



Handbook of Procedures & Guidelines

Updated September 2014

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Questions or comments relating to the contents of this handbook may be directed to the EEP staff at eed@ric.edu or sent to Rhode Island College, Early Enrollment Program, Forman Center 204, 600 Mount Pleasant Avenue., Providence, RI 02908. Telephone: (401) 456-8857; Fax: (401) 456-8188.

For additional information regarding the Early Enrollment Program, please visit our website at www.ric.edu/eed

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Mission Statement

The mission of the Rhode Island College Early Enrollment Program is to provide qualified high school students the challenge and the opportunity to earn transferable college credits at an affordable price. The EEP staff works collaboratively and cooperatively with high school and college faculty to offer a rigorous postsecondary experience to students in their own supportive high school environments. The EEP is committed to maintaining the standards of excellence as established by the National Alliance of Concurrent Enrollment Partnerships of which we are a founding member.

Overview

The Rhode Island College Early Enrollment Program (EEP) is a concurrent enrollment program that offers college credit from Rhode Island College to high school students for certain courses which they take at their respective high schools. Students pay a significantly reduced fee for each course in which they enroll. The EEP provides the means for high school students to get a head start in college by earning college credits from Rhode Island College while still attending high school. Earning college credit is not dependent upon standardized testing at the end of the course, but rather on the student's performance in the class and the grade he/she earns. Students earn both high school credit and Rhode Island College credit for approved courses.

After high school graduation, credits may be transferred to an extensive number of colleges and universities across the country thereby getting a head start in college. The EEP is also a program that fosters collaboration and communication between high school teachers and college professors and creates a positive educational relationship between the high schools and the college community.

NACEP, the National Alliance of Concurrent Enrollment Partnerships, provides guidelines and standards to which concurrent enrollment programs must adhere to maintain membership. Adherence to these standards maintains credibility and excellence and will assure the successful transfer of credits to many colleges and universities in the United States. The primary purpose of this manual is to document the guidelines which govern the Early Enrollment Program at Rhode Island College.

The Rhode Island College EEP recommends that all on-site coordinators, EEP instructors and RIC faculty liaisons become familiar with the resources and guidelines provided in this handbook.

The Rhode Island College Early Enrollment Program expands every year through increased student registrations, the addition of new partner high schools and, at times, the addition of new courses.

Early Enrollment Program Office

The Early Office has the responsibility of overseeing the operation of the EEP at Rhode Island College in accordance with the guidelines and standards in this handbook, as well as those mandated by NACEP.

The office staff consists of the associate directors and program secretary. The office reports to the assistant vice president for academic affairs and is part of the enrollment management unit of the college.

The EEP Office reserves the right to edit or update any standard in this handbook that governs the workings of the Early Enrollment Program and will immediately notify EEP faculty liaisons and on-site coordinators of any change in guidelines or policy.

If there is a violation of the guidelines, the EEP office reserves the right to take appropriate action to ensure the welfare of the program. This includes, but is not limited to, the dropping of an EEP course; the withholding of payment; and the dismissal of a high school EEP instructor, on-site coordinator, or a RIC faculty liaison from the Early Enrollment Program. Any actions taken by the EEP office must be documented in writing and forwarded to all interested parties.

STUDENT SECTION

High school students have the responsibility of registering for EEP courses within the deadlines set by the EEP Office and their high school. EEP students should be aware of the following EEP policies: **registration process, late registration, and withdrawal and refund policy.**

The EEP Student Registration Process

1. An EEP representative will schedule a high school visit to discuss the benefits of the program with students taking EEP classes. Most visits take place in the fall. Students will be given EEP materials which they are urged to review with their parents.
2. Students will be given a timeframe to consider the EEP and a deadline by which to submit their registration form. A parent signature is **required** on the registration form. Those who decide to register for the EEP must do the following:
 - Fill out the official Rhode Island College EEP registration form completely.
 - Attach a check or money order to the registration form for the EEP registration and course fee. The registration fee is \$10 and the course fee is \$60/credit. Checks should be made payable to RIC-EEP and students must include their full name and the name of their high school in the lower left corner of the check.
 - Submit the registration form and payment to the high school EEP instructor or on-site coordinator by the high school's designated registration deadline. Students/ parents may not submit the forms directly to the EEP Office.
 - Registration forms will *not* be accepted unless they are accompanied by the full amount
3. Students are allowed a maximum of eighteen (18) credits per semester and may not exceed thirty (30) RIC credits total throughout their high school career. Students should be aware that some scholarship programs set limits on earning college credits while in high school.

EEP instructors and on-site coordinators will ensure the confidentiality of student information and keep all student registration forms and checks in a secure location. The on-site coordinator will collect the registration forms and checks and send them to the Rhode Island College Early Enrollment Program within the designated registration timeframe. As registration forms and checks are processed, the students will be registered to earn college credit for their class/classes.

We strongly suggest that the on-site coordinators or the EEP instructors photocopy the EEP registration forms and checks for their own records and maintain those in a secure location.

Late Registration

Registration deadlines will be established by the on-site coordinator and the EEP Office.

In a case of extenuating circumstances, a high school student may register for EEP courses after the designated registration deadline with the permission of the on-site coordinator (who must provide a note of explanation). The Rhode Island College EEP reserves the right to refuse any late registration. In addition, no EEP registrations will be accepted once the course has ended (no retