credit hours. Prerequisite: second-year standing in the M.S.W. program. Offered spring.

SWRK 612: Leadership and Management

Students gain a conceptual understanding of social work administration and develop skill in organizational analysis, leadership, and management of human resources.

3 credit hours. Prerequisite: second-year standing in the M.S.W. program. Offered fall.

SWRK 613: Program Planning and Development

Students develop administrative skill in program planning and development. Grant writing, strategic planning, financial management, and program monitoring are also addressed.

3 credit hours. Prerequisite: second-year standing in the M.S.W. program. Offered spring.

SWRK 614: Advanced Policy Practice

Students gain a conceptual understanding of social work policy practice and develop specific skills and strategies to address complex social justice issues.

3 credit hours. Prerequisite: second-year standing in the M.S.W. program. Offered fall.

SWRK 615: Leadership for Progressive Change

Students gain a conceptual understanding of leadership development and leadership roles in creating progressive social change. Specific leadership skills are developed to promote social justice issues in our society.

3 credit hours. Prerequisite: second-year standing in the M.S.W. program. Offered spring.

SWRK 620: Supervision in Social Work

Focus is on concepts, principles, and methods of supervision in a theoretical context. Experiential learning related to the concurrent fieldwork practicum is also provided.

3 credit hours. Prerequisite: organizing and policy or dual concentration student, with second-year standing in the M.S.W. program, or consent of department chair. Offered as needed.

SWRK 625: Social Work Practice with Groups

The theory and experience necessary for understanding group dynamics and for developing effective group skills are introduced.

3 credit hours. Prerequisite: second-year standing in the M.S.W. program. Offered fall and offered summer (as needed).

SWRK 630: Family Practice: Models

Current conceptual models of family practice are examined. Emphasis is on assessment and intervention with application to diverse family systems.

3 credit hours. Prerequisite: clinical or dual concentration student, with second-year standing in the M.S.W. program, or consent of department chair. Offered as needed.

SWRK 635: Social Work Practice with Trauma Clients

Students are provided a theoretical and experiential base in dealing with various treatment modalities. Commonalities and differences are explored in the experiences of various traumatized populations.

3 credit hours. Prerequisite: clinical or dual concentration student, with second-year standing in the M.S.W. program, or consent of department chair. Offered spring and summer.

SWRK 642: Integrative Project: Research and Policy I

Students design and carry out research and policy activities in their primary area of practice. A project proposal is required at the end of the semester.

3 credit hours. Prerequisite: second-year standing in the M.S.W. program. Offered fall.

SWRK 643: Integrative Project: Research and Policy II

This is a continuation of Social Work 642.

3 credit hours. Prerequisite: SWRK 642. Offered spring.

SWRK 690: Independent Study in Social Work

Students select a topic and undertake concentrated research under the supervision of a faculty advisor.

3 credit hours. Prerequisite: second-year standing in the M.S.W. program or consent of department chair. Offered as needed.

Sociology (SOC)**SOC 161: Contemporary China and Social Control**

Students explore how Chinese culture and historical traditions have shaped the characteristics of contemporary Chinese social organization, social control, and legal system. (Formerly Social Control in the People's Republic of China.)

4 credit hours. Gen. Ed. Core 3. Offered as needed.

SOC 200: Society and Social Behavior

Contemporary society is studied through a sociological perspective. Using innovative learning experiences, students are given a basic understanding of sociological concepts and their application to everyday life. (Formerly The Social Dimension.)

3 credit hours. Gen. Ed. Category SB. Offered fall and spring.

SOC 202: The Family

The family is studied as a social institution, with emphasis on its role in American society, socialization, family roles, and interaction. Historical, cross-cultural, and subcultural materials are used.

3 credit hours. Gen. Ed. Category SB. Offered fall, spring, summer.

SOC 204: Urban Sociology

Urban and suburban life in the context of rural/urban differences and models of metropolitan growth are explored. Topics include cultural variety, racial and ethnic diversity, congestion, crime, poverty, and population growth and shifts.

3 credit hours. Gen. Ed. Category SB. Offered as needed.

SOC 207: Crime and Criminal Justice

This is an introduction to crime, delinquency, and the criminal justice system. The nature, extent, causes of crime, and forms of criminal expression are examined.

3 credit hours. Gen. Ed. Category SB. Offered fall, spring, summer.

SOC 208: Minority Group Relations

The social dynamics of selected minority groups are examined from historical and contemporary perspectives. Topics include racial and ethnic identity, discrimination, and conflict and cooperation among majority and minority groups.

3 credit hours. Gen. Ed. Category SB. Offered as needed.

SOC 217: Aging and Society

The basic concepts and perspectives of sociology are introduced through the study of the problems of aging in society. Social issues of aging, such as retirement, employment, housing, income, and health care, are considered.

3 credit hours. Gen. Ed. Category SB. Offered fall and spring.

SOC 261: Fountain of Age

Students examine personal, artistic, and scientific depictions of aging. Also explored are economic, ethical, and public policy challenges for a growing aged society in the United States and other societies.

4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. This course will not count toward the sociology major. Offered as needed.

SOC 262: The Sociology of Money and Economic Exchange

This critical inquiry into the nature of monetary exchange helps students reflect on one of the most uncritically accepted concepts of everyday life: money.

4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. This course will not count toward the sociology major. Offered as needed.

SOC 263: Unequal Sisters: How Race/Ethnicity, Class, Age, and Sexual Orientation Shape Women's Work and Relationships

Focus is on women's work lives and personal relationships. Students analyze women's common experiences and those shaped by membership in groups bound by race/ethnicity, age, social class, and sexual orientation.

4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. This course will not count toward the sociology major. Offered as needed.

SOC 264: Where in the World Is Gender Inequality?

The unequal access of women and men to socially valued resources is explored. Students examine, from a cross-cultural and historical perspective, the organized and private efforts to eradicate inequality.

4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. This course will not count toward the sociology major. Offered as needed.

SOC 265: Changing the World: Social Movements/Activism

The roles of social activists and social movements in creating and sustaining social change across the globe are examined. Topics include human rights, environment, and race and gender.

4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. This course will not count toward the sociology major. Offered once annually.

SOC 266: Globalization and Childhood

The impact of globalization on children in non-Western and Western cultures is examined by investigating cultural and historical understandings of children, their social problems, and emergent social movements.

4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered as needed.

SOC 300: Classical Sociological Theories

The development and functions of sociological theory in its historical, social, and scientific contexts are studied. Also analyzed are the more important theories from those of Comte to the early Parsons.

4 credit hours. Prerequisite: any 200-level sociology course or consent of department chair. Offered fall and spring.

SOC 302: Social Research Methods I

Social research methods are examined, with focus on the connection between theory and research, values and ethical issues in research, study design, conceptualization, measurement, and methods of data collection.

4 credit hours. Prerequisite: any 200-level sociology course. Offered fall, spring, summer.

SOC 303: The Sociology of Work

Students' work experiences and career choices are examined against the backdrop of occupational and social change: the workplace, labor markets, and the family. Students cannot receive credit for both Labor Studies 303 and Sociology 303.

3 credit hours. Prerequisite: any 200-level sociology course or consent of department chair. Offered as needed.

SOC 304: Comparative Law and Justice

Systems of law and justice are examined in prestate and state societies to understand the operation of law and justice in cross-cultural contexts and the United States. Students cannot receive credit for both Sociology 304 and Anthropology 303.

3 credit hours. Prerequisite: any 100- or 200-level course in a social science. Offered as needed.

SOC 306: Formal Organizations

In analyzing the goals, operation, and impact of modern organizations, consideration is given to such characteristics as bureaucratization, the role of the bureaucrat, industrial relations, and organizational change.

3 credit hours. Prerequisite: any 200-level sociology course or consent of department chair. Offered as needed.

SOC 309: The Sociology of Delinquency and Crime

Theoretical orientations toward the causes of delinquent and criminal behavior are studied. Also examined are various types of criminal behavior, as well as research, measurement, and prediction methods. Relevant social policy is explored.
3 credit hours. Prerequisite: SOC 207 or consent of department chair. Offered as needed.

SOC 312: Class, Status, and Power

The distribution of power and privilege in societies is studied. Various social characteristics, such as occupation and education, are considered as factors important in establishing rank and class systems. (Formerly Social Stratification).
3 credit hours. Prerequisite: any 200-level sociology course or consent of department chair. Offered as needed.

SOC 313: Sociology of Religion

Religion is studied as a social phenomenon. Attention is given to the relationship between religion and other social characteristics, such as morality, collective behavior, status and class, economics, family, and politics.
3 credit hours. Prerequisite: any 200-level sociology course or consent of department chair. Offered as needed.

SOC 314: The Sociology of Health and Illness

Topics include the influence of the social and economic environment on health and disease, and social-cultural forces affecting medicine. (Formerly Medical Sociology.)
3 credit hours. Prerequisite: any 200-level sociology course or consent of department chair. Offered as needed.

SOC 315: Community

The concept of community is analyzed, including methods of studying the community and the historical development of human communities, with reference to the development of social institutions, their functions, and structure.
3 credit hours. Prerequisite: any 200-level sociology course or consent of department chair. Offered as needed.

SOC 316: Sociology of Education

The school is examined as one of the major institutions in contemporary society concerned with the socialization of children (and adults).
3 credit hours. Prerequisite: any 200-level sociology course or consent of department chair. Offered as needed.

SOC 317: Politics and Society

Relationships of power and authority and their social foundations are examined. Students may receive credit for only one of the following: History 317, Political Science 317, and Sociology 317.
3 credit hours. Prerequisite: any 200-level sociology course or consent of department chair. Offered as needed.

SOC 318: Law and Society

Law as a social institution is examined. Attention is given to theories of law; law as it relates to social control and social change; the organization, making, implementation, and impact of law; and the profession and practice of law.
3 credit hours. Prerequisite: any 200-level sociology course or consent of department chair. Offered as needed.

SOC 320: Law and the Elderly

The major laws affecting the older population (e.g., Social Security) are studied, as well as areas where criminality may occur, such as elder abuse. (Formerly Sociology 420: Social Policy of Aging in Comparative Perspective.)
3 credit hours. Prerequisite: any 200-level sociology course or consent of department chair. Offered spring.

SOC 330: Deviant Behavior

Theoretical perspectives on the societal aspects of deviant behavior are presented. Research on the labeling process, maintenance of the deviant role, the deviant subculture, and the function of deviance in society are also discussed.
3 credit hours. Prerequisite: any 200-level sociology course or consent of department chair. Offered as needed.

SOC 331: The Individual and Society

Current theories and research on the convergence of the individual and the social structure are examined. Contributions of several social scientific disciplines are used in investigating social systems, conflict situations, and especially socialization.
3 credit hours. Prerequisite: any 200-level sociology course or consent of department chair. Offered as needed.

SOC 340: Law Enforcement: Theory and Application

The philosophy, history, and practice of law enforcement are examined. Organization and jurisdiction of local, state, and federal law enforcement agencies and their roles in the administration of criminal justice are explored.
3 credit hours. Prerequisite: SOC 207 or consent of department chair. Offered as needed.

SOC 341: Corrections: Process and Theory

Focus is on the history and development of corrections in the United States, including rationales of punishment, critical analysis of correctional processes and theories, and alternatives to incarceration.

3 credit hours. Prerequisite: SOC 207 or consent of department chair. Offered as needed.

SOC 342: Women, Crime, and Justice

Focus is on women's experiences with crime, justice, and the law. Topics include an overview of American laws that affect women, the impact of social movements on justice for women, women and crime, and women in the criminal justice system.

3 credit hours. Prerequisite: any 200-level sociology course or consent of department chair. Offered as needed.

SOC 343: Juveniles and Justice

The impact of juvenile status on the rights of the individual, the historical and philosophical foundations of the juvenile justice system, and its current organization and administration are examined.

3 credit hours. Prerequisite: any 200-level sociology course or consent of department chair. Offered as needed.

SOC 344: Minority Issues in Justice Systems

This national cross-cultural investigation focuses on minorities and considers whether there are informal or institutionalized biases toward minorities in specific areas of the criminal justice system.

3 credit hours. Prerequisite: any 200-level sociology course or consent of department chair. Offered as needed.

SOC 345: Victimology

The extent to which individuals and groups are victimized by crime, the criminal justice system, terrorism, and the abuse of power is examined.

3 credit hours. Prerequisite: any 200-level sociology course or consent of department chair. Offered as needed.

SOC 346: Underworld and Upperworld Crime and Criminals

Approaches to the study of white-collar crime and organized crime are presented and the historical circumstances from which these crimes evolved. Law enforcement efforts to suppress white-collar and organized crime are evaluated.

3 credit hours. Prerequisite: any 200-level sociology course or consent of department chair. Offered as needed.

SOC 400: Contemporary Sociological Theories

The development of sociological theory in its historical and social contexts since the early work of Parsons is explored. Also analyzed are contemporary schools of theory and representative theorists.

4 credit hours. Prerequisite: SOC 300. Offered fall and spring.

SOC 404: Social Research Methods II

Students develop skill in the preparation, analysis, and interpretation of data, and in the use of technology in the research process. Lecture and laboratory. Students cannot receive credit for both Political Science 304 and Sociology 404.

(5) 4 credit hours. Prerequisite: POL 300 or SOC 302 or consent of department chair. Offered fall, spring, summer.

SOC 460: Senior Seminar in Sociology

This is an integrating experience for the sociology major.

4 credit hours. Prerequisite: 18 credit hours of sociology courses, including SOC 400 and 404. Offered fall and spring.

SOC 490: Independent Study

Students select a topic and undertake concentrated research under the supervision of an advisor.

1–4 credit hours. Prerequisite: consent of department chair. Offered as needed.

SOC 491–492: Directed Study

Students admitted to the honors program in sociology write and orally defend an honors thesis in an area selected by the student in consultation with an advisor. (Formerly Sociology 491H–492H: Directed Study for Honors.)

3 credit hours each. Prerequisite: admission to the sociology honors program and consent of department chair. Offered as needed.

Spanish (SPAN)

The general prerequisite for 200- and 300-level Spanish courses is proficiency in intermediate Spanish demonstrated through examination or through successful completion of Spanish 114 or the equivalent.

SPAN 101: Elementary Spanish I

Students learn to understand, speak, read, and write in Spanish and gain an understanding of Hispanic life and character. Language laboratory is required. Not open to students who have offered admission credit in Spanish.

4 credit hours. Offered fall, spring, summer.

SPAN 102: Elementary Spanish II

Four skills in elementary Spanish: listening, speaking, reading, and writing are further developed within the context of Hispanic culture. Language laboratory is required.

4 credit hours. Prerequisite: SPAN 101 or one year of secondary school Spanish, or consent of department chair. Offered spring and summer.

SPAN 110: Review of Basic Spanish

Students who are continuing their study of Spanish begun in secondary school, review four skills: listening, speaking, reading, and writing. Aspects of culture and civilization are stressed. Language laboratory is required.

3 credit hours. Gen. Ed. Category SB. Prerequisite: two years of secondary school Spanish or consent of department chair. Not open to students who have completed SPAN 101 or 102. Offered fall, spring, summer.

SPAN 113: Intermediate Spanish

The cultural and linguistic heritage of the Spanish-speaking world is examined, while grammar is reviewed and basic oral and written skills are developed. Language laboratory is required.

3 credit hours. Gen. Ed. Category SB. Prerequisite: SPAN 102 or 110, or three years of secondary school Spanish, or a score of 500–549 on the CEEB Achievement Test in Spanish. Offered fall and summer.

SPAN 114: Readings in Intermediate Spanish

Emphasis is on the development of reading Spanish and on the appreciation of literature as a reflection of the heritage of the Hispanic peoples. Attention is given to written practice.

3 credit hours. Prerequisite: SPAN 113 or equivalent, or a score of 550–599 on the CEEB Achievement Test in Spanish, or consent of department chair. Offered spring and summer.

SPAN 200: Spanish for Spanish Speakers

For students who are aurally/orally proficient but who have little formal knowledge of grammar. Emphasis is on writing and reading. Written assignments progress from short compositions to more complex essays.

4 credit hours. Prerequisite: consent of instructor. Offered fall.

SPAN 201: Conversation and Composition

The use of correct spoken Spanish on an advanced level is emphasized. Attention is given to the correction of pronunciation through practice in the language laboratory and elementary work in phonetics.

4 credit hours. Prerequisite: SPAN 114 or equivalent, or a score of 600 or above on the CEEB Achievement Test in Spanish, or consent of department chair. Offered fall.

SPAN 202: Composition and Conversation

Writing skills in Spanish are developed through grammatical exercises, controlled composition, original themes, and the stylistic analysis of literary texts. Discussions in Spanish of the written materials provide oral practice.

4 credit hours. Prerequisite: SPAN 114 or equivalent, or consent of department chair. Offered spring.

SPAN 310: Spanish Literature and Culture: Pre-Eighteenth Century

The cultural, social, and historical aspects that define Spanish identity are examined from its inception to the end of the seventeenth century. In addition, the major literary currents associated with each period are studied.

3 credit hours. Prerequisite: SPAN 202 or consent of department chair. Offered fall.

SPAN 311: Spanish Literature and Culture: From Eighteenth Century

The cultural, social, and historical aspects that define Spanish identity are examined from the eighteenth century to the modern period. The major literary currents associated with each period are also studied.

3 credit hours. Prerequisite: SPAN 202 or consent of department chair. Offered spring.

SPAN 312: Latin American Literature and Culture: Pre-Eighteenth Century

The history, culture, and most important literary movements of Latin America are examined from the pre-Columbian period to the wars of independence.

3 credit hours. Prerequisite: SPAN 202 or consent of department chair. Offered fall.

SPAN 313: Latin American Literature and Culture: From Eighteenth Century

The history, culture, and most important literary movements of Latin America are examined from the eighteenth century to modern times.

3 credit hours. Prerequisite: SPAN 202 or consent of department chair. Offered spring.

SPAN 390: Directed Study

The student selects a topic and undertakes concentrated research under the supervision of a faculty advisor.

3 credit hours. Prerequisite: consent of department chair. Offered as needed.

SPAN 400: Applied Linguistics

The meaning and nature of language and its application to the teaching of Spanish is studied. Emphasis is on the planning and presentation of basic audio-lingual structures. Practical work in the language laboratory is included.

3 credit hours. Offered as needed.

SPAN 401: Studies in Hispanic Prose

Topics and materials are selected from the Spanish or Spanish American essay, short story, or novel and may include a study of a particular genre, movement, period, theme, or writer. This course may be repeated for credit with a change in content.

3 credit hours. Prerequisite: completion of two of the following: SPAN 310, 311, 312, 313; or consent of department chair. Offered alternate falls.

SPAN 403: Studies in Hispanic Theatre/Film

Topics and materials are selected from Spanish or Spanish American theatre or film. The instructor may select for study any period, school, movement, dramatist, or director. This course may be repeated for credit with a change in content.

3 credit hours. Prerequisite: completion of two of the following: SPAN 310, 311, 312, 313; or consent of department chair. Offered alternate springs.

SPAN 404: Studies in Hispanic Poetry

Focus is on the definition, social function, and spiritual character of poetic creation as it relates to the historical and artistic context of a movement, period, writer, or theme. This course may be repeated for credit with a change in content.

3 credit hours. Prerequisite: completion of two of the following: SPAN 310, 311, 312, 313; or consent of department chair. Offered alternate springs.

SPAN 420: Applied Grammar

A practical application of grammar in both oral and written forms is emphasized, along with intensive study of construction and of idiomatic expressions.

3 credit hours. Prerequisite: completion of two of the following: SPAN 310, 311, 312, 313; or consent of department chair. Offered alternate years.

SPAN 460: Seminar in Spanish

Intensive individual and group study of literary, philosophical, historical, political, social, or aesthetic problems is emphasized. Students submit a major paper as a culmination of the semester's work. Topics are announced in advance.

3 credit hours. Offered fall.

SPAN 501: Studies in Hispanic Fiction

Topics and materials are selected from significant periods or movements of the Spanish or Spanish American novel or short story. With consent of the department chair, this course may be repeated for credit with a change in content.

3 credit hours. Offered as needed.

SPAN 503: Studies in the Hispanic Theatre

Topics and materials are selected from a major movement of Spanish and Spanish American drama. With consent of the department chair, this course may be repeated for credit with a change in content.

3 credit hours. Offered as needed.

SPAN 504: Studies in Hispanic Poetry

Focus is on the definition, social function, and spiritual character of poetic creation as it relates to historical and artistic topics. With consent of the department chair, this course may be repeated for credit with a change in content.

3 credit hours. Offered as needed.

SPAN 520: Applied Grammar

Students study advanced subtleties of the Spanish language and refine their knowledge of Spanish grammar, syntax, vocabulary, and stylistics through readings and literary and technical translation.

3 credit hours. Prerequisite: graduate status in Spanish or consent of department chair. Offered as needed.

SPAN 560: Graduate Seminar in Spanish

Students engage in intensive individual and group study of one major author or any important period in the development of Spanish or Spanish American literature. A major paper in thesis form is required.

3 credit hours. Prerequisite: open only to students in the graduate program. Offered fall.

SPAN 590: Directed Study

The student selects a topic and undertakes concentrated research under the supervision of a faculty advisor. A major paper in thesis form is required.

3 credit hours. Prerequisite: consent of department chair. Offered as needed.

Special Education (SPED)

SPED 300: Introduction to the Characteristics and Education of Children and Youth with Disabilities

The educational implications of intellectual, physical, and behavioral differences among children are discussed. Definitions, characteristics, etiologies, incidence, educational provisions, and school adjustment issues are also examined.

4 credit hours. Offered fall, spring, summer.

SPED 310: Principles and Procedures of Behavior Management for Children and Youth with Disabilities

Included is an eclectic review of behavioral, psychodynamic, and humanistic concepts and strategies. Data collection, intervention, and evaluation procedures are explored. Thirty hours of fieldwork are required.

4 credit hours. Prerequisite: SPED 300 (or equivalent), with minimum grade of B. Offered fall, spring, summer.

SPED 311: Language Development and Communication Problems of Children

The processes of language development in children are emphasized. Specific techniques for enhancing language development in children with disabilities are considered. (Formerly Special Education 309.)

3 credit hours. Prerequisite: SPED 300 and admission to the Department of Special Education. Offered fall and spring.

SPED 312: Assessment Procedures for Children and Youth with Disabilities

The principles and procedures of educational assessment for preschool through secondary level students with mild/moderate disabilities are examined. Practicum included.

4 credit hours. Prerequisite: SPED 300, 310, and admission to the Department of Special Education; or consent of department chair. Offered fall and spring.

SPED 412: Assessment, Curriculum, and Methodology for Children with Mild/Moderate Disabilities at the Elementary and Middle School Levels

Curriculum and instructional approaches for children with mild/moderate disabilities at the elementary and middle school levels are analyzed. Developmental clinical methods are considered. A practicum is included.

4 credit hours. Prerequisite: SPED 300, 310, 312, and admission to the special education teacher preparation program. Offered fall and spring.

SPED 419: Student Teaching in the Elementary or Middle School

One quarter of the academic year is spent teaching in special education programs under the joint supervision of an experienced teacher and a College supervisor. (Formerly Student Teaching in the Elementary or Middle School Special Class.)

5 credit hours. Prerequisite: satisfactory completion of Department of Special Education's admission and retention requirements and the admission and retention requirements for the elementary or secondary education program; cumulative GPA of 2.50 a full semester prior to student teaching; completion of technology competency requirement; completion of community service requirement; and negative result on the tuberculin test. Offered fall and spring.

SPED 424: Assessment, Curriculum, and Methodology for Adolescents and Young Adults with Mild/Moderate Disabilities at the Middle School and Secondary Levels

Curriculum and instructional approaches for adolescents and young adults with mild to moderate disabilities are analyzed. A practicum is included.

4 credit hours. Prerequisite: SPED 300, 310, 312, and admission to the special education teacher preparation program. Offered fall and summer.

SPED 427: Career Exploration and Vocational Preparation of Middle School and Secondary Level Students with Disabilities

Focus is on assessment, curriculum, and methods and materials designed to prepare adolescents and young adult persons who have disabilities for the world of work. Observation and practicum experience are included.

3 credit hours. Prerequisite: SPED 300, 310, 312, and admission to the Department of Special Education. Offered spring and summer.

SPED 428: Student Teaching in the Middle School or Secondary Level

One quarter of the academic year is spent teaching in special education programs under the supervision of an experienced teacher and a College supervisor. (Formerly Student Teaching in the Middle School or Secondary Level Special Class.)

5 credit hours. Prerequisite: satisfactory completion of Department of Special Education's admission and retention requirements and the admission and retention requirements for the elementary or secondary education program; cumulative GPA of 2.50 a full semester prior to student teaching; completion of technology competency requirement; completion of community service requirement; and negative result on the tuberculin test. Offered fall and spring.

SPED 433: Adaptation of Instruction for Inclusive Education

The teacher's role in inclusive education is defined by the assessment and adaptation of curriculum, methods, and materials. (Formerly Adaptive Instruction for Students in the General Education Setting.)

3 credit hours. Prerequisite: admission to and retention in a teacher preparation program; successful completion of one of the following courses: ECED 423, ELED 422, HED 300, SED 405, or TECH 406; or consent of department chair. Offered fall, spring, summer.

SPED 435: Assessment and Instruction of Children with Severe/Profound Disabilities

This is an analysis of assessment, methodology, curriculum, instructional procedures, and adaptations of materials and strategies for children with severe and profound disabilities. A thirty-hour practicum is required.

4 credit hours. Prerequisite: SPED 300, 310, 312, and admission to the Department of Special Education. Offered fall.

SPED 436: Assessment and Instructional Alternatives for Adolescents and Young Adults with Severe/Profound Disabilities

This is an analysis of assessment, methodology, curriculum, instructional procedures, and adaptations of materials and strategies for adolescents and young adults with severe/profound disabilities. A thirty-hour practicum is required.

4 credit hours. Prerequisite: SPED 300, 310, 312, and admission to the Department of Special Education. Offered spring.

SPED 437: Student Teaching in the School Program for Students with Severe/Profound Disabilities

One quarter of the academic year is spent teaching in special education programs under the supervision of an experienced teacher and a College supervisor.

5 credit hours. Prerequisite: satisfactory completion of Department of Special Education's admission and retention requirements and the admission and retention requirements for the elementary or secondary education program; cumulative GPA of 2.50 a full semester prior to student teaching; completion of technology competency requirement; completion of community service requirement; and negative result on the tuberculin test. Offered fall and spring.

SPED 438: Student Teaching Seminar: Special Class for Students with Severe/Profound Disabilities

Students attend this seminar once a week. Topics include multicultural and global perspectives, IEP refinement, reflective teaching practices, and parental and technology issues.

1 credit hour. Prerequisite: concurrent enrollment in SPED 437. Offered fall and spring.

SPED 440: Collaboration: Home, School, and Community

The collaborative purposes, models, strategies, and roles of the special educator are addressed. Topics include collaborative teaching, parent interactions and planning, and teaching and assessment strategies.

3 credit hours. Prerequisite: concurrent enrollment in SPED 419 or 428, or consent of department chair. Offered fall and spring.

SPED 501: Advanced Assessment of Children and Youth with Mild/Moderate Learning and Behavior Problems

Experienced teachers develop skills in diagnostic assessment of the academic and behavioral abilities of children and adolescents with disabilities.

3 credit hours. Prerequisite: SPED 300 or equivalent. Offered fall.

SPED 503: Positive Behavior Interventions: Students with Disabilities

Participants apply positive behavioral intervention and supports. (Formerly Advanced Behavioral Management Procedures for Children and Youth with Behavior Disorders.)

3 credit hours. Prerequisite: SPED 300 or equivalent or consent of department chair. Offered fall.

SPED 504: Psychoeducational Procedures for Children and Youth with Learning and Behavioral Problems

This is an eclectic approach to the management of behavior in children and youth with learning and behavioral disorders. Psychodynamic, humanistic, and behavioral strategies are examined.

3 credit hours. Prerequisite: SPED 310 and 312 or equivalents. Offered spring.

SPED 505: Oral and Written Language: Classroom Intervention

The methods, techniques, and materials designed to help remediate oral and written language disorders in elementary and secondary school children with mild/moderate disabilities are studied.

3 credit hours. Prerequisite: SPED 300 or equivalent or consent of department chair. Offered spring.

SPED 513: Orientation to the Education of Young Children with Special Needs

The entire range of disabilities that become manifest during the period from birth to six is examined. Emphasis is on a delineation of the population, methods, and criteria for early identification.

3 credit hours. Prerequisite: graduate status or consent of department chair. Offered fall.

SPED 515: Multidisciplinary Assessment and Planning for Infants and Preschool Children with Special Needs and Students with Severe/ Profound Disabilities

Interdisciplinary assessment procedures and the development of individualized education programs are studied. Emphasis is on determining the technical adequacy of diagnostic tests.

3 credit hours. Prerequisite: graduate status or consent of department chair. Offered fall.

SPED 516: Organization and Implementation of Programs for Infants and Preschool Children with Special Needs

An array of organizational models for serving infants and preschool children with special needs is examined. Topics include the effective implementation of individualized education programs and curricular design.

3 credit hours. Prerequisite: graduate status or consent of department chair. Offered spring.

SPED 517: Medical Aspects of Developmental Disabilities

Students are introduced to the medical diagnosis, classification, and management of young children with developmental disabilities. Major known etiologies are examined.

3 credit hours. Prerequisite: graduate status or consent of department chair. Offered spring (even years).

SPED 518: Reading Instruction for Students with Disabilities

Students select, adapt, implement, and assess reading methods and materials for elementary through secondary level students with mild/moderate disabilities.

3 credit hours. Prerequisite: ECED 534, SPED 501 and 505 or equivalents, or consent of department chair. Offered spring.

SPED 520: Orientation to the Education of Youth and Young Adults in Nonschool Settings with Severe/Profound Disabilities

Study includes a delineation of the population, an integrated model for organizing a total program, and methods for developing adaptive behavior in a variety of community, residential, vocational, and leisure settings.

3 credit hours. Prerequisite: SPED 300. Offered summer.

SPED 525: Development of Communication and Movement

Patterns of human development are analyzed, with emphasis on the development of communication and movement. Alternative communication strategies for the nonverbal student are also discussed.

3 credit hours. Prerequisite: graduate status or consent of department chair. Offered fall.

SPED 526: Assessment, Curriculum, Methods for Children with Multiple Disabilities

Instructional and environmental adaptations pertinent to facilitating adaptive behavior in students with multiple disabilities are discussed.

3 credit hours. Prerequisite: SPED 300 and 520. Offered spring (odd years).

SPED 531: Universal Design for Educating All Students

Principles/practices of universal design for teaching, learning, and assessment are provided. (Formerly Instructional Approaches to Children with Special Needs in Regular Classes.)

3 credit hours. Prerequisite: ELED 500 and SED 405, or consent of department chair. Offered fall and spring.

SPED 534: Involvement of Parents and Families Who Have Children with Disabilities

The problems, attitudes, and roles of parents and other significant persons in the lives of children with disabilities are examined. Special education teachers and other educators develop techniques for professional and parent interaction.

3 credit hours. Prerequisite: graduate status or consent of department chair. Offered fall and spring.

SPED 544: Families in Early Intervention Programs: Essential Roles

Emphasis is on the critical roles that families assume in assessment and intervention processes in early intervention programs. Strategies that promote multiple roles and levels of involvement for families in these programs are discussed.

3 credit hours. Prerequisite: graduate status or consent of department chair. Offered spring (odd years).

SPED 545: Assistive Technology in the Classroom

Technology is explored that facilitates success for persons with disabilities in integrated school and community settings. Focus is on the application of varied activities and materials.

3 credit hours. Prerequisite: graduate status or consent of department chair. Offered spring.

SPED 551: Urban Multicultural Special Education

Sociocultural foundations of urban multicultural special education are explored in order to design, implement, and evaluate culturally and linguistically relevant educational programs for students with disabilities in urban school environments.

3 credit hours. Prerequisite: certification in special education or consent of department chair. Offered fall.

SPED 552: Dual Language Development and Intervention

Linguistic theories of first and second language development are examined with consideration of disability. Assessment procedures for distinguishing speech and language differences from delays/disorders are also examined.

3 credit hours. Prerequisite: certification in special education and concurrent enrollment in SPED 651, or consent of department chair. Offered fall.

SPED 553: Content-Based ESL Instruction for Exceptional Students

Students analyze curriculum and instructional approaches that integrate language, literacy, and content instruction for English language learners with disabilities, while analyzing the adaptation of instruction for students' identified disabilities.

3 credit hours. Prerequisite: certification in special education, SPED 552 and 651, or consent of department chair. Offered fall.

SPED 554: Curriculum Design for Exceptional Bilingual Students

Students examine the theories of and approaches to curriculum design and development as well as approaches to the adaptation of curriculum and instruction for English language learners with special needs.

3 credit hours. Prerequisite: certification in special education; research methods course; SPED 551, 552, 553, 651; or consent of department chair. Offered spring.

SPED 555: Literacy for English Language Learners with Disabilities

Methods and materials are presented for teaching literacy to English language learners with disabilities. Assessment and teaching methods are analyzed from a dual language perspective.

3 credit hours. Prerequisite: certification in special education; SPED 551, 552, 651; concurrent enrollment in SPED 652; or consent of department chair. Offered fall.

SPED 557: Assessing English Language Learners with Disabilities

Students gain skill in assessing the linguistic, academic, and behavioral abilities of English language learners with disabilities. Emphasis is on the selection, administration, and interpretation of multifaceted assessments.

3 credit hours. Prerequisite: certification in special education; SPED 551, 552, 651; concurrent enrollment in SPED 653; or consent of department chair. Offered spring.

SPED 558: Mathematics/Science Instruction for Students with Disabilities

Students analyze mathematics and science content, tasks, frameworks, and standards for students with disabilities. Activities are designed and adapted to support mathematics and science learning at all levels of education.

3 credit hours. Prerequisite: graduate status or consent of department chair. Offered fall (even years).

SPED 560: Instructional Strategies for Students with Autism

The characteristics of autism spectrum disorders are explored. Research-based educational practices are presented, which support learning for students with autism at all levels of education.

3 credit hours. Prerequisite: graduate status or consent of department chair. Offered spring (odd years).

SPED 606: Administration of Special Education

Emphasis is on school and community planning for children with disabilities. (Formerly Administrative Problems in the Education of Children with Disabilities.)

3 credit hours. Prerequisite: consent of department chair. Offered fall (even years).

SPED 648: Interpreting and Developing Research in Special Education

Emphasis is on research and evaluation studies and design as they relate to methodology in various special education programs. This course assists the student in the formulation of an original research and evaluation project.

3 credit hours. Prerequisite: matriculation in a graduate program. Offered fall.

SPED 651: Language Development Practicum—Exceptional Bilingual Students

Students practice assessment procedures for distinguishing speech and language differences from delays/disorders. Language intervention techniques are applied in classroom settings.

(17) 1 credit hour. Prerequisite: certification in special education and concurrent enrollment in SPED 552, or consent of department chair. Offered fall.

SPED 652: Literacy Practicum—Exceptional Bilingual Students

Students put into practice the methods used for teaching literacy to English language learners with disabilities. Literacy intervention techniques are applied in classroom settings.

(17) 1 credit hour. Prerequisite: certification in special education; SPED 551, 552, 651; concurrent enrollment in SPED 555; or consent of department chair. Offered fall.

SPED 653: Assessment Practicum—Exceptional Bilingual Students

Students evaluate the linguistic, academic, and behavioral abilities of selected English language learners with disabilities. Students select, administer, and interpret multifaceted assessments and write individual educational plans.

(17) 1 credit hour. Prerequisite: certification in special education; SPED 551, 552, 553, 555, 651, 652; concurrent enrollment in SPED 557; or consent of department chair. Offered spring.

SPED 654: Internship in Urban Multicultural Special Education

Students are supervised in special education settings that provide services to culturally and linguistically diverse youngsters with disabilities. Students conduct assessments, give instruction, and collaborate with professionals and parents.

3 credit hours. Prerequisite: certification in special education; BLBC 415 or SPED 534, and BLBC 416 or SPED 554; SPED 551, 552, 553, 555, 557, 651, 652, 653; or consent of department chair. Offered fall and spring.

SPED 662: Internship in the Elementary or Middle School

The intern is required to evaluate, plan for, and teach elementary or middle school students with mild/moderate disabilities in a special education program.

6 credit hours. Prerequisite: consent of department chair. Offered fall and spring.

SPED 664: Internship in the Middle School or Secondary Level

The intern is required to evaluate, plan for, and teach middle school and/or secondary level students with mild/moderate disabilities in a special education program.

6 credit hours. Prerequisite: consent of department chair. Offered fall and spring.

SPED 665: Internship in the School Program for Students with Severe/Profound Disabilities

The intern is required to evaluate, plan for, and teach students with severe/profound disabilities in a special education program. This course requires at least 300 clock hours.

6 credit hours. Prerequisite: consent of department chair. Offered fall and spring.

SPED 668: Internship in Early Childhood Special Education

The intern implements intervention strategies for young children with disabilities in early intervention and early childhood settings.

6 credit hours. Prerequisite: consent of department chair. Offered fall, spring, summer.

Teaching English as a Second Language (TESL)

TESL 507: Teaching Reading and Writing to English-as-a-Second-Language Students

Focus is on second-language literacy in reading and writing for limited English proficient students. Students cannot receive credit for both Elementary Education 507 and Teaching English as a Second Language 507.

3 credit hours. Prerequisite: graduate status and TESL 439 or 449 or 541. Offered fall and summer.

TESL 539: Language Acquisition and Learning

Theory and research relating to first- and second-language acquisition and learning are examined from a pedagogical perspective. Emphasis is on variables affecting language learning and teaching. (Formerly Teaching English as a Second Language 439.)

3 credit hours. Prerequisite: admission to a teacher preparation program or consent of department chair. Offered spring and summer.

TESL 541: Applied Linguistics in ESL

The basic sounds, structures, and transformations of contemporary English usage as a basis for teaching English as a second language are examined.

3 credit hours. Prerequisite: graduate status. Offered fall and summer.

TESL 546: Teaching English as a Second Language

This is a methods course for students and teachers who plan to teach or are presently teaching English as a second language. The teaching techniques demonstrated reflect up-to-date research in applied linguistics.

3 credit hours. Prerequisite: graduate status and TESL 439 or 541, or consent of department chair. Offered fall and spring.

TESL 548: Curriculum and Methods for Content ESL Instruction

Focus is on the selection and use of methods and techniques that facilitate the learning of English and content area subjects by ESL students within the mainstream curriculum in secondary school.

3 credit hours. Prerequisite: graduate status and TESL 439 or consent of department chair. Offered spring and summer.

TESL 549: Sociocultural Foundations of Language Minority Education

Students examine sociocultural issues relating to the instructional needs of language minority students, including social, cultural, political, and legal contexts of instruction. (Formerly Teaching English as a Second Language 449.)

3 credit hours. Prerequisite: admission to a teacher preparation program or consent of department chair. Offered fall and spring.

TESL 551: Curriculum Development and Language Assessment in ESL

Basic principles in ESL curriculum development and second-language assessment are examined.

3 credit hours. Prerequisite: TESL 546 or consent of department chair. Offered spring.

TESL 552: Applied Research and Teaching in ESL

Teaching skills are developed through ESL classroom observation and an ESL practicum. Included are weekly seminar discussions and a forty-five-clock-hour practicum, under the guidance of College and laboratory school instructors.

3 credit hours. Prerequisite: TESL 546, 551, or consent of department chair. Offered fall and spring.

Technology Education (TECH)

TECH 200: Introduction to Technological Systems

This is an introduction to the development, societal impacts, and implications of technology. Study includes technological literacy and the use of technological systems to solve social-technical problems. (Formerly Technological Systems.)

(4) 3 credit hours. Offered fall and spring.

TECH 202: Design in Technology Education

Students examine the elements of design necessary for production in a technological society. Emphasis is on design sequence and processes. Techniques for sketching, modeling, prototyping, and CAD are also introduced.

(4) 3 credit hours. Offered fall.

TECH 204: Energy and Control Systems

Energy sources and common energy processing techniques are introduced. Study includes control devices, energy transmission technology, and the operation of energy conservation systems.

(4) 3 credit hours. Offered spring.

TECH 205: Production Processes

This is an examination of the production methods related to the tools and materials found in technology education laboratories. Included are fundamental manufacturing and industrial processes, tool and machine safety, and lab management.

(4) 3 credit hours. Prerequisite: TECH 202. Offered spring.

TECH 216: Computer-Aided Design

International drafting-language protocol is explored and used in solving design problems in orthographic and pictorial presentation. Study includes basic computer-aided drafting.

(6) 3 credit hours. Offered as needed.

TECH 300: Orientation to Technology Education

This is an introduction to the field of technology education and its historic role in education. Included are past and contemporary trends, technological literacy standards, program and curriculum development, and professional traits.

4 credit hours. Prerequisite: TECH 200, 202, 204, 205, with minimum GPA of 2.75; completion of 12 credit hours of content area courses, with minimum GPA of 2.75; and minimum cumulative GPA of 2.75. Offered fall and spring.

TECH 310: Historic Innovation and Invention

Individual and regional contributions to the overall development of technology are explored. Topics include inventors, their innovations, and the diffusion of local industries and technologies.

(4) 3 credit hours. Prerequisite: TECH 200. Offered spring.

TECH 325: Technology Assessment

Focus is on the decision making involved in the selection and use of technological products. Study includes assessment procedures, life cycle analysis, and the application of pollution prevention measures.

(4) 3 credit hours. Prerequisite: TECH 200 and 310. Offered fall.

TECH 326: Communication Systems

Communication processes, systems, and their applications are examined. Study includes the technological processes used in developing, producing, delivering, and storing ideas and information in a technological society.

(4) 3 credit hours. Prerequisite: TECH 200, 202, 204. Offered fall.

TECH 327: Construction Systems

This is an introduction to skills, knowledge, environments, and people of the construction industry. A laboratory component is required for students to plan, design, and build a structure. (Formerly Technology Education 305: Construction Technology.)

(6) 3 credit hours. Prerequisite: TECH 200. Offered spring.

TECH 328: Manufacturing Systems

This is an exploration of contemporary manufacturing systems, design considerations, production techniques, and automated systems and control devices to produce products. Organizational and management structures are also practiced.

(4) 3 credit hours. Prerequisite: TECH 200, 202, 205. Offered spring.

TECH 329: Transportation Systems

Focus is on transportation technology, modes, vehicular systems, and support systems for moving people and cargo in various environments. Study includes the effects of transportation on individuals, society, and the environment.

(4) 3 credit hours. Prerequisite: TECH 200, 202, 204. Offered fall and summer.

TECH 400: Technological Enterprise

This is an examination of the organization, management, and operation of a technological enterprise. Students design, produce, and evaluate a product, along with organizing, staffing, and operating an enterprise.

(4) 3 credit hours. Prerequisite: TECH 200, 202, 205. Offered as needed.

TECH 406: Methods in Technology Education

Students are introduced to a variety of teaching strategies involved in the daily instruction of technology education. Included are support materials and evaluation tools.

4 credit hours. Prerequisite: TECH 300, with minimum grade of B-; completion of 18 credit hours of content area courses, with minimum GPA of 2.75 in these courses; admission to the technology education teacher preparation program; or consent of department chair. Offered fall and spring.

TECH 407: Practicum in Elementary Technology Education (Grades K through Six)

Strategies for presenting technological topics and learning activities at the elementary school level are introduced. Topics include theory, activity safety, and the development of elementary integration activities.

(6) 4 credit hours. Prerequisite: TECH 300, with minimum grade of B-; TECH 406, with minimum grade of B- and positive recommendation from the instructor; completion of 55 credit hours of required and cognate courses in the major, or consent of department chair; minimum grade of C in all content area courses, unless otherwise required; minimum cumulative GPA of 2.75; and minimum GPA of 2.75 in content area. Offered spring.

TECH 408: Practicum in Technology Education (Grades Seven through Twelve)

Three major instructional units in technology education are presented. Topics include the principles and practices of technology education, selected technology learning activities, and laboratory planning and management concepts.

4 credit hours. Prerequisite: admission to the technology education teacher preparation program. Offered fall.

TECH 421: Student Teaching in Technology Education

For one semester, students teach in a middle, junior, or senior high school under the joint supervision of a certified cooperating teacher and a College supervisor.

9 credit hours. Prerequisite: TECH 407 and 408, with minimum grade of B- and positive recommendations from the instructors; concurrent enrollment in TECH 422; completion of all required education courses, with minimum grade of B- (except CEP 315); completion of all content area courses, with minimum GPA of 2.75; minimum cumulative GPA of 2.75 a full semester prior to student teaching; completion of technology competency requirement; completion of community service requirement; and negative result from the required tuberculin test. Offered fall and spring.

TECH 422: Student Teaching Seminar in Technology Education

Students develop teacher behaviors appropriate to effective teaching. Topics include classroom and time management, effective communication, knowledge of different learning styles, teaching strategies, and assessment techniques.

1 credit hour. Prerequisite: concurrent enrollment in TECH 421. Offered fall and spring.

TECH 510: Analysis and Implementation of Objectives for Technology Education

Training objectives and the subsequent process of instructional program development are identified.

3 credit hours. Prerequisite: certification in technology education or consent of department chair. Offered as needed.

TECH 520: Curriculum Models in Technology Education

New curriculum models used in technology education programs at the national level are studied. Career education and prevocational curriculum thrusts are identified and analyzed for implementation in technology education programs.

3 credit hours. Prerequisite: certification in technology education or consent of department chair. Offered as needed.

TECH 561: Seminar on Technology Education Research

Basic forms of research and evaluation are introduced. Students are required to develop a research proposal in the field of technology education or in another area of technology.

3 credit hours. Prerequisite: completion of four courses in the Professional Education Component and/or consent of department chair. Offered as needed.

Theatre (THTR)**THTR 105: Introduction to Theatre**

Basic principles of playwriting, acting, and directing are examined. Twenty hours of laboratory experience on major Rhode Island College Theatre productions are required: ten hours in costume work and ten hours in backstage work.

3 credit hours. Offered fall and spring.

THTR 110: Fundamentals of Theatrical Design and Production

Basic principles and practices of design and production are examined. Twenty hours of laboratory experience on major Rhode Island College Theatre productions are required: ten hours in costume work and ten hours in backstage work.

3 credit hours. Offered fall and spring.

THTR 220: Voice and Articulation for the Performer

The fundamentals of voice production and articulation are studied from the physiological and phonetic bases of speech.

3 credit hours. Offered fall.

THTR 221: Movement for the Actor

The performer is trained in controlling, shaping, and moving the body. Attention is given to the development of physical characterization.

3 credit hours. Prerequisite: THTR 105 or consent of department chair. Offered fall and spring.

THTR 222: The Actor's Self: Improvisation and Technique

The actor is introduced to self-discovery in performance. Improvisational techniques free the beginning actor physically, vocally, and emotionally.

3 credit hours. Prerequisite: THTR 105 or consent of department chair. Offered fall and spring.

THTR 230: Stagecraft

The basics of drafting, theatrical building practices, electrical, and sound pathways are introduced. Research and shop projects as well as ten laboratory hours are required.

3 credit hours. Prerequisite: Art 101, 104; THTR 105, 110; or consent of department chair. Offered once annually.

THTR 231: Scenography

Basic color theory, theatrical rendering techniques, and the fundamentals of the theatrical scenic model are studied. Ten laboratory hours and special supplies are required.

3 credit hours. Prerequisite: Art 101, 104; THTR 105, 110; or consent of department chair. Offered once annually.

THTR 240: Appreciation and Enjoyment of the Theatre

The theatrical process—from playwriting to performance to criticism—is studied. Attendance at theatre productions is required.

3 credit hours. Gen. Ed. Category A for nonmajors. Offered fall and spring.

THTR 241: American Musical Theatre

The development of musical comedy and its variations within the United States from the eighteenth century to the present are traced.

3 credit hours. Offered fall (even years).

THTR 261: Contemporary Black Theatre: Cultural Perspectives

African American theatre in America and English-speaking Africa since the 1960s is studied, with emphasis on representative plays, playwrights, movements, and artists.

4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered spring (even years).

THTR 302: Oral Interpretation

The analysis, preparation, and performance of a variety of literary forms are examined, including drama, prose, and poetry.

3 credit hours. Prerequisite: COMM 220 or THTR 220 or consent of department chair. Offered as needed.

THTR 320: Character Study: Psychological Realism

The actor is introduced to basic elements of characterization. Play structure, the function of characters within the structure, and individual characters are analyzed. (Formerly Character Study I.)

3 credit hours. Prerequisite: THTR 220 and either 221 or 222, or consent of department chair. Offered fall.

THTR 321: Character Study: Transformation

Through scene studies, students prepare complex and eccentric characterizations as found in the plays of Albee, Brecht, Ionesco, and others. (Formerly Character Study II.)

3 credit hours. Prerequisite: THTR 220 and either 221 or 222, or consent of department chair. Offered spring.

THTR 346: Musical Theatre Performance

The performance of music for musical theatre is studied in its theatrical context. Emphasis is on performance techniques and stylistic characteristics unique to the genre in solo and ensemble performance.

3 credit hours. Prerequisite: THTR 220, 221, and consent of instructor(s) and department chair. Offered spring (even years).

THTR 378: Theatre Production

Students work on RIC Theatre productions under faculty supervision (in performance, technical theatre, costumes/makeup, or stage/theatre management). This course may be repeated for credit a maximum of three times.

1 credit hour. Prerequisite: THTR 105 and 110, or consent of department chair. Offered fall and spring.

THTR 405: Readers Theatre

Focus is on alternative modes of readers theatre, including selection, adaptation, and presentation of material. Included are casting, rehearsing, performing, and directing techniques.

(4) 3 credit hours. Prerequisite: 60 credit hours of undergraduate courses or consent of department chair. Offered as needed.

THTR 411: Technical Direction

The skills needed by a technical director in both commercial and noncommercial theatre are introduced and developed. Twenty laboratory hours on a major Rhode Island College Theatre production are required.

3 credit hours. Prerequisite: 60 credit hours of undergraduate courses, including THTR 105, 110, 230, or consent of department chair. Offered every third semester.

THTR 412: Scene Design for the Theatre

The design process as it relates to the production as a whole is explored. Designer's concepts are translated into practical, theatrical, visual terms through sketching, mechanical drawings, and model building.

3 credit hours. Prerequisite: 60 credit hours of undergraduate courses, including THTR 105, 110, 231, or consent of department chair. Offered every third semester.

THTR 414: Costume for the Theatre

Theoretical and practical design concepts, civil dress history, and characterizations are studied through theatre application and projects. Twenty hours of laboratory experience on a major Rhode Island College Theatre production are required.

3 credit hours. Prerequisite: 60 credit hours of undergraduate courses, including THTR 105, 110, 231, or consent of department chair. Offered fall.

THTR 415: Lighting for Theatre and Dance

The aesthetic quality of light in lighting for the stage is explored. Fifteen hours of laboratory experience on a major Rhode Island College Theatre or Dance Company production are required. Students cannot receive credit for both Theatre 415 and Dance 415.

3 credit hours. Prerequisite: 60 credit hours of undergraduate courses, including THTR 105, 110, 231, or consent of department chair. Offered every third semester.

THTR 416: Makeup for the Stage, Film, and Television

Techniques of makeup, chart construction, and research are studied. Twenty hours of laboratory experience on a major Rhode Island College Theatre production are required.

3 credit hours. Prerequisite: THTR 110 or consent of department chair. Offered spring.

THTR 417: Stage Management for Theatre and Dance

Study is made of the responsibilities of a stage manager for both commercial and noncommercial theatre and dance companies. Students cannot receive credit for both Theatre 417 and Dance 417.

(3–4) 3 credit hours. Prerequisite: 60 credit hours of undergraduate courses, including THTR 105 and 110, or consent of department chair. Offered as needed.

THTR 419: Performing Arts Management

The problems of organizing and publicizing the performing arts, and the coordination and administration of staff, budgets, and facilities are explored. This course may be counted as a management elective with consent of the advisor.

3 credit hours. Prerequisite: one 300-level course in art, dance, music, or theatre; or consent of department chair. Offered as needed.

THTR 422: Period Styles of Acting I

The actor is trained in the performance of Greek tragedy, commedia dell'arte, and the plays of Molière.

(4) 3 credit hours. Prerequisite: THTR 221, 222, 320, 321, or consent of department chair. Offered fall (odd years).

THTR 423: Period Styles of Acting II

The actor is trained in the performance of Elizabethan and Jacobean tragedy and comedy, Restoration comedy, and nineteenth-century melodrama and farce.

(4) 3 credit hours. Prerequisite: THTR 221, 222, 320, 321, or consent of department chair. Offered spring (even years).

THTR 424: Auditioning Techniques

Through the selection, preparation, presentation, evaluation, and coaching of audition materials, students improve their auditioning skills.

3 credit hours. Prerequisite: 60 credit hours of undergraduate courses, including THTR 105, 220, 221, 222, 320, 321, or consent of department chair. Offered fall.

THTR 425: Fundamentals of Directing

Basic play interpretation, casting, rehearsal procedures, and other directorial duties are covered. Student-directed scenes involve problems in composition, movement, tempo, and rhythm. (Formerly Theatre 325.)

3 credit hours. Prerequisite: THTR 105, 110, 320, 321, or consent of department chair. Offered fall.

THTR 430: Creative Drama with Children and Youth

Improvise drama is explored as a process in fostering creative expression within children and youth in a variety of educational and community settings. (Formerly Theatre 330.)

3 credit hours. Prerequisite: theatre majors: 60 credit hours of undergraduate course work or consent of department chair. Elementary education students: ELED 300 or consent of department chair. Offered fall.

THTR 435: Theatre for Children and Youth

The theoretical aspects involved in the selection and preparation of scripts, casting, rehearsing, and production of theatre for and with children and youth are explored. (Formerly Theatre 335.)

3 credit hours. Prerequisite: THTR 430 or consent of department chair. Offered spring.

THTR 440: History of Theatre: Origins to 1625

The development of the physical theatre and of dramatic art from their origins to 1625 is studied. Theatre 440, 441, and 442 do not have to be taken in sequential order. (Formerly History of Theatre I.)

3 credit hours. Prerequisite: two 200-level theatre courses or consent of department chair. Offered every third semester.

THTR 441: History of Theatre: 1625 to 1875

The development of the physical theatre and of dramatic art from 1625 to 1875 is studied. Theatre 440, 441, and 442 do not have to be taken in sequential order. (Formerly History of Theatre II.)

3 credit hours. Prerequisite: 60 credit hours of undergraduate courses or consent of department chair. Offered every third semester.

THTR 442: History of Theatre: 1875 to the Present

The development of the physical theatre and of dramatic art from 1875 to the present is studied. Attendance at theatre productions is required. Theatre 440, 441, and 442 do not have to be taken in sequential order. (Formerly Modern Theatre.)

3 credit hours. Prerequisite: 60 credit hours of undergraduate courses or consent of department chair. Offered every third semester.

THTR 460: Seminar in Theatre

A selected area of theatre is explored in depth, culminating in a major research paper and oral presentation.

3 credit hours. Prerequisite: THTR 221, 222, 320, 321; 30 credit hours of theatre courses; or consent of department chair. Offered spring.

THTR 475: Theatre Internship

Students gain a comprehensive understanding of theatre arts through on-the-job training. Full-time work with an approved theatre company is required. Grading is H, S, or U.

9 credit hours (6 credit hours for summer). Prerequisite: THTR 105 and 110; open only to theatre majors (1) who are juniors or seniors, and (2) who have GPA of 3.00 in the major and minimum cumulative GPA of 2.00. Application must be made one semester prior to the period of internship. Offered as needed.

THTR 477: Touring Theatre Production

The student actor and student technician are trained in the touring process. Focus is on vivid material and concept, movement, and dialogue, rather than on technical production. (Formerly Theatre 377.)

(15) 3 credit hours. Prerequisite: for student actors: THTR 105, 110, 220, 221, 222, 320, 321, and consent of department chair. For student technicians: THTR 105, 110, 411, and one course from 412, 414, 415, 417, and consent of department chair. Offered fall.

THTR 478: Theatre Production

Students work on RIC Theatre productions under faculty supervision (in performance, technical theatre, costumes/makeup, or stage/theatre management). This course may be repeated for credit a maximum of three times.

1 credit hour. Prerequisite: THTR 378, graduate status, or consent of department chair. Offered fall, spring, summer.

THTR 490: Independent Study in Theatre

Scholarly research culminating in a thesis paper is required. This course may be repeated once for credit with a change in content.

3 credit hours. Prerequisite: junior or senior standing and consent of department chair and dean. Offered as needed.

THTR 491: Special Problems in Theatre

A project and a written report of the procedures followed in accomplishing the project are required. This course may be repeated once for credit with a change in content.

3 credit hours. Prerequisite: junior or senior standing and consent of department chair and dean. Offered as needed.

THTR 493: Special Problems in Design

A design project and a written report of the procedures followed in accomplishing the project are required. This course may be repeated once for credit with a change in content.

3 credit hours. Prerequisite: junior or senior standing and consent of department chair and dean. Offered as needed.

THTR 498: Special Problems in Directing

A directing project and a written report of the procedures followed in accomplishing the project are required. This course may be repeated once for credit with a change in content.

3 credit hours. Prerequisite: junior or senior standing and consent of department chair and dean. Offered as needed.

THTR 522: Acting and Directing for Nonperformers

This is an examination of the history of acting and directing and the vocabulary of actors and directors. Students also experiment with acting and directing techniques and scene study in a laboratory setting.

3 credit hours. Prerequisite: admission to the M.F.A. program or consent of department chair. Offered fall.

THTR 523: Drafting for the Theatre

This is a practical laboratory course on design and technical drafting packages. Emphasis is on the communication of design ideas.

3 credit hours. Prerequisite: admission to the M.F.A. program or consent of department chair. Offered fall.

THTR 530: Stage Management I

Students analyze the four phases of stage management and the various tools used during these phases.

3 credit hours. Prerequisite: admission to the M.F.A. program or consent of department chair. Offered fall.

THTR 531: Stage Management Observation I

Students observe the stage manager's craft in the production of comic and serious plays in different venues and discussion is made of the processes observed.

(5) 3 credit hours. Prerequisite: admission to the M.F.A. program or consent of department chair. Offered fall.

THTR 532: Stage Management II

Focus is on how the stage manager interprets contracts used for specific kinds of productions.

3 credit hours. Prerequisite: admission to the M.F.A. program and THTR 530 or consent of department chair. Offered fall.

THTR 533: Stage Management Observation II

Stage managers are observed working on various kinds of musical theatre productions. Discussion is made of the processes observed.

(5) 3 credit hours. Prerequisite: admission to the M.F.A. program and THTR 531 or consent of department chair. Offered fall.

THTR 534: Stage Management Observation III

The stage manager is observed working on corporate events, ceremonies, and touring events. Discussion is made of the processes observed.

(5) 3 credit hours. Prerequisite: admission to the M.F.A. program and THTR 531 and 533, or consent of department chair. Offered fall.

THTR 535: Technical Direction and Theatre Safety

This is an overview of the vocabulary of technical direction. Emphasis is on developing a common technical language and its importance to all theatrical practitioners.

3 credit hours. Prerequisite: admission to the M.F.A. program or consent of department chair. Offered spring.

THTR 536: Production Planning

Students analyze the elements that could be used in a production, how to decide on which elements should be included, and map out the process of implementation.

3 credit hours. Prerequisite: admission to the M.F.A. program or consent of department chair. Offered spring.

THTR 538: Law and the Arts

Study is made of arts and entertainment law, such as copyrights, contracts, tax-exempt status, censorship, free speech, and Actors Equity rights.

3 credit hours. Prerequisite: admission to the M.F.A. program or consent of department chair. Offered fall.

THTR 539: Labor and Employee Relations

This is a study of managerial issues, the structure and language of contracts, and the making of contracts. Emphasis is on hours and wages, collective bargaining, employment discrimination, union negotiations, and grievances.

3 credit hours. Prerequisite: admission to the M.F.A. program or consent of department chair. Offered fall.

THTR 540: Production Management

The role of the production manager is examined. Students create budgets for a three-play season and develop techniques and strategies for maintaining these budgets.

3 credit hours. Prerequisite: admission to the M.F.A. program or consent of department chair. Offered spring.

THTR 543: Dramatic Literature I

This is a study of representative non-Western and Western plays from ancient Egypt to the eighteenth century.

3 credit hours. Prerequisite: admission to the M.F.A. program or consent of department chair. Offered fall (odd years).

THTR: 544: Dramatic Literature II

This is a study of representative non-Western and Western plays from the eighteenth century to the present.

3 credit hours. Prerequisite: admission to the M.F.A. program or consent of department chair. Offered spring (even years).

THTR 545: Dramatic and Performance Criticism

Aesthetic theories that create the experience of theatre are analyzed. Included is dramatic criticism and the writing of critical reviews. Attendance at performances is required.

3 credit hours. Prerequisite: admission to the M.F.A. program or consent of department chair. Offered fall (even years).

THTR 547: History of Design 400 B.C. to A.D. 1800

Theatrical practices of period style in early theatre and the technological advances of that period are examined. Emphasis is on research and synthesis of information.

3 credit hours. Prerequisite: admission to the M.F.A. program or consent of department chair. Offered fall.

THTR 548: History of Design: 1800 to Present

Theatrical practices of period style in nineteenth-century and modern theatre and the technological advances of that period are examined. Emphasis is on research and synthesis of information.

3 credit hours. Prerequisite: admission to the M.F.A. program or consent of department chair. Offered spring.

THTR 549: Commercial and Regional Theatre

This is an examination of the history of the development of commercial and regional theatre in the United States. Included are the similarities and differences that have occurred over time.

3 credit hours. Prerequisite: admission to the M.F.A. program or consent of department chair. Offered spring.

THTR 565: Seminar: Collaboration in Production

The collaborative aspects of production are explored through discussions with guest directors, designers, actors, and stage managers.

3 credit hours. Prerequisite: admission to the M.F.A. program or consent of department chair. Offered fall.

THTR 566: Seminar: Personnel Issues in the Arts

This is an exploration of leadership techniques and the dynamics and interaction between personnel in arts institutions.

3 credit hours. Prerequisite: admission to the M.F.A. program or consent of department chair. Offered spring.

THTR 571: Collaboration Practicum

Depending on their degree of expertise, the student serves as stage manager for an undergraduate production or a graduate directing project.

3 credit hours. Prerequisite: admission to the M.F.A. program or consent of department chair. Offered spring.

THTR 572: Stage Management Practicum I

Depending on their degree of expertise, the student serves as stage manager for an undergraduate production or a graduate directing project.

3 credit hours. Prerequisite: admission to the M.F.A. program and THTR 571 or consent of department chair. Offered spring.

THTR 573: Stage Management Practicum II

Depending on their degree of expertise, the student serves as stage manager for a graduate directing project or assists the stage manager in a production by the Trinity Repertory Company.

3 credit hours. Prerequisite: admission to the M.F.A. program and THTR 572 or consent of department chair. Offered fall.

THTR 577: Internship/Residency in Technical Theatre

Students take part in an internship or residency at an appropriate theatre or arts-related facility to apply concepts they have learned and to explore future career options.

6 credit hours. Prerequisite: admission to the M.F.A. program or consent of department chair. Offered fall.

THTR 590: Independent Study in Theatre

Scholarly research culminating in a thesis paper is required. This course may be repeated once for credit with a change in content.

3 credit hours. Prerequisite: admission to the M.F.A. program and consent of department chair and dean. Offered as needed.

THTR 591: Special Problems in Theatre

A project and a written report of the procedures followed in accomplishing the project are required. This course may be repeated once for credit with a change in content.

3 credit hours. Prerequisite: admission to the M.F.A. program and consent of department chair and dean. Offered as needed.

THTR 592: Production Assignment

This practical laboratory course focuses on design and technical drafting packages. Emphasis is on communication of design ideas.

0 credit hours. Prerequisite: admission to the M.F.A. program or consent of department chair. Offered fall and spring.

THTR 593: Special Problems in Design

A design project and a written report of the procedures followed in accomplishing the project are required. This course may be repeated once for credit with a change in content.

3 credit hours. Prerequisite: admission to the M.F.A. program and consent of department chair and dean. Offered as needed.

THTR 595: Directed Graduate Study

Under the guidance of a faculty advisor, the student prepares and presents a final project or research thesis.

3 credit hours. Prerequisite: admission to the M.F.A. program and consent of department chair and dean. Offered as needed.

THTR 598: Special Problems in Directing

A directing project and a written report of the procedures followed in accomplishing the project are required. This course may be repeated once for credit with a change in content.

3 credit hours. Prerequisite: admission to the M.F.A. program and consent of department chair and dean. Offered as needed.

THTR 612: Professional Theatre Production I

This is a detailed study of common technical direction and production practices. Emphasis is on staging, rigging, electrical, and safety.

3 credit hours. Prerequisite: admission to the M.F.A. program. Offered fall.

THTR 613: Professional Theatre Production II

This is a detailed study of advanced technical direction and production practices. Emphasis is on scenic materials, pneumatics, hydraulics, and automation.

3 credit hours. Prerequisite: admission to the M.F.A. program. Offered spring.

THTR 623: Advanced Technical Drafting for the Theatre

Advanced problems and solutions in theatrical drafting are explored. Emphasis is on building a drafting portfolio of projects and demonstrations.

3 credit hours. Prerequisite: THTR 523 and admission to the M.F.A. program or consent of department chair. Offered fall.

THTR 624: Structural Design for the Stage

This is an introduction to the basics of engineered structural design for the stage. Emphasis is on achievement of the designed look through safe standards and practices. Load analysis of materials is included.

3 credit hours. Prerequisite: admission to the M.F.A. program or consent of department chair. Offered fall.

THTR 642: Production Practicum I

Second-year students are assigned work on a theatrical production(s).

3 credit hours. Prerequisite: admission to the M.F.A. program or consent of department chair. Offered spring.

THTR 643: Production Practicum II

Third-year students are assigned work on a theatrical production(s).

3 credit hours. Prerequisite: admission to the M.F.A. program or consent of department chair. Offered spring.

THTR 674: Performance

Focus is on techniques of body mechanics, relaxation exercises, voice production, articulation, singing, dancing, acting, and directing in relation to theatre and media studies. This course may be repeated for credit.

3 credit hours. Prerequisite: admission to the M.F.A. program. Offered fall and spring.

THTR 675: Theatre Engaging Communities and Schools

Performance study continues with the possibility of a semester placement in an approved conservatory program—either within the continental United States or abroad. This course may be repeated for credit.

9 credit hours. Prerequisite: admission to the M.F.A. program. Offered fall and spring.

THTR 676: Performance and Social Change

Emphasis is on the social context of performance. This course may be repeated for credit.

6 credit hours. Prerequisite: admission to the M.F.A. program. Offered fall and spring.

THTR 690: Independent Study in Theatre

Under the supervision of a faculty advisor, the student prepares a performance manifesto as the culmination of three years of M.F.A. study.

3 credit hours. Prerequisite: admission to the M.F.A. program and consent of department chair and dean. Offered fall.

THTR 695: Final M.F.A. Project

Under the supervision of a faculty advisor, the student presents a project as the culmination of three years of M.F.A. study.

3 credit hours. Prerequisite: admission to the M.F.A. program and consent of department chair and dean. Offered spring.

Women's Studies (WMST)**WMST 162: Women in Japan**

The historical development of Japanese society's treatment of women through religion, mythology, education, and language is explored.

4 credit hours. Gen. Ed. Core 3. Offered as needed.

WMST 200: Gender and Society

Students analyze the lives of women and men, using the lenses of feminism and emphasizing the legal, economic, political, and social constructions of race, class, gender, and sexuality. (Formerly Women in Society.)

3 credit hours. Gen. Ed. Category SB. Offered fall and spring.

WMST 300: Field Experience in Women's Studies

Students engage in experiential learning and participate in a selected public or private agency/organization. Each student formulates specific learning objectives under the direction of an instructor.

(5) 3 credit hours. Prerequisite: junior or senior standing, WMST 200, and consent of program director following an interview. Offered as needed.

WMST 360: Women and the Professions

Focus is on the economic roles of women, including consideration of their participation in the labor force and career options. Students design a project that integrates their academic backgrounds with their professional interests.

4 credit hours. Prerequisite: WMST 200 and senior standing. Offered as needed.

Writing (WRTG)**WRTG 100: Introduction to Academic Writing**

Students are introduced to some of the genres of academic writing and to the writing process. Writing assignments present a progressively more complex sequence of rhetorical situations and purposes.

4 credit hours. Offered fall, spring, summer.



**RHODE ISLAND COLLEGE
DIRECTORY**

Officers of the College

Executive Officers

John Nazarian

President

To be appointed

Vice President for Academic Affairs

Ivy D. Locke

Vice President for Administration and Finance

Gary M. Penfield

Vice President for Student Affairs

Marguerite M. Brown

Vice President for Development and College Relations

Committee of Deans

Richard R. Weiner

Dean, Faculty of Arts and Sciences

Roger G. Eldridge Jr.

Interim Dean, Feinstein School of Education and Human Development

Carol A. Bennett-Speight

Dean, School of Social Work

James A. Schweikart

Dean, School of Management

Jane Williams

Dean, School of Nursing

To be appointed

Director of the James P. Adams Library

Past Principals and Presidents

Dana P. Colburn

Principal, 1854–1859

Joshua Kendall

Principal, 1860–1864

James C. Greenough

Principal, 1871–1883

Thomas Morgan

Principal, 1883–1888

George A. Littlefield

Principal, 1889–1892

William E. Wilson

Principal, 1892–1898

Fred Gowing

Principal, 1898–1901

Charles S. Chapin

Principal, 1901–1907

John Lincoln Alger

Principal and President, 1908–1938

Lucius A. Whipple

President, 1939–1950

William C. Gaige

President, 1952–1966

Joseph F. Kauffman

President, 1968–1973

Charles B. Willard

President, 1973–1977

David E. Sweet

President, 1977–1984

Carol J. Guardo

President, 1986–1989

Commissioner/Board of Governors for Higher Education

Commissioner of Higher Education

Jack R. Warner

Board of Governors for Higher Education

Frank Caprio

Chair

Providence

Michael F. Ryan

Vice Chair

Warwick

Kenneth Aurecchia

Johnston

Kathrin P. Belliveau

Barrington

Miriam Curtis Coleman

East Greenwich

Sarah D. Courtemanche

Providence

Brenda Dann-Messier

East Greenwich

James A. DiPrete

West Warwick

Joseph H. Hagan

Little Compton

Pierre L. LaPerriere

Exeter

Thomas Rockett

East Greenwich

Daniel J. Ryan

Providence

Solomon A. Solomon

East Providence

Rhode Island College Foundation 2007–2009

The Rhode Island College Foundation, established in 1965, exists for the purpose of obtaining private and public support to enhance the College's continued tradition of educational excellence. Gifts may be made to the College through the Foundation in many forms—cash, real estate, gifts-in-kind, stocks, bonds, certificates, and insurance policies. Gifts to the Foundation are deductible for income tax purposes to the extent allowed by law.

William H. Hurry Jr. '69

President

John Fitta

Vice President

John J. Smith Jr. '63

Secretary

Ronda Warrener '89

Treasurer

Paul Bourget '69

Immediate Past President

Marguerite M. Brown

Executive Director

Paul D. Forte

Assistant Treasurer

Rhode Island College Alumni Association 2007–2009

The Rhode Island College Alumni Association, first formed in 1887, acts to organize and serve alumni; to foster a sense of loyalty and pride in Rhode Island College; and to encourage continuing development of and support for the College.

At present, there are approximately 48,000 alumni in fifty states and more than thirty-five foreign countries. Approximately 67 percent of the College's graduates live in Rhode Island. After Rhode Island, the five states with the greatest Rhode Island College alumni population are Massachusetts, Florida, Connecticut, New York, and California.

Ellen Kitchell '81
President

Victor Ventura '71
Vice President

Jason Anthony '99
Secretary

Bill Fazioli '86
Treasurer

Marianne Needham '59
Past President

Ellie O'Neill
Executive Director

Mary Tucker Thorp Professor Award Recipients

1979–1980

Joan I. Glazer (Elementary Education)
Sheri L. Smith (Philosophy)
Nancy Sullivan (English)

1980–1981

Lillian D. Bloom (English)
Robert T. Rude (Elementary Education)

1981–1982

Richard L. Dickson (Special Education)
Alene F. Silver (Biology)

1982–1983

Marilyn Eanet (Elementary and Secondary Education)
Sally Jean Marks (History)

1983–1984

S. Salman Wasti (Biology)

1984–1985

William H. Robinson Jr. (English)
Ezra L. Stieglitz (Elementary Education)

1985–1986

Charles J. Marzzacco (Chemistry)

1986–1987

A. Anthony Antosh (Special Education)
Harriet Brisson (Art)

1987–1988

Joan I. Glazer (Elementary Education)
J. Stanley Lemons (History)

1988–1989

Terence E. Hays (Anthropology)
Frederic G. Reamer (Social Work)

1989–1990

Edythe L. P. Anthony (Biology)
Judith H. DiMeo (Special Education)

1990–1991

Mary Ann Bromley (Social Work)
Judith L. Stillman (Music)

1991–1992

John J. Gleason (Special Education)
Amritjit Singh (English)

1992–1993

Joan C. Bloom (Henry Barnard School)
Curtis K. LaFollette (Art)
Ellsworth A. Starring (Elementary Education)

1993–1994

Stephen E. Fisher (Art)
Nancy H. Gewirtz (Social Work)

1994–1995

Patricia A. Cordeiro (Elementary Education)
Peter S. Meyer (Geology)
Elizabeth H. Rowell (Elementary Education)

1995–1996

Sharon M. Fennessey (Henry Barnard School)
Thomas E. Malloy (Psychology)

1996–1997

Yael Avissar (Biology)
Carolyn P. Panofsky (Foundations of Education)

1997–1998

Richard A. Lobban Jr. (Anthropology)
William J. Oehlkers (Elementary Education)

1998–1999

C. David Brell Jr. (Foundations of Education)
Carolyn Fluehr-Lobban (Anthropology)
Patricia Medeiros-Landurand (Special Education)

1999–2000

Barbara A. Schapiro (English)
Felicia Wilczenski (Counseling, Educational Leadership, and
School Psychology)
Julie E. Wollman (Elementary Education)

2000–2001

Peter S. Allen (Anthropology)
Karen S. Castagno (Health and Physical Education)

2001–2002

Cathleen Calbert (English)
Daniel Weisman (Social Work)

2002–2003

Jayashree Nimmagadda (Social Work)
Jeannine Olson (History)

2003–2004

James F. Barton (Elementary Education)
Pamela Irving Jackson (Sociology)

2004–2005

Frederic G. Reamer (Social Work)

2005–2006

Maureen T. Reddy (English)

2006–2007

Ronald P. Dufour (History)

Emeriti Faculty and Administration

William R. Aho

Professor Emeritus of Sociology—B.S., Fitchburg State College; M.A., Ph.D., University of Notre Dame

Louis Alfonso

Professor Emeritus of Foundations of Education—B.A., M.A., Ph.D., University of Connecticut

Ernest C. Allison

Professor Emeritus of English—A.B., Bates College; A.M., Boston University

Paul W. Anghinetti

Professor Emeritus of English—B.S., Ed.M., A.M., Boston University; Ph.D., Florida State University

R. Carol Barnes

Associate Professor Emerita of Anthropology—A.B., University of Connecticut; A.M., Ph.D., University of Pennsylvania

Dorothy M. Bianco

Associate Professor Emerita of Psychology—B.A., State University of New York (Albany); M.A., Wesleyan University; Ph.D., University of Rhode Island

James E. Bierden

Professor Emeritus of Mathematics and Secondary Education—B.A., St. Mary's College (Minnesota); M.A., University of Minnesota; Ph.D., University of Michigan

Charles W. Bohnsack

Professor Emeritus of Biology—B.S., University of Buffalo; M.S., Ph.D., University of Rhode Island

Kenneth E. Borst

Professor Emeritus of Chemistry—B.S., Bloomsburg State College; M.S., University of Wisconsin

Joao P. Botelho

Professor Emeritus of Secondary Education—B.A., Southeastern Massachusetts University; M.Ed., Bridgewater State College; Ed.D., Boston University

Harriet Brisson

Professor Emerita of Art—B.F.A., M.A.T., Rhode Island School of Design; M.F.A., Ohio University

Miner K. Brotherton

Professor Emeritus of Physical Sciences—B.S., M.A., East Carolina College

John E. Browning

Associate Professor Emeritus of History—A.B., The Ohio State University; A.M., University of Michigan

John A. Bucci

Professor Emeritus of Foundations of Education—A.B., Providence College; Ed.M., Rhode Island College; Ed.D., Boston University

Mary L. Burke

Professor Emerita of Nursing—Diploma, Good Samaritan Hospital; B.S., Rhode Island College; M.S., D.N.Sc., Boston University

Billie Ann Burrill

Associate Professor Emerita of Health and Physical Education—B.S., Boston University; M.S., Smith College

Paul P. Chassé

Professor Emeritus of French—A.B., University of New Hampshire; A.M., Ph.D., Université Laval

Robert D. Cloward

Professor Emeritus of Psychology—B.S., State University of New York; M.S., Syracuse University; Ed.D., Teachers College, Columbia University

Norman H. Cooke

Associate Professor Emeritus of History—A.B., University of Delaware; A.M., University of Minnesota

Dix S. Coons

Associate Professor Emeritus of Spanish—A.B., A.M., Brigham Young University; Ph.D., University of Texas

James R. Cornelison Jr.

Assistant Vice President Emeritus for Administration—B.A., Franklin College; M.S., Indiana University; Ed.D., Boston College

Alexander H. Cornell

Professor Emeritus of Economics and Management—B.A., Union College; M.S., The Ohio State University; Ph.D., American University

Muriel Cornell

Associate Professor Emerita of English—A.B., New York University; A.M., University of Rhode Island; Ph.D., University of Connecticut

Moyné L. Cabbage

Professor Emeritus of Communications—B.A., Eastern Michigan University; M.A., Ph.D., University of Michigan

John F. Custer

Professor Emeritus of Theatre—B.A., University of Washington; M.F.A., University of Wisconsin

Mary G. Davey

Director Emerita of Public Relations and Alumni Affairs—Ed.B., Ed.M., Rhode Island College

George Deckey

Associate Professor Emeritus of Chemistry—B.S., Brown University

Lenore A. DeLucia

Vice President Emerita for Administration and Finance—A.B., Pembroke College; A.M., Ph.D., Brown University

John E. de Melim Jr.

Professor Emeritus of Art—B.S., Tufts University; M.F.A., Instituto Allende, San Miguel

Richard L. Dickson

Professor Emeritus of Special Education—B.S., Farmington State College; M.A., Ph.D., University of Connecticut

John F. DiMeo

Associate Professor Emeritus of Special Education—B.S., M.Ed., Rhode Island College; Ph.D., University of Connecticut

Judith H. DiMeo

Professor Emerita of Special Education—B.S., M.Ed., Rhode Island College; Ph.D., University of Connecticut

Frank Dolyak

Professor Emeritus of Biology—A.B., University of Connecticut; Ph.D., University of Kansas

Marilyn Eanet

Professor Emerita of Elementary and Secondary Education—B.S., Northwest Missouri State University; M.A., Columbia University; Ph.D., University of Missouri (Kansas City)

Robert W. Elam

Professor Emeritus of Music—B.M., University of Kentucky; M.M., Ph.D., Conservatory of Music, University of Cincinnati

Willard F. Enteman

Professor Emeritus of Philosophy—B.A., Williams College; M.B.A., Harvard School of Business Administration; M.A., Ph.D., Boston University

John J. Fitta

Assistant Vice President Emeritus for Finance and Controller—B.S., Bryant College

Roy A. Frye

Associate Professor Emeritus of Instructional Technology—B.A., M.A., Eastern New Mexico University

Joan I. Glazer

Professor Emerita of Elementary Education—B.S., M.A., Ph.D., The Ohio State University

Joseph D. Graham

Associate Professor Emeritus of Theatre—A.B., University of Michigan; A.M., Teachers College, Columbia University

Richard A. Green

Professor Emeritus of Elementary Education—B.S., Ph.D., University of Wisconsin; M.A., The Ohio State University

David L. Greene

Professor Emeritus of Chemistry—B.S., University of Notre Dame; Ph.D., University of Kentucky

Mary Alice Grellner

Professor Emerita of English and Educational Studies—B.A., M.S., Saint Mary College; Ph.D., University of Wisconsin (Madison)

Henry P. Guillotte

Professor Emeritus of Mathematics and Secondary Education—Ed.B., Rhode Island College; A.M., University of Illinois; Ph.D., University of Connecticut

Margaret A. Hainsworth

Professor Emerita of Nursing—R.N., Brockville General Hospital School of Nursing; B.S., Salve Regina College; M.S., Boston College; Ph.D., University of Connecticut

H. Samuel Hall

Associate Professor Emeritus of Mathematics—B.S., Bloomsburg State College; Ed.M., Pennsylvania State University; M.S., University of Rhode Island

George C. Hartmann

Professor Emeritus of Biology—A.B., M.A.T., Harvard University; Ph.D., University of Rhode Island

Mary Ann Hawkes

Professor Emerita of Sociology—A.B., Mount Holyoke College; M.A., University of Kentucky; Ph.D., Boston University

Florence Hennen

Professor Emerita of Psychology—B.S., M.A., Ph.D., University of Minnesota

Doris J. Hlavsa

Assistant Professor Emerita of Health and Physical Education—B.S., State University of New York College (Cortland); M.S., Hofstra University

Robert E. Hogan

Professor Emeritus of English and Secondary Education—A.B., Harvard University; A.M., Ph.D., Boston University

William R. Holland

Professor Emeritus of Educational Leadership—B.A., University of Rhode Island; M.Ed., University of Massachusetts; Ed.D., Boston University

Raymond W. Houghton

Professor Emeritus of Philosophy and Foundations of Education—A.B., A.M., Brown University; Ph.D., University of Connecticut

P. William Hutchinson

Professor Emeritus of Theatre—A.B., Franklin and Marshall College; B.D., Princeton Theological Seminary; M.A., Columbia University; Ph.D., Northwestern University

James J. Kenny

Associate Professor Emeritus of Instructional Technology—B.S., Fairfield University; M.S., Ph.D., University of Connecticut

Richard A. Kenyon

Professor Emeritus of Art—B.F.A., M.S., Rhode Island School of Design; Ed.D., Teachers College, Columbia University

Pauline Ladd

Professor Emerita of Art—B.S., Rhode Island School of Design; M.A.T., Brown University; M.F.A., Rhode Island School of Design

Arthur L. Laferriere

Professor Emeritus of Chemistry—B.S., Brown University; M.S., Rutgers University; Ph.D., University of Rhode Island

Maureen T. Lapan

Professor Emerita of Administration and Curriculum—Ed.B., Rhode Island College; A.M., Brown University; Ph.D., University of Connecticut

Rebecca Lissan

Professor Emerita of Nursing—B.S., St. Joseph College of Nursing; M.S., Boston College; Ph.D., University of Connecticut

Lawrence W. Lindquist

Professor Emeritus of Anthropology—Th.B., Northern Baptist Theological Seminary; A.M., Northwestern University; D.Phil., Oxford University

Kenneth V. Lundberg

Professor Emeritus of Economics—A.B., Wheaton College (Illinois); A.M., Ph.D., University of Wisconsin

Patricia A. Lyons

Associate Professor Emerita of Elementary Education—A.B., Trinity College; Ed.M., Ed.D., Boston University

Rena Maddox

Assistant Professor Emerita of Nursing—B.S., M.S., Boston University School of Nursing

Janis H. Marecsak

Assistant Professor Emerita of Health and Physical Education—B.S., Illinois State University; M.A., Southwest Texas State College

Sally Jean Marks

Professor Emerita of History—A.B., Wellesley College; M.A., University of North Carolina; Ph.D., University of London

Charles J. Marzacco

Professor Emeritus of Chemistry—B.A., Temple University; Ph.D., University of Pennsylvania

Philip T. McClintock

Professor Emeritus of Music and Secondary Education—B.A., M.Ed., Eastern Washington State College; M.A.T., D.Mus. Ed., Indiana University

James G. McCrystal

Associate Professor Emeritus of Technology Education and Secondary Education—B.S., Central Connecticut State College; M.A., University of Connecticut; Ed.D., University of Maryland

Joseph P. McSweeney

Associate Professor Emeritus of English and Secondary Education—A.B., Providence College; M.A.T., Rhode Island College

Jerry E. Melaragno

Professor Emeritus of Biology—B.S., Allegheny College; Ph.D., University of Pittsburgh

Rose C. Merenda

Associate Professor Emerita, Henry Barnard School (Kindergarten)—A.B., Emmanuel College; M.Ed., Rhode Island College

Leo Miller

Professor Emeritus of Sociology and Social Work—B.A., M.P.H., Harvard University; M.S., Boston University; Ph.D., Syracuse University

Judith Mitchell

Professor Emerita of English—B.A., Rhode Island College; M.A.T., Brown University; Ph.D., University of Connecticut

Patricia J. Moore

Associate Professor Emerita of Health and Physical Education—B.A., A.M., New Mexico Highlands University

Peter R. Moore

Professor Emeritus of Economics—A.B., Bucknell University; A.M., Ph.D., University of Illinois

Angela Murphy

Professor Emerita of Nursing—B.S., Boston University; M.S.N., Indiana University; Ph.D., University of Connecticut

Harry S. Novack

Professor Emeritus of Special Education—A.B., A.M., Emerson College; A.M., Northwestern University; Ph.D., Syracuse University

William J. Oehlkers

Professor Emeritus of Elementary Education—B.S., Concordia Teachers College; M.Ed., The Johns Hopkins University; Ph.D., University of Delaware

J. George O'Keefe

Professor Emeritus of Physics—B.S., Saint Bernadine of Siena College; M.S., Rensselaer Polytechnic Institute; Ph.D., Brown University

Richard A. Olsen

Associate Professor Emeritus of the James P. Adams Library—B.A., C. W. Post College; M.S., Long Island University

Charles W. Owens

Associate Professor Emeritus of Biology—B.S., M.A., Ph.D., Bowling Green University

Armand I. Patrucco

Professor Emeritus of History—A.B., Queens College; A.M., Ph.D., Columbia University

John Pellegrino

Professor Emeritus of Music—B.M., Boston Conservatory of Music; M.M., University of Miami

Elaine Foster Perry

Associate Professor Emerita of Theatre—B.A., Russell Sage College; M.A., University of Illinois

Eugene H. Perry

Professor Emeritus of Political Science—A.B., Syracuse University; M.A., Teachers College, Columbia University; Ph.D., Syracuse University

John E. Peterson

Professor Emeritus of Physical Science—Ed.B., Rhode Island College; M.N.S., Worcester Polytechnic Institute; M.Ed., Rhode Island College

Raymond L. Picozzi

Professor Emeritus of Theatre—A.B., Providence College; Ed.M., Ed.D., Boston University

Dorothy R. Pieniadz

Professor Emerita of Foundations of Education—B.S., State University College of New York (Buffalo); A.M., Ed.D., Teachers College, Columbia University

Enrico V. Pinardi

Professor Emeritus of Art—B.S.E., Massachusetts College of Art; M.F.A., Rhode Island School of Design

Constance Pratt

Professor Emerita of Nursing—B.S.N., M.S.N., University of Rhode Island; Ph.D., University of Connecticut

Norman R. Pyle

Associate Professor Emeritus of History—A.B., LaSalle College; A.M., Ph.D., Georgetown University

Thomas W. Ramsbey

Professor Emeritus of Sociology—A.B., MacMurray College; S.T.B., Boston University School of Theology; Ph.D., Boston University

Joyce T. Reisner

Associate Professor Emerita of Elementary Education—B.A., Brooklyn College; M.S., Central Connecticut College; C.A.G.S., University of Hartford; Ph.D., University of Connecticut

Carey G. Rickabaugh

Associate Professor Emeritus of Political Science—B.A., Western Maryland College; M.A., Case Western Reserve University; Ph.D., University of Maryland

Mariano Rodrigues Jr.

Professor Emeritus of Mathematics—A.B., Brown University; A.M., Boston College; Ph.D., New York University

Sidney P. Rollins

Professor Emeritus of Education—B.S., M.S., Ph.D., Washington University

James J. Rubovits

Professor Emeritus of Psychology—B.A., MacMurray College; M.A., Ph.D., University of Illinois

John J. Salesses

Vice President Emeritus for Academic Affairs—A.B., Providence College; M.A., Ph.D., University of Rhode Island

John M. Sapinsley

Professor Emeritus of Economics—B.A., M.A., Brown University

Edward A. Scheff

Professor Emeritus of Theatre—B.A., Brooklyn College; M.A., Ph.D., University of Kansas

Barry Schiller

Professor Emeritus of Mathematics—B.S., College of the City of New York; A.M., University of California (Davis)

Alene F. Silver

Professor Emerita of Biology—B.A., Barnard College; Ph.D., University of Illinois

Amritjit Singh

Professor Emeritus of English—B.A., Panjab University; M.A., Kurukshetra University; A.M., Ph.D., New York University

Clyde C. Slicker

Professor Emeritus of Elementary Education—B.A., Oberlin College; M.A., Ed.D., Teachers College, Columbia University

Donald C. Smith

Professor Emeritus of Art—A.B., A.M., University of Missouri

Norman W. Smith

Professor Emeritus of History—A.B., Colgate University; A.M., University of Connecticut; Ph.D., University of Wisconsin

Chester E. Smolski

Professor Emeritus of Geography—B.S., Bridgewater State College; A.M., Clark University

Ellsworth A. Starring

Professor Emeritus of Elementary Education—B.S., M.A., Western Michigan University; Ed.S., Ph.D., University of Michigan

Albert Stecker

Associate Professor Emeritus of Management—B.S., Purdue University; M.B.A., Rutgers University; D.B.A., Indiana University

Ronald M. Steinberg

Professor Emeritus of Art—B.A., M.A., Ph.D., Columbia University

Carl Stenberg

Professor Emeritus of English—A.B., A.M., Brown University; A.M., The Queens University of Belfast; Ph.D., University of Connecticut

Earl E. Stevens

Professor Emeritus of English—A.B., Indiana University; M.A., University of Michigan; Ph.D., University of North Carolina

Robert F. Steward

Professor Emeritus of Mathematics—B.S., Wheaton College (Illinois); M.S., Rutgers University; Ph.D., Auburn University

Nancy Sullivan

Professor Emerita of English—A.B., Hunter College; A.M., University of Rhode Island; Ph.D., University of Connecticut

Robert J. Sullivan

Professor Emeritus of Geography—Ed.B., Rhode Island College; A.M., Clark University

Carolyn R. Swift

Professor Emerita of English—Ph.B., University of Chicago; A.M., Columbia University; Ph.D., Brown University

Byron C. Tillotson

Associate Professor Emeritus of French, Latin, and Secondary Education—A.B., Hamilton College; A.M., Middlebury College

James D. Turley

Professor Emeritus of English and Education—Ph.B., Queen of Apostles College; A.B., Boston College; Ed.M., Boston State College; M.A., Northeastern University; Ed.D., Boston University

Robert E. Viens

Professor Emeritus of Physics—Ed.B., Rhode Island College; M.S., Rensselaer Polytechnic Institute

Kenneth R. Walker

Professor Emeritus of Secondary Education—A.B., Providence College; M.Ed., Rhode Island College; Ed.D., Boston University

Ruth B. Whipple

Assistant Professor Emerita, Henry Barnard School—B.S., University of New Hampshire; M.A., Tufts University

James E. White

Professor Emeritus of English—A.B., Wesleyan University; A.M., University of Connecticut; Ph.D., Boston University

Frank S. Williston

Professor Emeritus of Philosophy—B.A., Clark University; M.A., Syracuse University; Ph.D., University of Minnesota

David C. Woolman

Professor Emeritus of the James P. Adams Library—B.A., Trinity College; M.A., Rhode Island College; M.L.S., University of Rhode Island; Ph.D., University of Connecticut

Marion I. Wright

Professor Emerita of Geography—Ed.B., Rhode Island College; A.M., Clark University

Faculty and Administration

*Graduate faculty

Susan Abbotson

Assistant Professor of English—B.A., Loughborough University; M.S., State University of New York (College at Brockport); Ph.D., University of Connecticut

***Christopher A. Abernathy**

Associate Professor of Theatre—B.F.A., Webster University; M.F.A., University of Missouri (Kansas City)

***David L. Abrahamson**

Professor of Mathematics—B.S., Harvey Mudd College; Sc.M., Ph.D., Brown University

Margaret S. Adair

Instructor at the Henry Barnard School—B.A., Westfield State College

***Emily Stier Adler**

Professor of Sociology—B.A., M.A., Queens College; Ph.D., Tufts University

John M. Aflague

Associate Professor of Nursing—B.S.N., Northeastern University; M.S.N., Boston University; Ph.D., University of Rhode Island

***Fredric C. Agatstein**

Professor of Psychology—B.A., Brandeis University; M.A., Ph.D., Boston University

***Kenneth I. Ainley**

Associate Professor of Health and Physical Education—B.S., University of Rhode Island; M.S., H.S.D., Indiana University

***Peter S. Allen**

Professor of Anthropology—A.B., Middlebury College; A.M., Ph.D., Brown University

Karen H. Almeida

Assistant Professor of Chemistry—B.S., Syracuse University; B.A., Rhode Island College; Ph.D., Brown University

***Mark R. Anderson**

Associate Professor of English—B.A., Cornell University; M.A., University of Minnesota; M.F.A., Ph.D., Cornell University

Deborah K. Andrews

Assistant Professor at the Henry Barnard School—B.A., M.S., Purdue University

***Edythe L. P. Anthony**

Professor of Biology and Department Chair—B.A., Wellesley College; A.M., Ph.D., Boston University

***A. Anthony Antosh**

Professor of Special Education—B.A., Ohio University; M.Ed., Rhode Island College; Ed.D., University of Massachusetts

John D. Arango

Instructor at the Henry Barnard School—B.S., M.S., Rhode Island College

Gerri S. August

Assistant Professor of Educational Studies—B.A., Barrington College, M.A., Providence College

Robin Kirkwood Auld

Associate Professor of Health and Physical Education—B.S., Springfield College; M.S., University of Rhode Island

***Yael Avissar**

Professor of Biology—B.A., M.A., Ben Gurion University; Ph.D., Michigan State University

Carol Y. Bailey

Assistant Professor of English—B.A., University of West Indies; M.A., Clark University; Ph.D., University of Massachusetts (Amherst)

Liza Z. Bain

Assistant Professor of Computer Information Systems—B.B.A., M.S., Marshall University; Ph.D., Nova Southeastern University

Mary E. Baker

Assistant Professor of Anthropology—B.A., California State University (Northridge); M.A., Ph.D., University of California (Riverside)

Lindsay Barker

Assistant Professor at the Henry Barnard School—B.S., The University of Leeds; M.A., Seton Hall University

***James F. Barton**

Professor of Elementary Education—B.S., University of Vermont; M.A., Boston University; Ph.D., Stanford University

Suchandra Basu

Assistant Professor of Economics—B.Sc., Lady Brabourne College, University of Calcutta; M.Sc., University of Calcutta; M.A., Clark University

***Mildred Bates**

Professor of Social Work—B.A., Southwestern Memphis; M.S.W., Tulane University; D.S.W., Columbia University

Wendy L. Becker

Assistant Professor of Social Work—B.A., Brown University; M.S.W., Boston University; Ph.D., Northeastern University

Patricia A. Beezer

Assistant Professor of Nursing—B.S.N., University of Rhode Island; M.S., University of Connecticut

Carol A. Bennett-Speight

Dean, School of Social Work and Associate Professor of Social Work—B.S., Pennsylvania State University; M.S.W., Rutgers University; D.S.W., University of Pennsylvania

***Pamela J. Benson**

Professor of English—B.A., M.A., University of California (Berkeley); Ph.D., Columbia University

***Karl P. Benziger**

Associate Professor of History and Secondary Education—B.A., State University of New York, College at Fredonia; M.A., Ph.D., New York University

Karen Berard-Reed

Assistant Professor of Health Education—B.S., M.Ed., Rhode Island College

***James J. Betres**

Professor of Elementary Education and Economics—B.S., Indiana University; M.Ed., University of Pittsburgh; M.A.T., Purdue University; Ph.D., Ohio University

***Ellen M. Bigler**

Professor of Anthropology and Secondary Education—B.A., The Ohio State University; M.A., Ph.D., State University of New York (Albany)

Jeffrey P. Blais

Associate Professor of Economics, and Economics and Finance Department Chair—B.A., University of Vermont; M.A., Ph.D., University of Pittsburgh

David M. Blanchette

Associate Professor of Marketing, and Management and Marketing Department Chair—B.S., B.B.A., University of Massachusetts; D.B.A., University of Kentucky

Lynn Blanchette

Assistant Professor of Nursing—B.S., Rhode Island College; M.S.N., University of Rhode Island

Jason L. Blank

Associate Professor of Sociology—A.B., Harvard University; A.M., Boston University

Nancy D. Blasell

Assistant Professor of Nursing—A.D.N., Marymount University; B.S.N., M.S.N., Old Dominion University; Ph.D., University of Rhode Island

***Nancy K. Bockbrader**

Professor of Art and Department Chair—B.F.A., M.F.A., Bowling Green State University

***Lesley M. Bogad**

Associate Professor of Foundations of Education—B.A., Barnard College; M.S., Ph.D., Syracuse University

Vincent M. Bohlinger

Assistant Professor of English—B.A., The Johns Hopkins University; M.A., University of Wisconsin (Madison)

***Charles M. Boisvert**

Associate Professor of Counseling—B.S., Le Moyne College; M.A., Rhode Island College; Ph.D., University of Rhode Island

Karen L. Boren

Associate Professor of English—B.A., Ph.D., University of Wisconsin (Milwaukee); M.F.A., Wichita State University

Jessica Borges

Instructor at the Henry Barnard School—B.S., Salve Regina College; M.Ed., Providence College

Douglas A. Bosch

Associate Professor of Art—B.F.A., Columbus College of Art and Design; M.F.A., Yale University

Robert K. Bower

Director of Publishing Services—B.A., Simpson College; M.A., University of Wyoming

Mariam Z. Boyajian

Director of Upward Bound—B.A., M.A.T., Rhode Island College

Kalina M. Brabeck

Assistant Professor of Counselor Education—B.A., Boston College; M.A., Ph.D., University of Texas (Austin)

Edward M. Brady

Director of Facilities and Operations—B.Eng., University of Dayton

***C. David Brell Jr.**

Associate Professor of Foundations of Education—B.A., University of Massachusetts; M.A., Hampshire College; Ed.D., University of Massachusetts

Patricia B. M. Brennan

Head Reference Librarian and Associate Professor in the James P. Adams Library—B.A., Brown University; M.S., Columbia University

***Mary Ann Bromley**

Professor of Social Work—B.S., Purdue University; M.S.W., D.S.W., Fordham University

Michelle Brophy-Baermann

Assistant Professor of Political Science—B.A., Ph.D., University of Iowa

Jean E. Brown

Professor of English—B.A., M.A., Pacific University; Ed.D., Utah State University

Marguerite M. Brown

Vice President for Development and College Relations—B.A., Wilson College; M.P.A., University of Rhode Island; Ph.D., University of Connecticut

***Peter B. Brown**

Professor of History—B.A., Stanford University; M.A., Ph.D., University of Chicago

***Stephen N. Brown**

Associate Professor of English—B.A., University of California (Irvine); M.A., Ph.D., University of Virginia

Teresa L. Brown

Director of Residential Life and Housing—B.A., University of Memphis; M.A., Morehead State University

Aaron I. Bruce

Director of The Unity Center—B.A., Michigan State University; M.I.B.A., United States International University

Mary Byrd

Professor of Nursing—B.S., State University of New York (Brockport); M.S., Syracuse University; Ph.D., University of Rhode Island

***Cathleen M. Calbert**

Professor of English—B.A., University of California (Berkeley); M.A., Syracuse University; Ph.D., University of Houston

Marybeth M. Cannon

Assistant Professor at the Henry Barnard School—B.A., George Washington University; M.A.T., Rhode Island College; M.Ed., Harvard University

***Linda G. Capalbo**

Assistant Professor of Elementary Education—B.S., M.Ed., Rhode Island College; Ph.D., University of Rhode Island/Rhode Island College

Karen L. Capraro

Assistant Professor at the Henry Barnard School—B.A., University of Rhode Island; M.A.T., Rhode Island College

***Robert F. Carey**

Professor of Elementary Education—B.A., M.A.T., Rhode Island College; Ph.D., University of Connecticut

Rachel H. Carpenter

Reference Librarian and Associate Professor in the James P. Adams Library—B.A., University of Rhode Island; M.L.S., State University of New York (Albany)

Margaret M. Carroll

Director of Writing Center—B.A., M.A., Rhode Island College

Shani D. Carter

Associate Professor of Management—B.A., M.S., Ph.D., Cornell University

Anne E. S. Carty

Professor of Nursing—B.S., Salve Regina College; M.S., Boston College; D.N.Sc., Boston University

Michael S. Casey

Associate Professor of Management—B.S.M.E., M.B.A., University of Massachusetts; Ph.D., Pennsylvania State University

***Karen S. Castagno**

Interim Associate Dean for Teacher Education, Feinstein School of Education and Human Development; and Professor of Health and Physical Education—B.S., Bridgewater State College; M.A., Ph.D., University of Connecticut

***Robert L. Castiglione**

Professor of Philosophy and Department Chair—A.B., M.A., Ph.D., Catholic University

Donna M. Christy

Associate Professor of Mathematics and Secondary Education—B.A., M.A.T., Rhode Island College; Ed.D., Boston University

***Lisa Bonitati Church**

Associate Professor of Accounting—B.S., University of Rhode Island; M.S.T., Bryant College; J.D., New England School of Law

Desiree A. Ciambrone

Assistant Professor of Sociology—B.A., Rhode Island College; M.A., Ph.D., Brown University

***Roger D. Clark**

Professor of Sociology—B.A., Swarthmore College; A.M., Ph.D., Brown University

Susan A. Clark

Assistant Professor of Health Education—B.S., C.A.G.S., Plymouth State College; M.Ed., Springfield College; Ed.D., Argosy University

***Nancy L. Cloud**

Professor of Secondary Education—B.A., Lycoming College; M.A., Syracuse University; M.A., University of San Francisco; Ed.D., Teachers College, Columbia University

***Thomas L. Cobb**

Professor of English—B.A., M.F.A., M.A., University of Arizona; Ph.D., University of Houston

Teresa S. Coffman

Associate Professor of Music—B.M.Ed., University of Central Arkansas; M.A., Eastern Michigan University; D.M.A., University of Houston

***Suzanne Conklin**

Assistant Professor of Biology and Secondary Education—B.S., University of California (Irvine); Ph.D., University of Wisconsin

Robert L. Conrad

Assistant Controller—B.S., M.B.A., University of Rhode Island

Jennifer S. Cook

Assistant Professor of English and Secondary Education—B.A., American University; M.Ed., Ed.D., University of Massachusetts (Amherst)

***Laura F. Cooley**

Professor of Chemistry—B.A., Barnard College; Ph.D., Brown University

Halil Copur

Professor of Management—B.S., Middle East Technical University; M.Sc., Ph.D., Cornell University

***Patricia A. Cordeiro**

Professor of Elementary Education—B.A., University of Connecticut; M.A., University of Massachusetts; Ed.M., Ed.D., Harvard University

***Crist H. Costa**

Professor of Computer Information Systems—B.Ed., Northeastern Illinois State College; M.A., Ph.D., University of Iowa

Joseph L. Costa

Director of Student Support Services—B.A., Rhode Island College; M.Ed., Northeastern University

Joanne Fawcett Costello

Assistant Professor of Nursing—B.S.N., St. Anselm College; M.P.H., Tulane University; M.S.N., Louisiana State University

Cyrille W. Cote

Director of Security and Safety—B.S., Salve Regina College; M.P.A., University of Rhode Island

***Lorraine M. Cotti**

Associate Professor of Elementary Education—B.S., Bridgewater State College; M.A., Boston University; Ph.D., Boston College

Kenneth C. Coulbourn

Director of Office Services

Claire M. Creamer

Assistant Professor of Nursing—B.S. Rhode Island College; M.S., Regis College

Laura Creighton

Assistant Professor of Elementary Education—B.S., University of Kansas; M.S., Pittsburgh State University; Ph.D., University of Colorado (Boulder)

***Robert L. Cvornyek**

Associate Professor of History and Secondary Education and Coordinator of Labor Studies Program—B.A., University of Delaware; M.A., University of Akron; M.A., Ph.D., Columbia University

***Joan C. Dagle**

Professor of English—B.A., Connecticut College; Ph.D., Brown University

Elizabeth M. Dalton

Assistant Professor of Special Education and University Affiliated Programs—B.A., University of Rhode Island; M.Ed., Rhode Island College

Monica G. Darcy

Interim Associate Dean of Graduate Studies, Feinstein School of Education and Human Development; Assistant Professor of Counseling; and Counseling, Educational Leadership, and School Psychology Department Chair—B.A., M.S., Austin Peay State University; Ph.D., Kansas State University

Roland de Govenain

Assistant Professor of Biology—B.S., University of California; M.S., University of Washington; Ph.D., University of Connecticut

Edgar Martin del Campo

Assistant Professor of Anthropology – B.A, Rice University; M.A., Claremont School of Theology; Ph.D., State University of New York (Albany)

Dante T. Del Giudice

Associate Professor of Dance—B.A., Rhode Island College; M.P.A., University of Rhode Island

***Susan J. Dell**

Associate Professor of Special Education and Department Chair—B.S., Buffalo State College; M.Ed., Rhode Island College; Ph.D., San Diego State University

Andrea L. Del Vecchio

Assistant Professor of Physics—B.S., Carnegie Mellon University; Ph.D., Harvard University

Stanford E. Demars

Professor of Geography—B.A., University of Utah; Ph.D., University of Oregon

Lisa B. Demers

Instructor and School Nurse at the Henry Barnard School—B.S., University of Rhode Island; B.S., Rhode Island College

Geraldine V. DeNuccio

Assistant Professor of Nursing—B.S.N., M.S.N., University of Rhode Island

Glenisson de Oliveira

Associate Professor of Chemistry—B.S., University of Florida; Ph.D., Purdue University

Randy L. DeSimone

Associate Professor of Management—B.A., West Virginia University; M.A., Ph.D., University of Akron

James C. Dorian

Director of Records—B.S., M.B.A., Bryant College

Michael Ducharme

Director of the John Nazarian Center for the Performing Arts—B.A., Rhode Island College

***Ronald P. Dufour**

Professor of History—B.A., Merrimack College; M.A., Ph.D., College of William and Mary

***Roger G. Eldridge Jr.**

Interim Dean, Feinstein School of Education and Human Development; and Associate Professor of Elementary Education—B.A., University of Massachusetts (Amherst); Ph.D., University of Wisconsin

Valerie A. Endress

Associate Professor of Communications—B.S., M.A., Ball State University; Ph.D., Indiana University

George M. Epple

Professor of Anthropology—B.A., Brown University; Ph.D., Brandeis University

David F. Espinosa

Associate Professor of History—B.A., M.A., Ph.D, University of California (Santa Barbara)

***E. Belle Evans**

Professor of Social Work—B.S., B.S.N., Boston University; M.Ed., Tufts University; M.P.H., Yale University; M.S.W., Ph.D., Brandeis University

***Frank C. Farinella**

Associate Professor of Industrial Technology—B.A., B.S., Stonehill College; M.A., Ed.D., Boston University

***Richard Feldstein**

Professor of English—B.A., Temple University; M.A., Colorado State University; Ph.D., State University of New York (Buffalo)

Sharon M. Fennessey

Professor at the Henry Barnard School—B.S., Rhode Island College; M.A., Teachers College, Columbia University

Rachel Filinson

Professor of Sociology and Department Chair and Coordinator of Gerontology Center—B.A., University of Illinois; M.Sc., University of Stirling; Ph.D., University of Aberdeen

David T. Filipek

Associate Professor of Accounting, and Accounting and Computer Information Systems Department Chair—B.A., Boston College; M.B.A., Babson College

***Allan L. Fingeret**

Professor of Psychology—B.S., M.S., Ph.D., University of Wisconsin

***Stephen E. Fisher**

Professor of Art—B.F.A., Virginia Commonwealth University; M.F.A., Yale University

Vincent R. Flemming

Director of College Dining Services—B.S., M.B.A., Bryant College

***Carolyn Fluehr-Lobban**

Professor of Anthropology—B.A., M.A., Temple University; Ph.D., Northwestern University

***Joseph D. Foley**

Assistant Professor of Music—B.A., M.M., Boston University

Mary S. Foote

Assistant Professor of Nursing—B.S.N., M.S.N., University of Rhode Island; Ph.D., University of Connecticut

Paul D. Forte

Assistant Vice President for Finance and Controller—B.S., Merrimack College; M.I.B., University of South Carolina

Janet M. Fraatz

Instructor and Guidance Counselor at the Henry Barnard School—B.A., Elmira College; M.S., Purdue University

Robert H. Franzblau

Associate Professor of Music and Secondary Education, and Music, Theatre, and Dance Assistant Department Chair—B.M., University of Iowa; M.M., Northwestern University; Ph.D., University of Nebraska (Lincoln)

Jane E. Fusco

Director of News and Public Relations—B.A., M.A., University of Rhode Island

Walter G. Gall

Assistant Professor of Mathematics—M.A., Ph.D., State University of New York (Buffalo)

***Ghislaine Géloin**

Associate Professor of French—Certificat, Licence, Maitrise, Université de Rennes; M.A., Ph.D., University of Illinois

***Dennis J. Ghindia**

Associate Professor of Social Work—B.A., University of Akron; M.S.S.A., Ph.D., Case Western Reserve University

Patricia E. Giammarco

Director of Affirmative Action—B.A., M.P.A., University of Rhode Island; J.D., Roger Williams Law School

***Barry Gilbert**

Professor of Physics—B.S., Polytechnic Institute of Brooklyn; M.S., Ph.D., Lehigh University

***Peter K. Glanz**

Professor of Physical Science—B.S., Bates College; M.S., Bucknell University; Ph.D., University of Connecticut

***John J. Gleason**

Professor of Special Education—B.A., Boston College; M.A., University of Michigan; Ed.D., Harvard University

***Beverly A. Goldfield**

Professor of Psychology—B.A., Connecticut College; M.A., University of Connecticut; Ed.D., Harvard University

***Gale Goodwin Gomez**

Professor of Anthropology and Secondary Education—B.A., Florida Atlantic University; M.A., American University; M.Phil., Ph.D., Columbia University

***Neil I. Gonsalves**

Professor of Biology—B.S., Georgetown University; Ph.D., Brown University

***Anne M. Goodrow**

Associate Professor of Elementary Education—B.A., University of Vermont; M.Ed., St. Michael's College; Ph.D., Tufts University

Susan M. Gracia

Director of Assessment, Feinstein School of Education and Human Development, and Associate Professor of Educational Leadership and Education Doctoral Program—B.A., University of Dallas; M.A., Columbia University; Ph.D., Boston College

Ian Greitzer

Assistant Professor of Music—B.M., M.M., New England Conservatory

Kathleen Gremel

Assistant Professor of Nursing—B.S.N., University of Northern Colorado; M.S., Boston University

Annette Griffin

Assistant Professor of Nursing—B.S.N., M.S.N., University of Massachusetts (Dartmouth); M.B.A., Providence College

***Gary R. Grund**

Professor of English—A.B., B.A., Boston College; M.A., Ph.D., Harvard University

Denise M. Guilbault

Assistant Professor of Music Education—B.M., M.M., Ph.D., Michigan State University

Mary Ellen Guzzio-Kregler

Assistant Professor of Music—B.M., North Carolina School of Arts; M.M., D.M.A., University of Miami

Praveena Gullapalli

Assistant Professor of Anthropology—B.A., University of Arizona; Ph.D., University of Pennsylvania

***Eric S. Hall**

Associate Professor of Biology—B.A., Rhode Island College; Ph.D., Wesleyan University

***Spencer Hall**

Professor of English—A.B., University of California (Los Angeles); A.M., Ph.D., Stanford University

James T. Hanbury

Director of Student Financial Aid—B.S., M.S., University of Bridgeport

Mark J. Handler

Reference Librarian and Assistant Professor in the James P. Adams Library—B.A., M.A., Brown University; MLIS, University of California (Berkeley)

***Frederick F. Harrop**

Associate Professor of Mathematics—B.A., Providence College; Ph.D., Brown University

Jeanne Haser-Lafond

Assistant Professor of Accounting—B.S., M.S., Bryant University; J.D., Suffolk University

***Michael B. Hayden**

Associate Professor of Computer Information Systems—B.S., M.S., Ph.D., University of Rhode Island

Patricia H. Hays

Director of User Support Services—B.A., University of North Carolina (Greensboro); M.A., University of Colorado (Boulder)

***Elizabeth U. Henshaw**

Associate Professor of Elementary Education—B.S., University of Ife (Nigeria); M.A., Philadelphia College of Art; Ed.D., New York University

Karen Hetzel

Assistant Professor of Nursing—B.S., Boston College; M.S.N., University of Pennsylvania; Ph.D., University of Rhode Island

***Claus Hofhansel**

Professor of Political Science and Department Chair—LL.B., Universität Freiburg, Germany; M.A., Ph.D., University of North Carolina

Elizabeth Gibbons Holtzman

Assistant Professor of School Psychology—B.A., Colgate University; M.A., Ph.D., University of Texas (Austin)

Martha Horn

Assistant Professor of Elementary Education—B.A., Rhode Island College; M.A., Columbia University; Ed.D., Harvard University

Constance J. Horton

Assistant Professor of Instructional Technology—B.A., M.A., Michigan State University; M.S., University of Oregon

***Krisjohn O. Horvat**

Professor of Art—B.F.A., Minnesota School of Art; M.F.A., Rhode Island School of Design

***Mary Ball Howkins**

Professor of Art and Director of Women's Studies Program—B.A., M.A., Syracuse University; Ph.D., Columbia University

Carol A. Hryciw-Wing

Head of Technical Services and Associate Professor in the James P. Adams Library—B.A., Brown University; M.A., University of Michigan; M.S., Simmons College

Quenby Olmsted Hughes

Assistant Professor of History—B.A., Rhode Island College; M.A., Ph.D., Harvard University

Ying Hui

Assistant Professor of Special Education—B.A., Liaoning Normal University; M.Ed., Ph.D., University of Texas (Austin)

***Lisa Doolittle Humphreys**

Professor of Mathematics—B.S., M.S., Ph.D., University of Connecticut

Donna L. Huntley-Newby

Associate Professor of Nursing—B.S.N., Northeastern University; M.S.N., University of Alabama; Ph.D., Boston College

***Steven C. Imber**

Professor of Special Education—B.A., State University of New York (Buffalo); M.A., Ph.D., University of Connecticut

***Kay Frank Israel**

Associate Professor of Communications—B.S., University of Utah; M.S., Boston University; Ph.D., Massachusetts Institute of Technology

***Pamela Irving Jackson**

Professor of Sociology and Director of Justice Studies Program—A.B., Regis College; M.A., Ph.D., Brown University

Zubeda Jalalzai

Associate Professor of English—B.A., St. Lawrence University; M.A., Binghamton University; Ph.D., State University of New York (Buffalo)

Paul L. Janaway

Assistant Professor at the Henry Barnard School—B.Hum., University of London; M.Ed., Rhode Island College

Dena M. Janson

Catalog Librarian and Assistant Professor in the James P. Adams Library—B.A., Clark University; M.S., Florida State University; M.A., Providence College

John Kresten Jespersen

Catalog Librarian and Assistant Professor in the James P. Adams Library—B.A., Providence College; M.A., Ph.D., Brown University; MLIS, University of Rhode Island

***Janet D. Johnson**

Assistant Professor of Secondary and Middle Level Education—B.A., B.S., M.S., Ph.D., Indiana University

Roxann Johnson-Nance

Director of Budget—B.S., South Carolina State University; M.B.A., Salve Regina University

***Olga S. Juzyn**

Associate Professor of Spanish—B.A., M.A., University of Connecticut; Ph.D., Brown University

***Kathryn M. Kalinak**

Professor of English—B.A., M.A., Ph.D., University of Illinois

Scott D. Kane

Dean of Students—B.S., State University of New York (Plattsburgh); M.S., Kansas State University; Ph.D., University of Maryland

Alema Karim

Associate Professor of Economics—B.A., M.A., Dhaka University; M.A., Ph.D., Boston University

Meral Kaya

Assistant Professor of Elementary Education—B.A., Hacettepe University; M.A., Bilkent University; M.A., Ph.D., The Ohio State University

Gary Kayakachoian

Assistant Professor of Finance—B.S., Boston College; M.B.S., Cornell University; Ph.D., University of Rhode Island

Abbas A. Kazemi

Associate Professor of Finance—B.S., National University of Iran; M.A., Ph.D., State University of New York (Stony Brook)

***Donna Darling Kelly**

Associate Professor of Art and Educational Studies—B.S., Empire State College (SUNY, New Paltz); M.Ed., University of Massachusetts (Boston); Ph.D., Boston University

***Heemong Kim**

Professor of Art—B.A., Rhode Island College; M.S., Pratt Institute

Randi I. Kim

Associate Professor of Psychology—B.A., University of California (Los Angeles); M.S., California State University (Fresno); Ph.D., Michigan State University

***Kenneth P. Kinsey**

Associate Professor of Biology—B.S., M.S., San Diego State College; Ph.D., Bowling Green State University

***MacGregor Kniseley**

Professor of Elementary Education—B.A., Earlham College; M.Ed., University of New Hampshire; Ed.D., University of Nevada (Reno)

Sarah Weinstein Knowlton

Assistant Professor of Physical Sciences—B.S., Bates College;
Ph.D., University of Rhode Island

***Thomas T. Kochanek**

Professor of Special Education—B.A., M.A., American
International College; Ph.D., University of Connecticut

***Dana J. Kolibachuk**

Associate Professor of Biology—B.A., University of Delaware;
Ph.D., Cornell University

Donna L. Konicki

Director of Institutional Research and Planning—B.A.,
University of Connecticut

***Raimundo M. Kovac**

Associate Professor of Mathematics—B.A., Universidad
Nacional de Cordoba; Ph.D., Indiana University

George T. Ladd

Assistant Professor of Psychology—B.A., University of
Massachusetts (Amherst); M.A., Ph.D., Boston College

***Vivian R. La Ferla**

Associate Professor of Mathematics and Secondary
Education—B.S., M.A., Ed.D., Boston University

***Marc C. Lamontagne**

Associate Professor of Chemistry—B.S., University of
Massachusetts (Dartmouth); Ph.D., University of New
Hampshire

***Patricia Medeiros Landurand**

Professor of Special Education—B.A., Bridgewater State
College; M.A., Clark University; M.A., Framingham State
College; Ed.D., University of Massachusetts

***Marta Laupa**

Assistant Professor of Psychology—B.A., MC Santa Cruz;
M.A., Ph.D., University of California (Berkeley)

Thomas J. Lavin

Director of Counseling Center—B.A., St. Louis University;
M.Ed., Ph.D., University of Missouri (Columbia)

***Maria E. Lawrence**

Assistant Professor of Elementary Education—B.A., M.A.T.,
Rhode Island College; Ph.D., Lesley University

***Francis J. Leazes Jr.**

Professor of Political Science—B.A., College of the Holy
Cross; M.A., University of Massachusetts; M.P.A., Ph.D.,
University of Connecticut

Joseph A. Levi

Assistant Professor of Portuguese—Diploma de Lingua e
Cultura Portuguesa, Universidade de Lisboa, Lisbon; M.A.,
Ph.D., University of Wisconsin (Madison)

Bethany Lewis

Assistant Professor of Psychology—B.S., Rhode Island
College; M.S., Ph.D., Northeastern University

***Jianhong Liu**

Professor of Sociology—B.S., South China Normal University;
M.A., Nankai University; M.A., Ph.D., State University of
New York (Albany)

***Richard A. Lobban Jr.**

Professor of Anthropology and Department Chair—B.S.,
Bucknell University; M.A., Temple University; Ph.D.,
Northwestern University

Ivy D. Locke

Vice President for Administration and Finance—B.B.A., Emory
University; M.B.A., Washington University; Ph.D., University
of Florida

Yolande A. Lockett

Associate Professor of Nursing—B.S.N., Rhode Island
College; M.S.N., Indiana University; Ph.D., University of
Connecticut

***Bennett J. Lombardo**

Professor of Health and Physical Education—B.A., Queens
College; M.S., Brooklyn College; Ed.D., Boston University

Nicholas T. Long

Legal Counsel—B.A., Cornell University; J.D., Columbia
University

Marlene L. Lopes

Special Collections Librarian and Associate Professor in the
James P. Adams Library—B.A., Connecticut College; M.L.S.,
Syracuse University

***Barbara Anderson Lounsbury**

Professor of Psychology—B.A., M.A., Ph.D., University of
Connecticut

Marie A. Lynch

Assistant Professor of Special Education—B.S., Syracuse
University; M.Ed., Lesley College; Ph.D., University of Rhode
Island/Rhode Island College

Jay MacCubbin

Assistant Professor at the Henry Barnard School—B.M.,
University of Maryland; M.M., Westminster Choir College

***Bonnie L. MacDonald**

Assistant Professor of Communications and Director of Film Studies Program—B.A., Framingham State College; M.A., Rhode Island School of Design; Ph.D., Pennsylvania State University

George M. Mack

Professor of Music—B.M., Oberlin Conservatory of Music; M.M., Boston University

Harriet S. Magen

Associate Professor of Communications and Department Chair—B.A., Clark University; M.A., Ph.D., Yale University

***Elaine S. Magyar**

Professor of Chemistry—A.B., Mount Holyoke College; Ph.D., Northwestern University

***James G. Magyar**

Professor of Chemistry and Physical Sciences Department Chair—B.A., Dartmouth College; Ph.D., Northwestern University

***Thomas E. Malloy**

Professor of Psychology—B.A., LaSalle College; M.A., Temple University; Ed.D., University of Northern Colorado; Ph.D., University of Connecticut

Pamela J. Manninen

Assistant Professor at the Henry Barnard School—B.S., Keene State College; M.Ed., Boston University

Christine A. Marco

Associate Professor of Psychology—B.A., St. Joseph's College; Ph.D., State University of New York (Albany)

Maricarmen R. Margenot

Associate Professor of Spanish—B.A., Universidad de Sevilla; M.A., Ph.D., University of Connecticut

Peter A. Marks

Professor of Economics and Finance—B.S., University of North Carolina; M.S.I.M., Georgia Institute of Technology; Ph.D., University of North Carolina (Chapel Hill)

***Edward W. Markward**

Professor of Music—B.M.E., M.M., Drake University; D.M.A., University of Michigan

Diane R. Martell

Associate Professor of Social Work—B.A., University of Massachusetts (Amherst); M.A., Brandeis University; M.S.W., University of Connecticut; Ph.D., Brandeis University

William G. Martin

Professor of Art—B.F.A., Southern Illinois University; M.F.A., Louisiana State University

Colette J. Matarese

Associate Professor of Nursing—B.S., Rhode Island College; M.S.N., Ph.D., University of Connecticut

***Lloyd H. Matsumoto**

Professor of Biology—A.B., M.A., Drake University; Ph.D., St. Louis University

***Edward D. C. McDowell**

Associate Professor of Mathematics and Computer Science—B.A., Columbia University; M.S., University of Rhode Island; Ph.D., Yale University

***James P. McGuire**

Associate Professor of Industrial Technology—B.S., Rhode Island College; M.A., Ball State University; Ph.D., University of Connecticut

***Mary Ellen McGuire-Schwartz**

Assistant Professor of Early Childhood Education—B.A., Goddard College; M.S., Bank Street College; Ed.D., University of Massachusetts

***Charles H. McLaughlin Jr.**

Associate Professor of Technology Education and Educational Studies Department Chair—B.S., M.Ed., Rhode Island College; Ph.D., University of Maryland

Mary McLaughlin

Director of Field Education, School of Social Work—B.A., Northeastern University; M.S.W., Rhode Island College

***Meradith McMunn**

Professor of English—B.S., M.A., Indiana University; Ph.D., University of Connecticut

***Thomas Meedel**

Professor of Biology—B.S., Nebraska Wesleyan University; Ph.D., University of Pennsylvania

Peter Karibe Mendy

Associate Professor of History—B.A., University of Sheffield, England; M.Soc.Sc., Ph.D., University of Birmingham, England

Rebeka R. Merson

Assistant Professor of Biology—B.S., University of Massachusetts; Ph.D., University of Rhode Island

***Peter S. Meyer**

Professor of Geology—B.A., Dartmouth College; M.S., Ph.D., University of Rhode Island

Elisa Miller

Assistant Professor of History—B.A., State University of New York (Binghamton); M.A., Ph.D., University of Illinois (Urbana-Champaign)

***Eung-Jun Min**

Professor of Communications—B.A., M.A., Temple University; Ph.D., The Ohio State University

Meg Sheridan Mock

Assistant Professor of Nursing—B.S.N., Skidmore College; M.S., University of Colorado (Denver); N.P., Creighton University

Patricia A. Molloy

Assistant Professor of Nursing—B.A., M.A., University of Rhode Island

Orestes P. Monterecy

Assistant Vice President for Administration—B.S., M.C.P., University of Rhode Island; Ph.D., University of Connecticut

***Robin K. Montvilo**

Professor of Psychology—B.S., Brooklyn College; M.A., Ph.D., Fordham University

E. Pierre Morenon

Associate Professor of Anthropology—B.A., The Johns Hopkins University; M.A., Ph.D., Southern Methodist University

Patricia Morris

Assistant Professor of Nursing—B.S., Rhode Island College; M.S.N., University of Massachusetts (Dartmouth)

***Ann E. Moskol**

Professor of Mathematics and Computer Science—B.S., Tufts University; M.A., Harvard University; M.S., University of Rhode Island; Ph.D., University of Maryland

Mark T. Motte

Assistant Vice President for Academic Affairs, Professor of Geography, and Director of Center for Public Policy—B.A., University of London; M.A., University of Rhode Island; Ph.D., Rutgers University

S. Scott Mueller

Assistant Professor of Social Work—B.A., Brown University; M.S.W., Columbia University

Christine A. Mulcahey

Professor at the Henry Barnard School—B.A., University of Rhode Island; M.A.T., Rhode Island College; Ph.D., Rhode Island College and University of Rhode Island

***Ann Marie Mumm**

Professor of Social Work—B.A., M.A., State University of New York (Buffalo); Ph.D., Rutgers University

***John Nazarian**

President, and Professor of Mathematics—Ed.B., Rhode Island College; A.M., Brown University; M.A., University of Illinois; Ph.D., New York University

Maureen Newman

Associate Professor of Nursing—B.S., Boston College; M.S., Boston University; Ph.D., University of Virginia

Darek Niklas

Professor of Sociology—M.A., Ph.D., University of Warsaw

***Jayashree Nimmagadda**

Professor of Social Work—B.A., M.S.W., University of Madras; M.Phil., National Institute of Mental Health and Neurosciences; Ph.D., University of Illinois (Urbana)

***John M. Niska**

Associate Professor of Middle Level Education—B.A., M.A., Michigan State University; Ed.S., Eastern Michigan University; Ph.D., Iowa State University

***Madeline F. Nixon**

Professor of Elementary Education—A.B., Notre Dame College; M.S.Ed., Wagner College Graduate School; M.L.S., University of Rhode Island; D.A., Simmons College

Michelle M. Nonis

Instructor at the Henry Barnard School—B.S., M.A., University of Connecticut

John N. O'del

Assistant Professor of Management and Director of Study Abroad—B.A., M.S., Ph.D., State University of New York (Buffalo)

Stanley Oldstein

Assistant Professor at the Henry Barnard School—B.A., Franklin and Marshall College; M.Ed., Lesley College

***Audrey Perryman Olmsted**

Associate Professor of Communications—B.A., M.A., University of Northern Iowa; Ph.D., Indiana University

***Richard R. Olmsted**

Professor of Philosophy—B.A., M.A., Ed.S., University of Northern Iowa; M.Div., Harvard University; Ed.D., Indiana University

***Lenore J. Olsen**

Professor of Social Work—B.A., M.S.S.A., Ph.D., Case Western Reserve University

***Jeannine E. Olson**

Professor of History—B.A., Saint Olaf College; A.M., Ph.D., Stanford University

Barbara E. Ondis

Instructor at the Henry Barnard School—B.S., Boston University; M.A., Nova University

Ellie O'Neill

Director of Alumni Affairs—B.A., Ladycliff College

***Nancy Oppenlander**

Associate Professor of Political Science—B.A., Indiana University; M.A., Ph.D., Michigan State University

Lyn-Su Otto

Instructor at the Henry Barnard School—B.S., Bridgewater State University; M.Ed., Rhode Island College

Lisa B. Owen

Associate Professor of Elementary Education and Department Chair—B.A., University of South Florida; M.S., Florida State University; Ph.D., University of Texas (Austin)

***Mustafa Özcan**

Associate Professor of Foundations of Education—B.A., M.A., University of Ankara; Ph.D., University of Iowa

W. Tyler Page

Assistant Professor of Educational Leadership—B.S., Frostburg State University; M.Ed., Ph.D., Boston College

Karen Surman Paley

Assistant Professor of English—B.A., University of Rochester; M.Ed.; Boston State College; M.A., University of New Hampshire; Ph.D., Northeastern University

***Philip J. Palombo**

Associate Professor of Communications—B.A., Union of Experimenting Colleges and Universities; M.F.A., Massachusetts College of Art

***Carolyn P. Panofsky**

Professor of Foundations of Education—B.A., M.A. in English, M.A. in Reading Education, University of California; Ph.D., University of New Mexico

Naum Panovski

Associate Professor of Theatre—B.F.A., M.S.D.A., University of Belgrade; M.F.A., New York University; Ph.D., University of Texas (Dallas)

Laurie E. Parkerson

Assistant Professor at the Henry Barnard School—B.S., University of Georgia; M.S.L.S., M.A.T., Spalding University

Dolores A. Passarelli

Director of Academic Support and Information Services—B.A., M.Ed., Rhode Island College

Susan K. Patterson

Professor of Instructional Technology—B.S.E., Delta State University; M.Ed., University of Tennessee (Chattanooga); Ph.D., University of Alabama

Cheryl Paul

Instructor at the Henry Barnard School—B.A., M.A., Rhode Island College

***Roberta S. Pearlmutt**

Professor of Social Work and M.S.W. Department Chair—B.A., Boston University; M.S.W., Ph.D., University of Kansas

Gary M. Penfield

Vice President for Student Affairs—B.S., State University of New York (Albany); M.S., Ed.D., University of Cincinnati

Vanessa M. Percoco

Instructor at the Henry Barnard School—B.A., New York Institute of Technology; M.S., Queens College (New York)

Richard A. Perreault

Assistant Professor of Accounting and Computer Information Systems—B.B.A., University of Massachusetts; M.Ed., Bryant College

***John A. Perrotta**

Associate Professor of Political Science—B.A., University of Rhode Island; M.A., Ph.D., New York University

***Peter E. Piccillo**

Associate Professor of History—B.S., M.S., State University College (Buffalo); Ph.D., State University College (Binghamton)

***Alan J. Pickart**

Associate Professor of Theatre—B.F.A., University of Florida; M.F.A., University of South Carolina

John N. Pliakas

Assistant Professor of Nursing—B.S., Roger Williams University; M.S.N., Institute of Health Profession, Massachusetts General Hospital

Russell A. Potter

Professor of English—B.A., The Evergreen State College; M.A., Syracuse University; Ph.D., Brown University

Richard W. Prull

Assistant Vice President for Information Services—B.A., Duquesne University; M.A., University of Rhode Island; Ph.D., Boston College

***Jane E. Przybyla**

Associate Professor of Accounting—B.A., Catholic University of America; M.B.A., Rutgers University

M. Patricia B. Quigley

Associate Professor of Nursing—B.S.N., M.N.Ed., University of Pittsburgh; Ph.D., University of Rhode Island

Stephen P. Ramocki

Professor of Marketing—B.S., University of Lowell; M.S., Clarkson College of Technology; Ph.D., Rensselaer Polytechnic Institute

***Tom M. Randall**

Professor of Psychology—B.A., University of Illinois; M.A., Ph.D., State University of New York (Buffalo)

***Betty J. Rauhe**

Associate Professor of Health Education, and Health and Physical Education Department Chair—A.A., Mohawk Valley Community College; B.S., State University of New York (Cortland); M.S., H.S.D., Indiana University (Bloomington)

Glenn S. Rawson

Assistant Professor of Philosophy—B.A., Bucknell University; Ph.D., University of Texas (Austin)

***Frederic G. Reamer**

Professor of Social Work—B.A., University of Maryland; A.M., Ph.D., University of Chicago

***Maureen T. Reddy**

Professor of English and Department Chair—B.A., M.A., Boston College; Ph.D., University of Minnesota

Steven B. Rivers

Associate Professor of Physics—B.S., Fairfield University; M.S. University of Maryland (College Park); Ph.D., University of Maine

Eric M. Roberts

Assistant Professor of Biology—A.B., University of North Carolina; Ph.D., University of Texas

Martha F. Roberts

Assistant Professor at the Henry Barnard School—B.S., University of Vermont; M.Ed., Lesley College

Ann Roccio

Director of Disability Services—B.A., Providence College; M.A., Rhode Island College

John P. Roche

Professor of Sociology—B.A., City College of New York; M.A., New School for Social Research; Ph.D., University of Connecticut

***Marjorie Roemer**

Professor of English—B.A., Bennington College; M.A., New York University; Ph.D., Brandeis University

***Joan H. Rollins**

Professor of Psychology—A.B., Goucher College; A.M., Fordham University; Ph.D., University of Oklahoma

Sylvia Ross

Assistant Professor of Nursing—B.S., University of New Hampshire; M.S.N., University of Pennsylvania

Bret L. Rothstein

Associate Professor of Art—B.A., Reed College; M.A., Ph.D., University of California (Santa Barbara)

***Elizabeth H. Rowell**

Professor of Elementary Education—B.S., University of Texas; M.A., University of Colorado; Ph.D., University of Connecticut

***Charles L. Roy**

Assistant Professor of Mathematics—Sc.B., Brown University; M.A., Rhode Island College; Ph.D., University of New Hampshire

Alicebelle Maxson Rubotzky

Associate Professor of Nursing—B.S., M.A., Columbia University; Ph.D., University of Colorado

***Robert T. Rude**

Professor of Elementary Education—B.A., M.A., University of Wisconsin (Eau Claire); Ph.D., University of Wisconsin (Madison)

Katherine Rudolph

Associate Professor of Philosophy and Coordinator of Media Studies—B.A., Barnard College; M.A., M.Phil., Yale University; Ph.D., The Johns Hopkins University

Lisa G. Russell

Associate Professor of Art—B.F.A., Massachusetts College of Art; M.F.A., Tufts University

***Nazanin Sahba**

Associate Professor of Industrial Technology—B.S., Aryamehr University of Technology; M.S., Worcester Polytechnic Institute; Ph.D., University of Rhode Island

Alan M. Salemi

Director of Aquatics—B.S., University of Rhode Island

Kristen K. Salemi

Director of Student Union—B.A., M.A., Rhode Island College

Kathryn E. Sanders

Associate Professor of Computer Science, and Mathematics and Computer Science Department Chair—B.A., M.S., Ph.D., Brown University; J.D., Harvard University

Kathryn M. Sasso

Director of Conferences and Special Events—B.A., Rhode Island College

James A. Schaefer

Associate Professor of Mathematics and Computer Science—B.S., Marietta College; M.S. in Mathematics, M.S. in Computer Science, University of Illinois

***Barbara A. Schapiro**

Professor of English—B.A., University of Michigan; M.A., Ph.D., Tufts University

Susan J. Schenck

Director of School Partnerships and Field Placements—B.S., M.Ed., Rhode Island College; C.A.G.S., Ph.D., University of Connecticut

Thomas A. Schmeling

Associate Professor of Political Science and Director of Bachelor of General Studies Degree Program—B.A., Saint Olaf College; Ph.D., University of Wisconsin (Madison)

***Joanne Schneider**

Associate Professor of History and Department Chair—B.A., St. Olaf College; M.A., Ph.D., Brown University

***Leslie A. Schuster**

Professor of History—B.A., Roosevelt University; M.A., Ph.D., Northern Illinois University

Jeanne M. Schwager

Assistant Professor of Nursing—B.S.N., Seton Hall University; M.Ed., Cambridge College; Ph.D., University of Rhode Island

***James A. Schweikart**

Dean, School of Management and Professor of Accounting—B.B.A., University of Wisconsin; M.S., University of Rhode Island; M.B.A., Ph.D., Indiana University

***Daniel M. Scott III**

Professor of English—B.A., Georgia State University; M.A., Ph.D., University of Illinois

***James T. Sedlock**

Professor of Mathematics—B.A., LaSalle College; M.S., Ph.D., Lehigh University

Debra Lee Servello

Assistant Professor of Nursing—B.S., Rhode Island College; M.S., University of Massachusetts (Worcester)

Leslie A. Sevey

Assistant Professor at the Henry Barnard School—B.S., Indiana University of Pennsylvania; M.Ed., Rhode Island College

Holly L. Shadoian

Director of Admissions—B.A., M.Ed., Rhode Island College; Ph.D., University of Connecticut

Carol Reagan Shelton

Professor of Nursing—B.S.N., Salve Regina College; M.S., University of Minnesota; Ph.D., Brandeis University

***Marita Sheridan**

Associate Professor of Biology—B.A., Newton College; M.A., State University of New York (Plattsburgh); Ph.D., Boston University

Sondra L. Sherman

Associate Professor of Art—B.F.A., Tyler School of Art, Temple University; M.F.A., Munich Academy of Fine Arts

***Tomoji Shogenji**

Professor of Philosophy—B.A., M.A., University of Tokyo; Ph.D., University of Southern California

Oren Shtayermman

Assistant Professor of Social Work—B.S.W., University of Haifa, Israel; M.S.W., New York University; Ph.D., Fordham University

***Deborah H. Siegel**

Professor of Social Work—B.A., Dickinson College; A.M., Ph.D., University of Chicago

Jessica L. Silva

Director of Purchasing—B.S., Rhode Island College

***Roger A. Simons**

Professor of Mathematics and Computer Science—A.B., University of California (Los Angeles); Sc.M., Brown University; M.A., Ph.D., University of California (Berkeley)

***Earl L. Simson**

Associate Dean, Faculty of Arts and Sciences, and Associate Professor of Psychology—B.S., M.S., Ph.D., University of Massachusetts

Michele Siskind

Assistant Professor of Nursing—B.S.N., University of Massachusetts (Boston); M.S., Boston College

Michael E. Smith

Assistant to the President—B.A., Rhode Island College; M.P.A., Harvard University

Nicole C. Smith

Assistant Professor of Nursing—B.S.N., Fairleigh Dickinson University; M.S.N., Georgia College and State University

***Sheri L. Smith**

Professor of Philosophy—B.A., Millikin University; A.M., Ph.D., Brown University

***Charles G. Snow Jr.**

Associate Professor of Accounting—B.S., Stonehill College; M.B.A., Babson College; Ph.D., Drexel University

Daniel P. Snowman

Associate Professor of Physical Sciences—B.S., Gordon College; Ph.D., University of Maine (Orono)

Henk E. Sonder

Director of Network and Telecommunications—M.A., Enschede University of Professional Studies

***Rebecca L. Sparks**

Associate Professor of Mathematics—B.A., Rhode Island College; M.S., Ph.D., University of Rhode Island

Sarah Spinette

Assistant Professor of Biology—B.S., University of Rochester; Ph.D., The Johns Hopkins University

F. Haven Starr

Assistant Principal and Assistant Professor at the Henry Barnard School—B.S., Arkansas State University; M.S., Southern Illinois University; C.A.G.S., University of Connecticut

Bryan E. Steinberg

Associate Professor of Art—B.F.A., Rhode Island School of Design; M.F.A., University of Notre Dame

Jessica Sternfeld

Assistant Professor of Music—B.A., Wesleyan University; M.A., Ph.D., Princeton University

***Ezra L. Stieglitz**

Professor of Elementary Education—B.S., M.S., City College of New York; Ph.D., University of Pittsburgh

Judith L. Stillman

Artist-in-Residence and Professor of Music—B.M., M.M., D.M.A., The Juilliard School

Judith E. Stokes

Serials Librarian and Assistant Professor in the James P. Adams Library—B.A., Rhode Island College; M.S., Simmons College

***Milburn J. Stone**

Professor of Political Science and Secondary Education—A.B., San Diego State College; M.A., Ph.D., Claremont Graduate School

***David B. Sugarman**

Professor of Psychology and Department Chair—A.B., Clark University; M.S., Ph.D., Yeshiva University

***Mary M. Sullivan**

Professor of Mathematics and Secondary Education—B.A., M.A., Boston College; Ed.D., University of Massachusetts (Lowell)

John D. Sumerlin

Professor of Music—B.M., Manhattan School of Music; M.M., Cincinnati Conservatory of Music

William E. Swigart

Director of Continuing Education and Summer Sessions—B.A., M.A., Rhode Island College

Charlene L. Szczepanek

Bursar—B.A., Rhode Island College; M.B.A., Bryant College

James L. Taylor Jr.

Associate Professor of Theatre—B.A., University of North Carolina (Chapel Hill); M.A., California State University (Los Angeles); Ph.D., Florida State University

***Christopher T. Teixeira**

Associate Professor of Mathematics—B.S., University of Massachusetts (Dartmouth); M.S., Ph.D., University of Rhode Island

Donald E. Tencher

Director of Intercollegiate Athletics, Intramurals, and Recreation—B.S., Barrington College; M.S., University of Rhode Island

***Tony Yung-Yuan Teng**

Associate Professor of History—B.A., Tunghai University (Taiwan); M.A., Occidental College (Los Angeles); Ph.D., University of Wisconsin (Madison)

Robert G. Tetreault

Director of Human Resources—B.A., University of Rhode Island; M.B.A., Bryant College

***David S. Thomas**

Professor of History—A.B., Suffolk University; A.M., Boston University; M.A., Ph.D., Institute of Islamic Studies, McGill University

Patricia A. Thomas

Professor of Nursing—B.S.N., University of Rhode Island; M.S., Boston College; Ph.D., University of Connecticut

Ronald W. Tibbetts

Principal and Professor at the Henry Barnard School—B.S., University of Bridgeport; M.Ed., Lowell University; Ed.D., Clark University

***Mary Ellen K. Tillotson**

Assistant Professor of School Psychology—B.A., State University of New York (Albany); M.Ed., University of Massachusetts (Boston); Ph.D., University of Rhode Island

***Paul Tiskus**

Associate Professor of Secondary Education and Science—B.A., Hope College; M.S., Ph.D., Indiana University

***Richard Tropper**

Professor of Psychology—A.B., Emory University; M.A., Ph.D., Boston University

Kerrie E. Tunnicliffe

Assistant Professor of Physical Education—B.S., Plymouth State College; M.S., Florida State University; Ph.D., Springfield College

Julie Urda

Assistant Professor of Management—B.A., Dartmouth College; M.B.A., Boston University; M.Sc., Ph.D., INSEAD, Fontainebleau, France

Andrea G. Vastis

Assistant Professor of Health Education—B.S., Rhode Island College; M.P.H., Boston University

Lynn A. Wachtel

Director and Nurse Practitioner of Health Services—B.S.N., Simmons College; M.S.N., University of Rhode Island

Elaine A. Walsh

Assistant Professor at the Henry Barnard School—B.S., M.Ed., Rhode Island College

Melody Ruffin Ward

Associate Professor of Dance—B.A., Spelman College; M.F.A., University of Michigan

***S. Salman Wasti**

Professor of Biology—B.Sc., M.Sc., Sind University, Pakistan; M.S., University of Hawaii; Ph.D., University of Massachusetts

***Laurence A. Weil**

Associate Professor of Political Science—A.B., University of Georgia; M.A., University of Maryland; Ph.D., Cornell University

***Richard R. Weiner**

Dean, Faculty of Arts and Sciences, and Professor of Political Science—B.A., Brooklyn College, City University of New York; M.A., New School for Social Research; M.Phil., Ph.D., Columbia University

***Daniel Weisman**

Professor of Social Work and B.S.W. Department Chair—B.A., City College of New York; M.S.W., University of Michigan; Ph.D., Rutgers University

Carla M. Weiss

Reference Librarian and Associate Professor in the James P. Adams—B.A., State University of New York (Stony Brook); A.M.L.S., University of Michigan

Rosemary E. Weston-Gil

Associate Professor of Spanish and Secondary Education, and Modern Languages Department Chair—B.A., M.A., Ph.D., University of Massachusetts (Amherst)

Diana Delia White

Associate Professor of History—B.A., Queens College; M.A., Ph.D., Columbia University

***Duncan A. White**

Associate Professor of Psychology—B.S., Roanoke College; M.S., Ph.D., Memphis State University

Richard C. Whitten

Assistant Professor of Art—B.A., Yale University; M.F.A., University of California (Davis)

***Donna J. Wiberg**

Assistant Professor of Nursing—B.S., Salve Regina College; M.S., N.P., University of Rhode Island

***Cheryl L. Williams**

Assistant Professor of Art and Educational Studies—B.A., M.A., Purdue University; Ph.D., The Ohio State University (Columbus)

Jane Williams

Dean, School of Nursing, and Professor of Nursing—B.S., University of Michigan; M.A., New York University; Ph.D., University of Rhode Island

***John C. Williams Jr.**

Professor of Chemistry—B.S., Millsaps College; Ph.D., Tulane University

Alex H. Wilson

Assistant Professor of Economics and Finance—B.A., University of Colorado; M.B.A., University of Denver; Ph.D., Drexel University

William M. Wilson Jr.

Associate Professor of Theatre, and Music, Theatre, and Dance Department Chair—B.F.A., Western Michigan University; M.F.A., Wayne State University

Carolyn L. Wood

Professor of Nursing—B.S., Salve Regina College; M.S., Boston University; Ph.D., University of Connecticut

Xiuni Wu

Assistant Professor of Chemistry—B.S., Beijing Normal University; M.A., Renmia University; Ph.D., Michigan State University

Bin Yu

Director of Management Information Systems—B.S., M.A., Fudan University; M.A., Brown University

***Matthew D. Zbaracki**

Assistant Professor of Elementary Education—B.A., Wartburg College; M.Ed., University of Colorado (Denver); Ph.D., The Ohio State University

***Ying Zhou**

Professor of Mathematics—B.A., M.A., Beijing Teacher's College; M.A., Ph.D., State University of New York (Buffalo)

Joseph L. Zornado

Professor of English—B.A., M.A., San Diego State University; Ph.D., University of Connecticut

Susan Zuckerman

Assistant Professor of Communications—B.A., University of Wisconsin (Oshkosh); M.A., University of Wisconsin (Madison); Ph.D., Indiana University

Adjunct Faculty

OFFICE OF SCHOOL PARTNERSHIPS AND FIELD PLACEMENTS

Bristol/Warren

Kristen Alder, Mary Almon, Kathryn Barry, Barbara Betres, Steve Brown, Marie Cottrell, Nicole Daniello, Susan Donovan, Christine Dutra, Jane Farnsworth, Karen Finochi, Jane Glass, Terry Gordon, Ida Hughes, Sue Jones, Kathleen Borgia, Terri Martland, Jennifer McDonald, Erica Peters, Sharon Reynolds, Patricia Ryone, Robert Stringer, Brian Travers, Arlene Vacchelli, Ann Marie Vaillancourt, Elizabeth Viveiros, Susan Weigand

Burrillville

Barbara DeMasco, Dalen Favali, John Wignot

Central Falls

Christine Conway, Lourianne Mardo-Zayat, Steve Thulier

Coventry

Lolita Alves, Kathleen Delaney Avarista, Kelly Bacon, Cara Banspach, Emily Boskos, Tiffany Braner, Catherine Burdick, Victor Colomb, Thomas Cook, Jacqueline Costa, Tara D'Aleno, Patricia DeGiulio, Deborah Donahue, Kenneth Dwelly, Kelly Erinakes, Kimberly Estrela, Janice Gallagher, Martha Gallagher, Glen Greenwood, Elaine Guillette, Paula Jacquard, Don Jacques, Lisa Kiernan, Jennifer Kilduff, Jennifer Labrie-Catanzaro, Kimberlee Lupino, Barbara-Ann Lyons, Joyce Martinelli, Kristen McCarthy, Cynthia McDonnell, Amy McGovern, Kathleen Mouradjian, Vicky Norris-Karten, Jessica O'Connell, Carla Paquet, Lori Pare, Jason Parker, Kristen Perry, Kerri Potvin, Raymond Raboin, Charleen Ricci, Holly Riecke, Gail Robinson, Joy Sampson, Barbara Scanlon, Deborah Schofield, Susan Sherman, William Smith, Stacey Souza, Shirley St. Amand, Jan Talbot, Debra Tyree, Christine Viccione, Bethany Waterman, Cathryn White, Joyce Windrow

Cranston

Julie Baker, John Blake, Bethany Bobola, Nicole Bose, Ken Bowling, Douglas Breene, Lauren Brown, Thomas Cowell, Cathy Cox, Keith Croft, Steven DeRosa, Brian Flinn, Alice Gebhart, Heather Grant, Lauren King, Jessica Knobel, Keith Lavin, Michelle Lemme, Karen Letendre, Janice Meegan, Kristen Norberg, Richard Pardofini, Mary Schultheis, Peter Silvia, Claudia Venditto, Polly Wolfe, Lorraine Wright

Cumberland

Sarah Bielechi, Kelly DeMarco, Paula Dillon, Sheila DiOrto, Bruce Ennis, Amanda Letoile, Christine Maino, Lisa McKay, Christina Salcido, Christopher Skurka, Daniel Zabinski

East Providence

Candace Andrade, Deborah Brun, Bonnie Clayton, Deborah D'Arezzo, Kathy Dias, Janice Frese, John Held, Leslie Logan, Dawn Lydon, Myra Maini, Donna McEnery, Ana Melo, Donna Rapaza, Christine Raposa, Donna Rapoza, Jennifer Roy, Margarida Saunders, Michele Silveira, Michael Solitro Jr., Robert Traverse Jr., John Wolf

Exeter/West Greenwich

Anthony Bucu, Sharon Callanan, Laurie Gross, Amie Ray, Patricia Rheinberger, Maureen Unsworth, Marilyn Webster

Foster

Deborah Cosgrove, Darlene Mitchell-Cardoso

Foster/Glocester

Erin Ryan-MacPhee, Christopher Stanley, Lisa Tvenstrup

Johnston

Debra Caruso, Donna Doutre, Sandra Farone, Lisa Filippelli, Roberta Herchen, Lisa Hunt, Melanie Martino, Judy Maurano, Alicia McCormick, Dina Needham, Nancy Nelson, Melinda Psilopoulos, Debra Ramm, Karen Ross, Alisa Sanderson, Joe Testa, Laurie Zinno

Lincoln

Frank Almstrom, Wayne Brooder, Leslie Catalozzi, Beth Cooke, Kathleen Downey, John Gannon, Kaisha Kidd, Brenda King, Charleen Legacy, Renee Moriarty, Maureen Powell, Linda Ranney, Debra Reddy, James Zanfini

Middletown

Susanne Suprock

North Kingstown

Lynn Downey, Amos Paine, Heather Perkins, Toni Silveira

North Providence

Susan Anzeveno, Daria Argenti, Stacey Bachini, Laurie Batek, Sophie-Lori Betley, Lisa Birkette, Ann Marie Bobola, Gail Boyce, Cynthia Braca, Leanne Bucacci, Cheryl Casinelli, Marie Cerra, Darlene Chabot, Robin Clinton, Heather Coffey, Christine Creamer, Kerri Crescenzo-Croft, Gina DeAngelis, Gail DePetrillo, Merle Dresner, Barbara Emerson, Stacy Fabrizio, Joyce Federici, Paula George, Suzann Gibson, Karen Landrigan, Camellia Martins, Elaine Mikaitis, Janine Napolitano, Susan Nassi, Jennifer Norato, Debbie Pagdikian, Karen Pezza, Marion Pogorilich, Christopher Pono, Gerald Rubino, Lee Sisak, Danielle Tiernan, Catherine Zirilli, Jeannine Zisk

North Smithfield

Bryan Byerlee, Jeff Crins, James Fitzgerald, Amy Gravel, Mark Hardiman, Jennifer Hawley, Cristina Lima-DeKroon, Regeina McAdam, Andrea McKay, Anna Piaczyk, James Williamson

Pawtucket

Thomas Asermely, Marilyn Banigan, Gregory Barker, Pauline Bonin, Tracie Bourget, Pam Bradley, Beth Cauley, Donald Chabot, Steve Clarke, Tracy Connor, Fran Costa, Santa Cruz, Kari-Ann Cute, Michelle Depot, Christeen Duffy, Carol Dzialo, JoAnne Enander, Adele Facenda, Sharlene Fleming, Debra Girard, Kathleen Goddard, Judith Gugel, Rosina Guise, Elizabeth Hoyt, Melanie Integlia, Sharon Introini, Byron Johnson, Colleen Johnston, Linda Karsulavitch, Colleen Kennedy, Janet Laffey, Frank Laliberte, Donna Langton, Lisa Larosee, Doris Lawson, Nichole Lee, Peter Lehourites, Jill Marshall, Melanie Moe, Kirsten Mooney, Shane Morganwich, Barbara Moussalli, Kathleen Nelson, Shannyn Nelson, Mary Pendergast, Janice Primiano, Janet Rabbitt, Estrella Rego, Anne Rossi, Stacy Saubourin, Debbie Scarpelli, Erin Senn, Lindsay Shultz, Jane Tierney, Diane Vadnaise

Providence

Judith Andreozzi, Lori Ann Barkett-Farhet, Trish Botkin, Gail Cafferty, Maribeth Calabro, Tracey Cardillo, Kristen Chofay, Steven Cohen, Mary Erin Connoles, Thomas Connor, Mary Anne Cullen, Kimberly Deconti-Hamilton, Rachel DeNofio, Alfonso DiGregorio, Lynn DiPippo, Melissa Fanion, Laurie Fischer, Susan Friendson, Karen Gallagher-Furey, Claudine Gaspar, Renee Gasparri, Sean Geoghegan, Andrea Goff, Lisa Gordon, Donna Hanley, Marie Jose Iasimone, Heather Jones, Wayne Kilcline, Patricia King, Maria Laurencio, Julie Lombardi, Kimberly Luca, Carole Marshall, Gail Mathews, Olwyn McCabe, Jonathan Mendelsohn, Sheila Meyers, Sherry Mooney, Desiree Morissette-Demos, Nicole Murray, Thomas Nolan, Cynthia O'Brien, Carol Pagan, Susan Pangborn, Christopher Pride, Suzanne Quinn, Donna Razzino, Pam Resendes, Kelly Reyes, Bridget Richardson, Lizandra Riojas, Isabel Rodrigues, Robin Sampson, Lori Santaniello, Lindsay Scott, Martha Scott, Scott Shepherd, Gloria Simoneau, Jenna Simpson, Shawna Southern, Agnes Summerly, Marisol Taveras, Lynn Tramonti, Richard Tramonti, Melissa Webber, Michaela Wilmarth, Erin Wilson

Providence/Private

Lindsay Barker, Karen Capraro, Robert Dagesse, Peter Fangiullo, Sharon Fennessey, Barbara Galdo, Richard Jackson, Christine Mulcahey, Holly Mulholland, Stan Oldstein, Vanessa Percoco, Marty Roberts

Scituate

N. Rae Browne, Paula DiLuglio, Charlotte Ethier, Mary Louise Harrison, Maureen Kennedy, Jennifer Meyers, Dolores Moran, Amanda O'Grady, Barbara Patterson, Donna Pennacchia, Laura Pesare, Lynne Rose, LeAnn Rutherford, Ellen Tamboe

Smithfield

Robin Behringer, Susan Campbell, Lorna Casali, Robert Dagesse, Allison Drainville, Jay Kennedy, Bruce Lenore, Sandra Rego, Susan Reposo, Jane Romos, Joanne Squillante, Laura Zucker

Warwick

Kathy Acciaioli, Jason Almeida, Kathleen Almon, Kerri Amerantes, Diane Angelone, Leslie Angelone, Patricia Angilly, Susanne Archambault, Amy Bayha, Heidi Bennett, Wendy Bentley, Janet Brearley, Karen Calabro, Brian Callahan, Erik Carlson, Naomi Carr, Stephen Carter, Leila Connoley, Ruth Crowley, Christina DeFrancesco, Shannon Diano, Bonnie Doyle, David Fisher, Jennifer Floody, Suzanne Fowler, Jennifer Hartell, Melissa Haywood, Thomas Hewes, Deborah Johnson, Lauren Lambert, Jeffrey Lawton, David Mather, Margaret McCann, Gary McCoombs, Lesley McDonnell, Charlee McElroy, Marilyn McKeever, Paula Merdink, Deborah Miller, Walter Morgan, Barbara Morrocco, Anne Mulshenock, Erin Nealon, Judy Nelson, Linda Noble, Kathleen O'Leary, Julie Peitibon, Nancy Raddcliffe, Dawn Ramos, Heather Rigney, Dawn Robinson, Dawn Romans, Sally Rovane, Nisa San Giovanni, Margaret Shideler, Stephanie Shields, Eileen Szymkowicz, Peggy Waddington, Carol Walsh, Suzanne Warrenner, Martha Whittaker

West Warwick

Frances Bourgoïn, Jean Carron, Tricia Colon, Melissa Frenette, Coreen Gosselin, Cynthia Jones-Peltier, Jill LePage, Nicole Longo, Angela Palazzo, Denise Richardson, Elaine Simmons, Charlene Smith, Mary Kate Wilson, Hillary Zajdek

Westerly

Karyn Champlin, Lisa Connelly, Melissa Denton, Scott Jablonski, Lori Records, Christine Sieczkiewicz, Linda Ward

Woonsocket

Lisa Alves, Debora Barbosa, Diane Best Brown, Esther Burns, Pauline Clancy, Bonnie Clark, Denise Doherty, Jessica Frechette, Tami Gommelli, Angela Host, Constance Lamansky, Tammy Lamberto, Laurie Laprade, Audra L'Etoile, Toby Lindsay, Kathy McCarthy, Maureen Medeiros, Pamela Moulico, Charles Myers, Therese Nault, Jacqueline Orlando, Deborah Ostrin, Robin Peters, Patricia Pora, Lynn Renaud, Stephanie Roberts, Carrie Stone, Lynning Sun

CLINICAL LABORATORY SCIENCE**Rhode Island Hospital**

Adjunct Assistant Professor of Clinical Laboratory Science:
David J. Mello, M.T. (ASCP), CLS, B.S., M.S., Southeastern Massachusetts University.

Adjunct Lecturer of Clinical Laboratory Science:

Lewis Glasser, M.D., Cornell University Medical School.

Cooperating Instructors of Clinical Laboratory Science:

Dianne Auld, M.T. (ASCP), B.S., Rhode Island College; Linda Binns, M.T. (ASCP), B.S., University of Rhode Island, M.S., Northeastern University; Sheryl L. Crowell, M.T. (ASCP), B.S., University of Rhode Island; Sandra DeMarinis, M.T. (ASCP), M.S., University of Rhode Island; Karen Ferreira, M.T. (ASCP), B.S., Salve Regina University; Mary Ann Godek, M.T. (ASCP), B.S., Rhode Island College; Dolores MacKenzie, M.T. (ASCP), SBB, B.S., Rhode Island College; Anthony J. Moore, M.T. (ASCP), B.S., University of Rhode Island; Gary Pereira, B.S., University of Rhode Island; Denise Rioux, M.T. (ASCP), B.S., Stonehill College; Debra Smeal, M.T. (ASCP), B.S., Salve Regina University; Steven Smeal, M.T. (ASCP), B.S., M.S., University of Rhode Island; Valerie Whitehead, M.T. (ASCP), B.S., Salve Regina University.

COUNSELING, EDUCATIONAL LEADERSHIP, AND SCHOOL PSYCHOLOGY

Areglado, Ronald, Ed.D.; Burkhart, Hollis, C.A.G.S.; Berkley, Mara, Psy.D.; Dalphonse, Lee, C.A.G.S.; DeLellis, Joseph, C.A.G.S.; DeRobbio, Robert, Ph.D.; Guarino, James, Ed.D. (ABD); Liss, Marcia, Ph.D.; Mattera, Christine, C.A.G.S.; Mayo, Sally, Ph.D.; Montella, Ralph, C.A.G.S.; Myers, Kevin, Ph.D.; Page, Tyler, Ph.D.; Parisi, Kathy, C.A.G.S.; Pires, Armond, Ph.D. (candidate); Roberts, Cynthia, Ph.D. (candidate); Ryan, Michelle, C.A.G.S.; Sweeney, Walter, Ed.D.; Taylor, Judson, Ph.D.; Temple, Jeff, Ph.D.; Weaver-Paquette, Ellen, C.A.G.S.; Williams, Joy, C.A.G.S.

EARLY ENROLLMENT PROGRAM**Barrington High School**

Kathleen McCarthy, Kelly McKenney, Tracy Miller, Patrick Sullivan, Nicole Varone

Bishop Hendricken High School

Joseph Theroux, Louis Ventura

Burrillville High School

Nick Horne, Stacy Lamontagne, Mary Lee Partington

Central Falls

Robin Yates

Central High School

Susan Dillon

Chariho High School

Brian Asher, Margaret Garland, Diane Maclean

Classical High School

Aja Butler, Barbara Creati, Robert DiMascio, Bradford Macksoud, Arthur Rustigian

Cooley Health High School

Pamela Larratt

Coventry High School

Judith Baxter, Jamie Benz, Brian Golas, Christine Hoskins, Anne McArdle, Antonella Servant, Kathleen Sullivan, Donna Tobin

Cranston High School East

Ronald Boemker, Howard Chun, Richard Cushman, Laurretta Lunghi, Douglas McGunagle, Isadodelis Tejada, Ann Walkup

Cranston High School West

David Barr, Lucy Byrd, Christopher Martineau, Caroline Sczerbinski, Natalie Urban

Cumberland High School

Kathryn Amendola, LaVonne Davis-Schenck, Kelly DeMarco, Carol Hoyle, Christopher McGrath

East Providence High School

Afonso Nelio Borges, Christina Carlotti, Paula Frank, Myra Maini, Ana Melo, Marilyn Whittet

Exeter-West Greenwich High School

Elizabeth Cavanagh, Michelle Pratt, Karen Purtill, Barbara Wilmot

Franklin High School

Catherine Boisvert, Deborah Murphy

Hope High School

Jonathan Goodman, Joseph Paliotti, Michael Werth

Johnston High School

Kerry LaRose, Carol Mulholland, Donna Palumbo, Emilia Ruggiero, Tim Sprouts

Lincoln High School

Michael Allen, Jeffrey Bitton, George Kilsey, Joseph Kuffey, Clara Medeiros, James Morgan, Caroline Ricci

Middletown High School

Carol Turcotte, Kevin Zahm

Mt. Hope High School

Greg Arruda, Jean Mollicone

Mt. Saint Charles Academy

Edwin Burke, Richard Lawrence, Joseph O'Neill

Narragansett High School

Gabriella McNamara

North Providence High School

Anthony Carbone, John Cerra, David Doiron, Patricia Lucciola, Silvana Sanchez-Pacheco, Lisa Pasonelli, John Schultheis

North Smithfield High School

Harold Demers, Mark Hardiman, Thomas Yeaw

Pilgrim High School

Elizabeth Anderson, Colleen Griffith, Beth Osterman, Carmen Pina

Ponaganset High School

Eileen Spring

Portsmouth High School

Michael Marra, Michael Medeiros, Michael Podraza

Rogers High School

Alan Bardsley, Joanne Cadenazzi, Robert Caldwell, Cynthia Cykert, Amy Kalif, Janel Paquin

Saint Raphael Academy

Mary Burke, Leslie Durigan

Scituate High School

Amy Grundt, James Haney, Otilia Nobrega

Seekonk High School

Angela Cunard, Paula Krauss

Shea High School

Kathleen Forrest, Jean Hall

Smithfield High School

Lora Balasco, Diane Bonn, Kevin Cullen, Stephen DeCurtis, Margarita Dempsey, Jay DiSandro, Thomas Hines, Jeffrey Macari, Michael Murray, Erica Valentine

South Kingstown High School

Michael Alper, Gina Canepa, Beth Casagrande, Crandall Dimock, Mary Kutcher, Lidia Magliari, Catherine Pastore, Dominick Quadrini, Karen Windley

Tiverton High School

Richard Bernardo, Patricia Busse, Peter Forrest

Toll Gate High School

Whitney Biafore, Karen Hearn, Alicia Lekos, Darlene Netcoh, Jennifer Taliani, Meredith Wittwer

Tolman High School

Kevin Kavanaugh

Warwick Vets High School

Vicki Verditelli

West Warwick High School

John Capwell, Donna Clemence, Sean Doyle, John Giovanelli, Marc LeBlanc, Joan Machado

Westerly High School

Denise Sevigny

Woonsocket High School

Colleen Bibeault, Anthony Cosentino, Danielle DeRotto, Janet Miele, Suzanne Walker

EDUCATION DOCTORAL PROGRAM**University of Rhode Island***Adjunct Professors:*

John Boulmetis, Human Science and Services; Susan Brady, Psychology; Susan Trostle Brand, Education; David Byrd, Education; Joanne Eichinger, Education; Joann Hammadou-Sullivan, Languages; Louis Heifetz, Education; Lynn McKinney, Human Science and Services; Richard Purnell, Education; Susan Roush, Physical Therapy; George Willis, Education; Grant Willis, Psychology; Betty Young, Education.

Adjunct Associate Professors:

Peter Adamy, Education; Katie Branch, Human Development; Sandy Jean Hicks, Education; Dana Kovarsky, Communicative Disorders; Karen McCurdy, Human Development and Family Studies; Minsuk Shim, Education.

Adjunct Assistant Professor:

Lori Ciccomascolo, Physical Education and Exercise Science; Theresa Deeney, Education

MUSIC, THEATRE, AND DANCE**Dance**

Eva Marie Pacheco Barney, American Ballet Theatre School; Christina Tsoules Soriano and Angelica Vessella, B.A., Rhode Island College.

Music

Greg Abate, Berklee School of Music; Bridget Baird, B.A., Williams College, B.S. Rhode Island College, M.S.W., Syracuse University; Lynn Benetti, M.A.T., Rhode Island College; Christina Breindel, B.S., University of Connecticut; Kelly Chartier, B.S., M.M.Ed., Rhode Island College; Eric Christensen, M.M., Yale University; Michael DeQuattro, B.S., Rhode Island College, M.M., Boston Conservatory; Thomas Gregory, B.M., Boston Conservatory, M.A.T., Rhode Island College; Kevin Kane, B.S., M.A.T., Rhode Island College; Lila Kane, B.A., Brooklyn College Conservatory of Music; Mary Ellen Kregler, B.M., North Carolina School of the Arts, M.M., D.M.A., University of Miami; Michael Kregler, B.A., M.M., University of Miami; Celeste Labonte, B.S., M.M.Ed., Rhode Island College; Thomas Lawlor, B.A., University College Dublin, L.G.S.M., Guildhall School of Music and Drama, London; Kara Lund, B.A., University of Rhode Island, M.M., Arizona State University; William Maker, B.S., Rhode Island College, M.M., New England Conservatory of Music; Andrew Mangeni, M.A.T., Rhode Island College; Philip Martorella, B.M., Mannes College, M.M., The Juilliard School, M.M. Ed., Manhattan School of Music; Stephen Martorella, B.M., Mannes College, M.A., Queens College; John McNamara, B.M., University of Rhode Island, M.A., Boston Conservatory; Shawn Monteiro-Huelbig; Joanne Mouradjian, B.S., Rhode Island College, M.M., Boston University; Majorie Ness, B.M., Oberlin College, M.M., Northwestern University, D.M.A., University of Iowa; Kevin Owen, B.M., Boston University; Robert Perry, Ed.D., University of Massachusetts; Louis Pezzullo, B.M., M.M., Boston Conservatory; Denise Plaza-Martin, M.M., New England Conservatory of Music; Elliot Porter, B.A., Boston University, A.M., Brown University; Julie Raimondi, B.A., B.S., University of Rhode Island, M.A., Tufts University; Susan Rodgers, B.M., Rhode Island College, M.M., New England Conservatory of Music; Perry Rosenthal, B.M., Rhode Island College, M.M., New England Conservatory of Music; Frederic Scheff, B.M., Rhode Island College, M.M., D.M.A., University of Kansas; James Seabra, M.A.T.C., Rhode Island College; Donald St. Jean, B.M., M.M., University of Rhode Island, M.M., New England Conservatory of Music; Flo St. Jean, B.M., University of Rhode Island; Susan Wood, B.S., State University of New York, M.M., Indiana University.

Theatre

Allison Brouillette, Production and Stage Manager; James Calitri, B.A., Rhode Island College; Bob Colonna, Rhode Island College; Elizabeth Cunha, B.A., Rhode Island College; Sharon Fennessey, B.S., Rhode Island College, M.A., Teacher's College, Columbia University; Peter Sampieri, M.F.A., Rhode Island College.

SCHOOL COUNSELING

Field Placement Sites and Adjunct Field Instructors:

Davisville Middle School

Ann Sullivan

DelSesto High School

Anita Colass

Gilbert Stuart Middle School

Ann Cahill

Hampden Meadows School

Guy Azza, Sally Lockhart, Arlene Miguel

Hope High School

Jimps Jean-Louise

Kickemuit Middle School

Angela Dolan

The Metropolitan School

Don Frazier

Our Lady of Fatima High School

Russell Backman

Pilgrim High School

Marianne Collinson

Providence Academy of International Studies

Jeff Kenyon

Tiverton High School

Lynn Nicholas

Wakefield Hill Elementary School

Paulette Rainey-Brown

The Wheeler School

Travis Brownley

SCHOOL OF NURSING

Adjunct Faculty:

Marie Ghazal, Providence Ambulatory Health Care Foundation, Inc.; Carlyn Jehle, Charlestown Elementary School; Therese Rochon, Brown University Center for Gerontology and Health Care Research.

Cooperating Faculty:

Diane Demers-Demus, Roger Williams Medical Center; Judith Diaz, AIDS Care Ocean State; Diane S. Farias, The Miriam Hospital; Jacqueline Hurley, Cranston School Department; Donna J. MacDonald, Visiting Nurse Service of Greater RI; Deborah-Ann Owens, Women & Infants Hospital; Patricia Raymond, Rhode Island Department of Health; Deborah Renaud, Woonsocket High School; Anne Sliney, AIDS Care Ocean State; Cynthia Sokobin, The Miriam Hospital; Diane Wilkie, AMICA Insurance Company.

SCHOOL OF SOCIAL WORK

Field Placement Agencies and Adjunct Field Instructors, B.S.W. and M.S.W. Programs:

About Families CEDARR Center: Karen Gager

ACCESS-RI: Jessica Prentice

AdCare Hospital: Susan Hillis

Adams-Farley Counseling Center: Christine Almeida

Adoption Rhode Island: Malaina Murphy, Jane Reilly

Advocates, Inc.: Sue Norton

AIDS Care Ocean State: Paul Fitzgerald

Alliance for Better Long Term Care: Beth Ann Salisbury

Alternatives Unlimited, Inc.: RoseMarie Abbruzze

Amos House: Eileen Hayes

Arc of Northern Bristol County, The: Michael Andrade

Arcadia Children's Home: Perriane Thomas

Atlantis Charter School: Cynthia Dempsey

Attleboro Department of Social Services: Dennis Souza

Auburn Youth and Family Services, Inc.: Marie Sandoli

Bain Middle School: Kim Perry

Baldwin Elementary School: Ray Dalton

Barrington Public Schools: Sally Lockhart

Bay State Community Services, Inc.: Ted Ten Eyck

Big Brothers Big Sisters—Attleboro: Lois Foster

Big Sisters of Rhode Island: Karen Gager

Birchwood School: Elizabeth Vachon

Blackstone Academy Charter School: Heather Rheume

Bradford Elementary School: Mary Finnegan

Bradley Hospital: Marilyn Sykulski

Brennan Middle School: Kathy Schlecht

Bridgewater State Hospital: Lauren Steck Caswell
Bristol Elder Services, Inc.: Karen Scott Statser
Butler Hospital: Laura Drury
Cape Cod Child Development: Thomas Broznihan
Caritas Good Samaritan Medical Center: Gary Philips, Eve Masiello
Casey Family Services: Cathy Lewis
Catholic Social Services: Maria Pereira
CCHS Day Treatment: Ann Beckert
CCHS Visions Teen Parent Home: Ann Beckert
Center for Social Work Practice: Richard Lapierre
Chafee Life Skills Program: Kimberly Rose
Charlesgate Nursing Center: Lucille Massemino
Cherry Hill Manor: Dawn Landry
Child & Family Agency: Cynthia Pearson
Child & Family Services—New Bedford: Michael Paige, Daniel Sprout
Child & Family Services—Newport: Martha Parks
Child Welfare Institute—Rhode Island College: Bruce Rollins
Childhood Lead Action Project: Roberta Hazen Aaronson
Children's Friend, Inc.: Sheila Rosenblatt
Children's Friend & Service: Teresa DeBoise
Coalition Against Poverty, Inc.: Dan Gilbarg
CODAC: Michael Werle
Communities for People, Inc.: Betsy Bogardus-Ison
Community Counseling of Bristol County: Angela Knapp
Community Healthlink—Youth & Family Services: Barbara Hamann
Community Preparatory School: Ellen O'Hara
Community Solutions, Inc.: Ed McCaffrey
Comprehensive Community Action Program: Peter McGrath
Comprehensive Community Action Program—Head Start: Deb Archer
Cornerstone Adult Services, Inc.: Dorothy Santagata
Coventry Special Needs Services: Jeanne Bazelak
Cranston Public Schools: Mary Schatz
Cranston Senior Services: Lydia DiBella
Crossroads Rhode Island: Sharon Jennings
CVS Highlander Charter School: Jim Donahue
Day One: Christina Holmes
Department of Children, Youth & Families: Phyllis Choquette
Department of Children, Youth & Families—Training School: Sire Seneth
Department of Human Services—Southeast Regional Office: Michael Pay
Devereux Therapeutic Foster Care: Karen Peters-Bowden
Dora C. Howard Centre, Ltd.: Lori Kirkwood
East Bay Community Action Program: Nancy Gurtin
East Greenwich Public Schools: Nina Mackta
Elizabeth Buffum Chase House, Inc.: Donna Coleman
English for Action—Brown University: Adrianna Young
Fairhaven School Department: Joan Tracey
Falmouth Human Services: Peter Kirwin
Families Together at Providence Children's Museum: Heidi Brinig
Family Resources Community Action: Ben Lessing
Family Service of Rhode Island: Diane Shemtov
Family Services of Central Massachusetts: Christine MacWade
Federal Hill House Association: Marilyn Grubb
Fellowship Health Resources, Inc.—Ocean State Outreach: Bethany Goldberg
Fleet & Family Support Center: David Albrekston
Four Women, Inc.: Jane Cerilli
Frank Olean Center: Ron Caldarone
Gateway Healthcare, Inc.: Elizabeth Hopkins
George Wiley Center: Bill Flynn
Goodwill Industries of Rhode Island: Shirl Berger
Greystone School: Kristine Toic
Harbinger House—Wayside Youth & Family Support Network: Denise Keck
Harborside Healthcare—Pawtuxet Village: Bonnie Stein
Harmony Hill School: Paul Barry
Hasbro Children's Hospital: Robin Vargas
Hattie Ide Chaffee House: April Paniccia
Haven House, Inc.: Kate Rankey
High Point Treatment Center: Marjorie Pike-Thomson
Hospice Care of Rhode Island: Linda Regan
Independence House, Inc.: Forrest Salter
Initiatives for Human Development: Sandra DelSesto
Institute for the Study & Practice of Nonviolence: Teny Gross
International Charter School: Jessica Monteiro
International Institute of Rhode Island: Baha Sadr
Jewish Family Service: Erin Minior
JML Care Center, Inc.: Jill Dacunto
John C. Corrigan Mental Health Center: Kathy Kearney
John Hope Settlement House: Richmond Flowers
Johnson & Wales—Student Counseling Center: Joe Barresi
Johnston Senior Center: Bleama Forman
Justice Resource Institute, Inc.—Meadowridge Schools: Joyce E.Masse
Kent Center, The: Faye Baker
Kent County Court House Juvenile Probation: Dotti DeFeo
Kent County Hospital: Heidi Niederberger
Key Program, Inc.: Melanie Bagaglio

Landmark Medical Center: Zofia Bibeault
Lincoln School Department: Mary Ann McComiskey
Local Initiatives Support Corporation: Nancy M. Howard
Looking Upwards, Inc.: Karen McGee-Brown
MAB Community Services: Brenda English
Mary House Ministry: Janice Luongo
Massachusetts Department of Mental Health: Deborah Bainton, Ted O'Brien
Massachusetts Society for the Prevention of Cruelty to Children: Linnea Norris
Meals on Wheels of Rhode Island: Helen McCarthy-Deines
Memorial Hospital of Rhode Island: Soraya Gomes
Met Center, The: Vera Toro
MHRH/DDD Social Services: Stephanie Horridge
Morton Hospital: Carol Hannon
Mount St. Rita Health Center: Pam Kaitin-Miller
NASW: Rick Harris
NeuroHealth: Charlene Leveillee
New England Network for Child, Youth & Family Services: Nancy Jackson
New England Sinai Hospital: P Wilkinson
New Hope, Inc.: Josie Sperry
Newport County Community Mental Health Center: Anna Harrison-Auld
Nickerson House Community Center: Nina Pande
NNA Providence Kidney Center: Todd Sisson
North Providence High School: Miriam Bjurman
Northern Rhode Island Collaborative: Karen Grant
NRI Community Services, Inc.: Betty Verducci
Ocean State Action: Marti Rosenberg
Ocean State Psychotherapy, Inc.: Rachel Thorpe
Office of the Child Advocate: Michelle Paliotta
Old Colony Hospice: Brooke Benowitz
Old Colony YMCA: Thomas Dunse
Overlook Masonic Health Center: Lisa Piniarski
Pawtucket Citizens Development Corporation: Felicia Delgado
Pawtucket School Department: Shara Ritchie Plynton
Peace Promotion Program—Women's Resource Center: Lisa Sheley
Perry Middle School: Fraser Olhgren
Perspective Corporation Youth & Family Services: Brenda Verdi
Phoenix Academy: Susan Vogel
Poverty Institute, The: Kate Brewster
Project Basic: Asata-Msalii Tigrai
Project Bridge: Leah Holmes

Providence Center, The: Iris Sanchez
Providence Head Start: Sheila Capece
REACH/CCRI: Alexandra Corona
REAP Student Assistance Services: Judith Vyse
Rehoboth Council on Aging: Janice Godfrey
Rhode Island Central Directory for Nurses: Susan Mahoney
Rhode Island Coalition for the Homeless: Jim Ryczek
Rhode Island Department of Corrections: Donna Kenyon
Rhode Island Department of Elderly Affairs: Corrine Russo
Rhode Island Department of Mental Health, Retardation, and Hospitals: Ted O'Brien
Rhode Island Department of Mental Health, Retardation, and Hospitals—Crisis Intervention Services: Vaughn Harding
Rhode Island Family Court: Ron Pagliarini
Rhode Island Family Court—Family Treatment Drug Court: Kevin Richard
Rhode Island Family Shelter, Inc.: Janis Fisher
Rhode Island Hospital—Adult Partial Hospital Program: Tina Egan
Rhode Island Hospital—Clinical Social Work Department: Robin Vargas
Rhode Island Housing: Laura Archambault
Rhode Island Mentor: Maureen O'Shea
Rhode Island Parent Information Network: Vivian Weisman
Rhode Island Parents for Progress: Heidi Collins
RICORP for Children & Youth, Inc.: James Harris
Riverside Community Care: Stephanie McDonough
Riverside Outpatient Center: Bill Chaplin
Road Back, The: Kathy Rooney
Roger Williams Medical Center: Tom Allen
Roger Williams Medical Center—Elmhurst Extended Care: Sharon Wolf
Salvation Army, The—Pawtucket Corps Community Center: Nubia Ocampo
Scandinavian Home, Inc., The: Tara Geraghty
Seven Hills—Outpatient Counseling: Judy Havens
Sophia Academy: Mary RIELLY
Sound Community Services, Inc.: Laina Braasch
South Coast Hospitals Group: Barbara Livingston
South Kingstown Public Schools: Jonathan Sigman, Rachel Santa, Christi Saurette
South Shore Mental Health Center: Joe Carr
Spurwink/RI: Rachel Kirk
SSTARBIRTH: Diane Gouveia
St. Anne's Hospital—Center for Behavioral Medicine: Norman Zinger
St. Anne's Hospital—CSW Department: Mary Cochrane

St. Antoine Residence: Laurie-Ann Oliveria
St. Joseph's Hospital: Deb Meisel
St. Luke's Hospital: John Campersal
St. Mary's Home for Children: Melissa Merolla, Patty Olney
Murphy
St. Vincent's: Karen Hayes
Steere House: Dorothy Nicholls
Stevens Treatment Program: Jaret Johnson
Stonehill College Counseling and Testing Center: Joyce
Bonville
Stopover Services: Kathleen T. O'Kula
Swansea Wood School: Maribeth Balzano August
Thundermist Health Center: Lucy Goulet
Tides Family Services: Sue Kershaw-Sczuroski
Town of Ashland Youth Advisory Office: Jay Cohen
Tri-Town Head Start: Jody Cloutier
Turning the Corner School Program: David Kaufer
United Services, Inc.: Jenine Glatzer-Wicks
University of Rhode Island—Counseling Center: Mary Jane
Klinkhammer
Urban League: Anne Fortier
Veterans Administration Medical Center: Berne Greene,
Frank Minicello
Visiting Nurse Services of Newport & Bristol Counties:
Marjorie Perry
VNA of Rhode Island: Maura Perrin
Warwick Public Schools/Elementary: Heidi Fanion
Wayside-Beaverbrook Counseling Center: Mimi DeAngelo
Wayside Community Counseling: Janice Furlong
Wayside Metrowest Counseling Center: Pat Moran
Wayside Youth & Family Support Network: Jeffrey Chin,
Kathy Crane, Leza Sarrouf
West View Health Care Center: Kelly Cataldi
Whitmarsh House: Ginnie Jackson
Willett Elementary School—Attleboro: Robin Bianchetto
Winner's Circle School: Dave Kaufer
Women & Infants Hospital—Day Program: Yollanda Gabirelle
Women's Center of Rhode Island: Kris Lyons
Women's Resource Center of Newport & Bristol Counties:
Karen Majewski
Women's Resource Center of South County: Linda Spezatto
Wood River Health Services: Linda Cardillo
Woonsocket Education Department: Linda Filomeno
Woonsocket Head Start: Dee Henry
YOU, Inc.: Beth Flanzbaum
Youth Pride, Inc.: Michelle Duso



INDEX

Index

A

Abbreviations, Course	344	Thesis	97
Academic Advisement Information Center (AAIC)	56	Time Limits	97
Academic Assessment	41	Transcripts	98
Academic Calendar	iv–v, vi–vii	Transfer Credit	98
Academic Competitiveness Grants	29	Withdrawal from a Course	98
Academic Development Center	56	Withdrawal from a Graduate Program	98
Academic Facilities and Services		Undergraduate	
Academic Advisement Information Center (AAIC)	56	Academic Assessment	41
Academic Development Center	56	Auditing a Course	42
Academic Support and Information Services (OASIS)	56	College Mathematics Requirement	42
Adams Library	57	College Writing Requirement	43
Audiovisual Department	57	Failing a Required Course Twice	44
Career Development Center	58	Glossary of Academic Terms	40
Curriculum Resources Center	58	Grading System	44
Henry Barnard School	59	Graduation Requirements	40
Information Services	59	Incomplete Grade	45
Mathematics Learning Center	60	Independent Study	45
Multimedia Center	60	Leave of Absence	46
New Student Services	60	Plagiarism	46
Outreach Programs	60	Repeating a Course	46
Public Policy, Center for	61	Retention Requirements	46
School Partnerships and Field Placements, Office of	61	Transfer Credit	8, 9, 43, 47, 107
Student Support Services	62	Withdrawal from a Course	47
Tutorial Services	62	Academic Scholarships	31, 92, 93
Writing Center	62	Academic Support and Information Services (OASIS)	
Academic Policies and Requirements		Academic Advisement Information Center	56
Graduate		Academic Development Center	56
Advising Procedures	94	Mathematics Learning Center	60
Auditing a Course	94	National Student Exchange Program	78
Comprehensive Examination	97	New Student Services	60
Directed Study	95	Tutorial Services	62
Field Project	97	Writing Center	62
Grading System	95	Academic Terms, Glossary of	40
Independent Study	95	Accounting	
Leave of Absence	96	Academic Awards	52
Plan of Study	94	Course Descriptions	345
Portfolio	97	Honors Program	50
Repeating a Course	96	Undergraduate Course Requirements	295
Research	95	Accreditation	2
Residency Requirements	96	Activities, Student. <i>See</i> Campus Life	
Retention Requirements	97	ACT Scores	7, 8, 42, 43
		Adams Library	57
		Adapted Physical Education, Specialization in	257
		Addiction Studies/Chemical Dependency	
		Undergraduate Course Requirements	138
		Adding a Course	16
		Adjunct Faculty	506

Adjutant General, Office of		African and African American Studies	
Academic Scholarships	31	Course Descriptions	347
Administrative Directory	489	Undergraduate Course Requirements	120
Admissions		Alan Shawn Feinstein Institute for Philanthropic Leadership	61
Graduate		Alpha Delta Mu	51
Admissions Policy	82	Alpha Kappa Delta	51
Admissions Requirements	82	Alumni Affairs, Office of	
Graduate Record Examination (GRE)	83	Academic Scholarships	32
Health Requirements	84	Alumni Association, Rhode Island College	480
International Students	84	Alumni RICochet Fund	36
Master of Social Work	328	American Federation of Teachers	
Military Personnel and Veterans	84	Academic Scholarships	32
Miller Analogies Test (MAT)	83	Anchor	70
Transfer Credit	98	Anthropology	
Undergraduate		Academic Awards	52
ACT Scores	7, 8, 42, 43	Course Descriptions	348
Admission Requirements	6	Honors Program	50
Admissions Policy	6	Undergraduate Course Requirements	122
Application Fee	19	Application Fee	19, 86
Application Procedure	7	Application Procedures	
Bachelor of General Studies Degree Program	10	Early Admission Applicants	10
Early Admission Program	10	Financial Aid Applicants	27
Early Enrollment Program	14	Freshman Applicants	7
Health Requirements	14	Graduate Applicants	82
High School Equivalency	15	International Student Applicants	10
International Student Admission	10	Master of Social Work Applicants	329
Joint Admission Program with CCRI	10	Performance-Based Applicants	11
Military Personnel and Veteran Admission	11	Second Degree Applicants	13
Performance-Based Admission Program	11	Teacher Preparation Programs	223
Preparatory Enrollment Program (PEP)	12	Transfer Applicants	8
Proficiency and Advanced Placement	14	Applied Music Fee	19, 86
Re-admission	13	Arabic	
SAT I and II	7, 8, 11, 13, 14, 42, 43, 49	Course Descriptions	351
Second Degree Applicants	13	Art	
Teacher Preparation Programs	224	Academic Awards	52
Transfer Applicants	8, 9	Course Descriptions	352
Admissions, Office of Undergraduate		Graduate Course Requirements	129
Academic Scholarships	31	Honors Program	50
Admissions Policy	6	Talent Award	35
Advanced Placement	14	Undergraduate Course Requirements	123
Advanced Studies in Teaching and Learning		Art Education	
Graduate Course Requirements	227	Course Descriptions	356
Advisor		Graduate Course Requirements	133
Graduate	94	Honors Program	50
Undergraduate	56	Undergraduate Course Requirements	130
Affirmative Action Statement	i		

Art Media			
Course Descriptions	357	Preoccupational Therapy Preparation	201
Arts and Sciences, Faculty of		Preoptometry Preparation	198
Graduate Programs of Study		Prephysical Therapy Preparation	202
Art	129	Preveterinary Preparation	198
Art Education	133	Psychology	203
Biology	137	Public Administration	206
English	157	Sociology	207
Mathematical Studies	177	Spanish	208
Music Education	187	Theatre	210
Psychology	205	Women's Studies	217
Public Administration	206	Writing	157
Theatre	214	Assessment, Academic	41
Undergraduate Programs of Study		Assessment of Prior Learning	76
African and African American Studies	120	Assistantships, Graduate	92
Anthropology	122	Athletic Fee	18
Art	123	Athletics, Intercollegiate	63
Art Education	130	Audiovisual Department	57
Biology	135	Auditing a Course	
Chemical Dependency/Addiction Studies	138	Graduate	94
Chemistry	140	Undergraduate	42, 45
Clinical Laboratory Science	143	Awards	52
Communications	145		
Computer Science	150	B	
Dance Performance	154	Bachelor of Arts (B.A.) Programs	71, 116, 220, 292
English	156	Bachelor of Fine Arts (B.F.A.) Programs	73, 116
Film Studies	159	Bachelor of General Studies (B.G.S.) Program	10, 73, 117
French	161	Bachelor of Music in Performance (B.M.) Program	73, 117
General Education	106	Bachelor of Science (B.S.) Programs	74, 116, 220, 292
General Studies, Bachelor of	162	Bachelor of Science in Nursing (B.S.N.) Program	74, 116
Geography	164	Bachelor of Social Work (B.S.W.) Program	75, 324
Gerontology	165	Biology	
History	166	Academic Awards	52
Jazz Studies	184	Academic Scholarships	32
Justice Studies	170	Course Descriptions	358
Labor Studies	173	Graduate Course Requirements	137
Mathematics	175	Honors Program	50
Modern Languages	180	Undergraduate Course Requirements	135
Music	181	Board of Governors for Higher Education	2, 479
Music Education	185	Books, Supplies, and Other Expenses	20
Philosophy	191	Bureau of Government Research and Services	61
Physics	193		
Political Science	194	C	
Portuguese	197	C.A.G.S. (Certificate of Advanced Graduate Study)	102
Pre dental Preparation	198	C.G.S. (Certificate of Graduate Study) in Financial Planning	102
Prelaw Preparation	200	Calendar, Academic	iv, vi
Premedical Preparation	198	Campus Card	70

Campus Life			
Athletics, Intercollegiate	63	College Health Services	65
Campus Ministry	64	College Level Examination Program (CLEP)	14, 43
Childcare—Cooperative Preschool	64	College Mathematics Requirement	42
College Health Services	65	College Writing Requirement	43
Counseling Center	65	Commissioner of Higher Education	479
Cultural Activities	65	Communications	
Disability Services Office	66	Academic Awards	53
Health Promotion, Office of	66	Course Descriptions	363
Housing	67	Honors Program	50
International Students, Office of	68	Talent Award	35
Recreation Center	68	Undergraduate Course Requirements	145
Security and Safety, Department of	69	Communications/Graphic	
Student Community Government	69	Course Descriptions	367
Student Life, Office of	70	Community College of Rhode Island	9, 10, 17
Student Union	70	Comprehensive Examination, Graduate	97
Unity Center, The	70	Computer Information Systems	
Women's Center	70	Academic Awards	52
Campus Map	viii	Course Descriptions	367
Campus Ministry	64	Honors Program	50
Campus Store	70	Undergraduate Course Requirements	297
Cancellation of Classes	ix	Computer Instruction Laboratory	60
Capstone Course	40	Computer Science	
Career Development Center	58	Academic Awards	53
Case Management Certification	324	Course Descriptions	369
Case Management Institute	61	Honors Program	50
CCRI Joint Admission Program	10	Undergraduate Course Requirements	150
Center for Public Policy	61	Concentration	40
Certificate of Advanced Graduate Study (C.A.G.S.)	102, 222	Contact Hours	343
Certificate of Graduate Study (C.G.S.)	102	Content Major	40
Certification in Case Management	324	Continuing Education	77
Certification in Nonprofit Studies	77	Cooperative Preschool, Childcare—	64
Chaplains	64	Core Requirements	12, 40, 106
Chemical Dependency/Addiction Studies		Counseling	
Undergraduate Course Requirements	138	Graduate Course Requirements	229
Chemistry		Counseling, Educational Leadership, and School Psychology	
Honors Program	50	Academic Scholarships	32
Undergraduate Course Requirements	140	Counseling and Educational Psychology	
Childcare—Cooperative Preschool	64	Course Descriptions	371
Child Welfare Institute	61	Counseling Center	65
Class Cancellations	ix	Course Abbreviations	344
CLEP (College Level Examination Program)	14	Course Descriptions	342
Clinical Laboratory Science		Course Numbering System	342
Undergraduate Course Requirements	143	Course with Variable Content	342
Cognates	40	Credit Hours	343
College Course		Credit/No Credit Option	
Course Descriptions	363	Graduate	95
College Grants	31	Undergraduate	45

Cultural Activities	65	Dropping a Course	16
Curriculum		Ducey Media Center	70
Course Descriptions	374		
Curriculum Resources Center	58		
D		E	
Dance Performance		Early Admission Program	10
Academic Awards	54	Early Childhood Education	
Academic Scholarships	34	Course Descriptions	376
Course Descriptions	374	Graduate Course Requirements	233
Honors Program	50	Early Enrollment Program	14
Talent Award	35	Economics	
Undergraduate Course Requirements	154	Academic Awards	53
Dean's List	48	Course Descriptions	378
Degree Programs		Honors Program	50
Graduate		Undergraduate Course Requirements	299
Doctor of Philosophy in Education (Ph.D.)	101, 222, 235	Education and Human Development, Feinstein School	
Individualized Graduate Degree Programs	101	Academic Scholarships	32
Master of Arts (M.A.)	99, 119, 222	Graduate Programs of Study	
Master of Arts in Teaching (M.A.T.)	99, 119, 222	Advanced Studies in Teaching and Learning	227
Master of Education (M.Ed.)	100, 222	Counseling	229
Master of Fine Arts in Theatre (M.F.A.)	100, 119, 214	Early Childhood Education	233
Master of Music Education (M.A.T.)	99	Education Doctoral Program	235
Master of Music Education (M.M.Ed.)	100, 119, 189	Educational Leadership	237
Master of Professional Accountancy (M.P.Ac.)	100, 292, 310	Elementary Education	245
Master of Public Administration (M.P.A.)	101, 119, 206	Health Education	250
Master of Science in Nursing (M.S.N.)	101, 119	Mental Health Counseling	252
Master of Social Work (M.S.W.)	101, 328	School Counseling	260
Undergraduate		School Psychology	261
Bachelor of Arts (B.A.)	71, 116, 220, 292	Secondary Education	274
Bachelor of Fine Arts (B.F.A.)	73, 116	Special Education	279
Bachelor of General Studies (B.G.S.)	10, 73, 117	Teaching English as a Second Language	285
Bachelor of Music in Performance (B.M.)	73, 117	Technology Education	289
Bachelor of Science (B.S.)	74, 116, 220, 292	Undergraduate Programs of Study	
Bachelor of Science in Nursing (B.S.N.)	74, 116	Elementary Education	239
Bachelor of Social Work (B.S.W.)	75, 324	Health Education	247
Delinquent Tuition, Fees, and Other Debts to College		Physical Education	255
Graduate	87	Secondary Education	264
Undergraduate	25	Special Education	275
Departmental Honors	49	Technology Education	287
Dining Center Fee	18	Education Doctoral Program	
Directed Study, Graduate	95	Course Descriptions	379
Directory	478	Graduate Course Requirements	235
Disability Services Office	66	Educational Leadership	
Dismissal. <i>See</i> Retention Requirements		Course Descriptions	380
Distribution Requirements	40, 106	Graduate Course Requirements	237
		Educational Studies	
		Academic Awards	53
		Electives	40

Elementary Education		Federal Parental Loans for Graduate Students	91
Academic Awards	53	Federal Parental Loans for Undergraduate Students	29
Course Descriptions	381	Federal Pell Grants	28
Graduate Course Requirements	245	Federal Perkins Loans	
Honors Program	50	Graduate	90
Undergraduate Course Requirements	239	Undergraduate	29
Emeriti Faculty and Administration	483	Federal Stafford Loans	
Employment		Graduate	91
Undergraduate	58	Undergraduate	29
Employment, Student		Federal Supplemental Educational Opportunity Grants	30
Graduate	90	Federal Work-Study Program	
Undergraduate	28	Graduate	90, 91
Endorsement Programs		Undergraduate	28, 30
English as a Second Language	78	Fees	
Middle School Education		Graduate	
Elementary	244	Explanation of Fees	86
Postbaccalaureate	102	Fine Arts Fee	85
Secondary	273	Indebtedness to the College	87
English		Library Fee	85
Academic Awards	53	Master of Fine Arts in Theatre	214
Academic Scholarships	32	Master of Social Work	331
Course Descriptions	385	Metropolitan Tuition Policy (MTP)	87
Graduate Course Requirements	157	New England Regional Student Program	87
Honors Program	50	Recreation Fee	85
Undergraduate Course Requirements	156	Refunds	88
English as a Second Language		Registration Fee	85
Course Descriptions	391	Residency for Tuition Purposes	87, 88
Endorsement	78	Senior Citizen Waiver	89
Graduate	83	Technology Fee	85
Undergraduate	8, 9, 12	Tuition	85
Enrollment Fee	19	Unemployment Waiver	89
Escort Service. <i>See</i> Security and Safety		Undergraduate	
Examination, Comprehensive	97	Application Fee	19
F		Athletic Fee	18
Faculty Listings		Board Fees	20
Adjunct Faculty	506	Dining Center Fee	18
Emeriti Faculty and Administration	483	Enrollment Fee	19
Faculty and Administration	489	Explanation of Fees	20
Faculty of Arts and Sciences. <i>See</i> Arts and Sciences, Faculty of		Fine Arts Fee	18
FAFSA		Indebtedness to the College	25
Graduate	90, 91, 92	Laboratory Fee	19
Undergraduate	27, 28, 29, 30, 31	Late Fee	19
Failing a Course		Library Fee	18
Graduate	95, 96	Metropolitan Tuition Policy (MTP)	22
Undergraduate	44	Music Fee	19
Family Educational Rights and Privacy Act of 1974	17	National Guard State Tuition Exemption Program	23
		New England Regional Student Program	22
		Nursing Testing Fee	19

Orientation Fee	20	Grants, Rhode Island College	31
Recreation Fee	18	Grants, Rhode Island State	30
Refunds	24, 68	Grants, SMART	29
Registration Fee	19	Loans, Federal Parental for Undergraduate Students	29
Residency for Tuition Purposes	21, 22	Loans, Federal Perkins	29
Room Fee	20	Loans, Federal Stafford	29
Senior Citizen Waiver	23	Loans, Short-Term	36
Student Activity Fee	18	Minimum GPA Required for Financial Aid	38
Studio Art Fee	19	Rights and Responsibilities	36
Technology Fee	18	Scholarships, Academic	33
Textbooks, Supplies, and Other Expenses	20	Summer Sessions Financial Aid	31
Transcript Fee	20	Financial Planning	102, 292, 303
Tuition (Full-Time Students)	18	Fine Arts Fee	18, 85
Tuition (Part-Time Students)	19	Foreign Students	
Unemployment Waiver	23	Graduate	84
Feinstein Institute for Philanthropic Leadership, Alan Shawn Feinstein School. <i>See</i> Education and Human Development	61	Undergraduate	10, 28
Field Project, Graduate	97	Foundation, Rhode Island College	54, 479
Film Studies		Foundations of Education	
Academic Awards	53	Course Descriptions	393
Course Descriptions	391	French	
Honors Program	50	Course Descriptions	393
Talent Award	35	Honors Program	50
Undergraduate Course Requirements	159	Undergraduate Course Requirements	161
Finance		Frequency of Course Offerings	343
Academic Awards	53	Freshman Applicants	6
Course Descriptions	392		
Honors Program	50	G	
Undergraduate Course Requirements	301	General Education	
Financial Aid		Course Descriptions	395
Graduate		Undergraduate Course Requirements	106
Assistantships	92	General Education Honors	48, 107
Employment, Student	90, 91	General Studies, Bachelor of	10, 73
Loans, Federal Parental for Graduate Students	91	Undergraduate Course Requirements	162
Loans, Federal Perkins	90	Geography	
Loans, Federal Stafford	91	Course Descriptions	395
Rights and Responsibilities	93	Honors Program	50
Scholarships, Academic	31, 92, 93	Undergraduate Course Requirements	164
Summer Sessions Financial Aid	92	German	
Traineeships	92	Course Descriptions	397
Undergraduate		Gerontology	
Applying for Financial Aid	27	Course Description	397
Eligibility Standards	26	Undergraduate Course Requirements	165
Employment, Student	28, 30	Glossary of Academic Terms	40
Grants, Academic Competitiveness	29	Grade Point Average (Standard)	
Grants, Federal Pell	28	Graduate	83, 97
Grants, Federal Supplemental Educational Opportunity	30	Undergraduate	46
Grants, Preparatory Enrollment Program	31		

Grading System			
Graduate	95	Academic Awards	53
Undergraduate	44	Academic Scholarships	34
Graduate Applicants	82	Course Descriptions	406
Graduate Assistantships	92	Dean's List	48
Graduate Programs of Study. <i>See</i> Degree Programs		Departmental Honors	49
Graduate Record Examination (GRE)	83	General Education Honors	48, 107
Graduate Scholarships	92	Graduation Honors	50
Graduate Traineeships	93	International Honor Societies	51
Graduation Honors (Undergraduate)	50	Junior Year Honors Colloquium and Seminar	49
Graduation Requirements (Undergraduate)	40	National Honor Societies	51
Grants, Academic Competitiveness Grants	29	Housing, Student	24, 67
Grants, Federal Supplemental Educational Opportunity	30		
Grants, Pell	28	I	
Grants, Preparatory Enrollment Program	31	Incomplete Grade	
Grants, Rhode Island College	31	Graduate	95
Grants, Rhode Island State	30	Undergraduate	45
Grants, SMART	29	Indebtedness to the College	
Graphic Communications		Graduate	87
Course Descriptions	367	Undergraduate	25
GRE (Graduate Record Examination)	83	Independent Study	
		Graduate	95
		Undergraduate	45
		Individualized Graduate Degree Programs	101
		Information Services	59
H		Instructional Technology	
Health Education		Course Descriptions	407
Academic Awards	53	Intercollegiate Athletics, Office of	
Course Descriptions	398	Academic Awards	53
Graduate Course Requirements	250	General Information	63
Undergraduate Course Requirements	247	Interinstitutional Agreements	17
Health Promotion, Office of	66	International Honor Societies	51
Health Requirements		International Students	
Graduate Students	84	Graduate	84
Nursing Students	315	Undergraduate	10, 14, 28
Undergraduate Students	14	International Students, Office of	68
Health Services, College	65	Italian	
Henry Barnard School	59	Course Descriptions	407
High School Equivalency	15		
History		J	
Academic Awards	53	Jazz Studies	
Course Descriptions	400	Undergraduate Course Requirements	184
Graduate Course Requirements	168	Joint Admission Program with CCRI	10
Honors Program	50	Junior Year Honors Colloquium and Seminar	49
Undergraduate Course Requirements	166	Justice Studies	
History of Rhode Island College	2	Course Descriptions	408
Honor Societies		Honors Program	50
International	51	Undergraduate Course Requirements	170
National	51		
Honors Programs			

K

Kappa Delta Pi

51

L

Labor Studies

Course Descriptions

408

Undergraduate Course Requirements

173

Laboratory Fee

19, 86

Language Laboratory

60

Late Registration Fee

16, 86

Latin

Course Descriptions

409

Latin American Studies

Course Descriptions

409

Leave of Absence

Graduate

96

Undergraduate

46

Library, James P. Adams

57

Library Fee

18, 85

Loans, Federal Parental for Undergraduate Students

29

Loans, Federal Perkins

Graduate

90

Undergraduate

29

Loans, Federal Stafford

Graduate

91

Undergraduate

29

Loans, Short-Term

36

M

Major

41

Majors, Student-Designed

79

Management

Academic Awards

53

Course Descriptions

409

Honors Program

50

Undergraduate Course Requirements

304

Management, School of

Academic Scholarships

34

Graduate Program of Study

Financial Planning

303

Professional Accountancy

310

Undergraduate Programs of Study

Accounting

295

Computer Information Systems

297

Economics

299

Finance

301

Management

304

Marketing

308

Management Information Services

59

Map, Campus

viii

Marketing

Academic Awards

53

Course Descriptions

412

Honors Program

50

Undergraduate Course Requirements

308

Mary Tucker Thorp Professor Award Recipients

481

Master of Arts (M.A.) Programs

99, 222

Master of Arts in Teaching (M.A.T.) Programs

99, 222

Master of Education (M.Ed.) Programs

100, 222

Master of Fine Arts in Theatre (M.F.A.) Program

100, 119, 214

Master of Music Education (M.M.Ed.) Program

100, 189

Master of Professional Accountancy (M.P.Ac.)

100, 292, 310

Master of Public Administration (M.P.A.) Program

101, 119, 206

Master of Science in Nursing (M.S.N.) Program

101, 119

Master of Social Work (M.S.W.) Program

101, 328

MAT (Miller Analogies Test)

83

Mathematical Studies

Course Descriptions

413

Graduate Course Requirements

177

Mathematics

Academic Awards

53

Course Descriptions

413

Honors Program

50

Undergraduate Course Requirements

175

Mathematics Learning Center

60

Mathematics Requirement, College

42

Matriculate

41

Media Studies Concentration

129

Medical Technology

Course Descriptions

416

Mental Health Counseling

Graduate Course Requirements

252

Metropolitan Tuition Policy (MTP)

Graduate

87

Undergraduate

22

Middle Level Education

Course Descriptions

417

Middle School Endorsement

Elementary

244

Postbaccalaureate

102

Secondary

273

Military Personnel and Veterans

Graduate

84, 88

Undergraduate

11, 24

Miller Analogies Test (MAT)	83	Honors Program	50
Minors	41, 73, 74	Master of Science in Nursing	319
Mission of Rhode Island College	3	Nursing Testing Fee	19
Modern Languages			
Academic Awards	54	O	
Academic Scholarships	34	Officers of the College	478
Course Descriptions	417	Orientation	20, 60
Undergraduate Course Requirements	180	Overview of Rhode Island College	2
MTP (Metropolitan Tuition Policy)			
Graduate	87	P	
Undergraduate	22	Past-Due Payments of Tuition, Fees, and Other Debts to College	
Multimedia Center	60	Graduate	87
Music		Undergraduate	25
Academic Awards	54	Past Principals and Presidents	478
Academic Scholarship	34	Paul V. Sherlock Center on Disabilities	61
Course Descriptions	418	Pell Grants, Federal	28
Honors Program	50	PEP (Preparatory Enrollment Program)	12, 31
Talent Award	35	Performance-Based Admission Program	11
Undergraduate Course Requirements	181	Performing Arts	
Music Education		Course Descriptions	429
Course Descriptions	424	Ph.D. in Education Program	101, 222, 235
Graduate Course Requirements	187	Phi Alpha Theta	51
Honors Program	50	Philosophy	
Undergraduate Course Requirements	185	Course Descriptions	429
Music Fee		Honors Program	50
Graduate	86	Undergraduate Course Requirements	191
Undergraduate	19	Physical Education	
N		Academic Awards	53
National Guard State Tuition Exemption Program	23	Course Descriptions	432
National Honor Societies	51	Specialization in Adapted Physical Education	257
National Student Exchange Program	78	Undergraduate Course Requirements	255
Network and Telecommunications	60	Physical Science	
New England Regional Student Program		Academic Awards	54
Graduate	87	Course Descriptions	435
Undergraduate	22	Physics	
New Student Services	60	Course Descriptions	436
Nonpayment of Tuition, Fees, and Other Debts to College		Honors Program	50
Graduate	87	Undergraduate Course Requirements	193
Undergraduate	25	Pi Sigma Alpha	51
Nonprofit Studies, Certification in	61, 77	Plagiarism	46
Course Descriptions	425	Plan of Study, Graduate	94
Nursing, School of		PLUS (Parental Loans for Undergraduate Students)	
Academic Awards	54	Graduate	91
Academic Scholarships	35	Undergraduate	29
Bachelor of Science in Nursing	314	Political Science	
Course Descriptions	425	Academic Awards	54
		Academic Scholarships	35

Course Descriptions	437	R	
Honors Program	50		
Undergraduate Course Requirements	194	Re-admission	13
Portfolio, Graduate	97	Reading	
Portuguese		Graduate Course Requirements	258
Course Descriptions	441	Recreation Center	68
Undergraduate Course Requirements	197	Recreation Fee	18, 85
Postbaccalaureate Middle School Endorsement	102	Refunds	
Poverty Institute, The	61	Graduate	88
Predental Preparation		Undergraduate	24, 68
Undergraduate Course Requirements	198	Registration	
Prelaw Preparation		Graduate	85
Undergraduate Course Requirements	200	Undergraduate	16–17, 19, 21
Premedical Preparation		Repeating a Course	
Undergraduate Course Requirements	198	Graduate	96
Preoccupational Therapy Preparation		Undergraduate	46
Undergraduate Course Requirements	201	Required Courses	41
Preoptometry Preparation		Research, Graduate	95
Undergraduate Course Requirements	198	Residency Requirements	
Preparatory Enrollment Program (PEP)	12, 31	Graduate	87, 88, 96
Prephysical Therapy Preparation		Undergraduate	21, 22
Undergraduate Course Requirements	202	Residential Life and Housing, Office of	67
Preregistration	16	Retention Requirements	
Preveterinary Preparation		Graduate	41, 97
Undergraduate Course Requirements	198	Undergraduate	41, 46
Prior Learning, Assessment of	76	Rhode Island College	
Privacy Act of 1974	17	An Overview	2
Probation. <i>See</i> Retention Requirements		Mission	3
Professional Accountancy		Rhode Island College Alumni Association	480
Graduate Course Requirements	310	Rhode Island College Foundation	54, 479
Proficiency and Advanced Placement	14	Rhode Island College Grants	31
Programs of Study. <i>See</i> Degree Programs		Rhode Island State Grants	30
Providence College	17	Rhode Island Teacher Education (RITE) Program	103
Psi Chi	51	Rhode Island Technical Assistance Project	61
Psychology		RIC-TV Productions	70
Academic Awards	54	Rights and Responsibilities, Financial Assistance	36, 93
Course Descriptions	442	RITE (Rhode Island Teacher Education Program)	103
Graduate Course Requirements	205	Room and Board	20, 24, 67
Honors Program	50	ROTC Program	79
Undergraduate Course Requirements	203		
Public Administration		S	
Course Descriptions	447	SAT I and II	7, 8, 11, 13, 14, 42, 43, 49
Graduate Course Requirements	206	Satisfactory/Unsatisfactory Grades	
Undergraduate Course Requirements	206	Graduate	95
Public Policy, Center for	61	Undergraduate	45

Scholarships, Academic		Special Education	
Graduate	92	Academic Awards	55
Master of Social Work	93	Course Descriptions	461
Undergraduate	31	Graduate Course Requirements	279
School Counseling		Undergraduate Course Requirements	275
Graduate Course Requirements	260	Special Programs	
School Partnerships and Field Placements, Office of	61	Graduate	
School Psychology		Certificate of Advanced Graduate Study (C.A.G.S.)	102
Graduate Course Requirements	261	Certificate of Graduate Study (C.G.S.) in Financial Planning	
Second Degree Applicants	13	102	
Secondary Education		Middle School Endorsement	102
Course Descriptions	447	Rhode Island Teacher Education (RITE) Program	103
Graduate Course Requirements	274	Undergraduate	
Middle School Endorsement	273	Assessment of Prior Learning	76
Undergraduate Course Requirements	264	Certification in Case Management	324
Security and Safety, Department of	69	Certification in Nonprofit Studies	77
Senior Citizen Waiver		Continuing Education	77
Graduate	89	Endorsement in English as a Second Language	78
Undergraduate	23	Endorsement in Middle School Education	244, 273
Shea High School Scholarships	35	National Student Exchange Program	78
Sherlock Center on Disabilities	61	ROTC Program	79
Sigma Theta Tau	52	Specialization in Adapted Physical Education	257
Sigma Xi	52	Student-Designed Majors	79
Slightly Older Students, Office of	70	Study Abroad	79
SMART Grants	29	Summer Sessions	80
Social Science		Stafford Loans, Federal	
Course Descriptions	448	Graduate	91
Social Work, School of		Undergraduate	29
Academic Awards	54	State Financial Aid Programs	30
Academic Scholarships	35	Student Activities, Office of	70
Bachelor of Social Work	75, 324	Student Activity Fee	18
Case Management Certification	324	Student Affairs, Office of	
Course Descriptions	449	Academic Awards	55
Fees, Graduate	331	Academic Scholarships	35
Honors Program	50	Student Community Government, Inc.	69, 70
Master of Social Work	328	Student Community Government, Office of	
Scholarships	93	Academic Scholarships	35
Sociology		Student Employment	
Academic Awards	54	Graduate	90
Academic Scholarships	35	Undergraduate	28
Course Descriptions	455	Student Life, Office of	70
Honors Program	50	Academic Scholarships	35
Undergraduate Course Requirements	207	Student Loan Programs	
Spanish		Graduate	90
Course Descriptions	458	Undergraduate	29, 36
Honors Program	50	Student Support Services	62
Undergraduate Course Requirements	208	Student-Designed Majors	79

**Bulletin of
Rhode Island College**

Periodicals
Postage Paid
Providence, RI

www.ric.edu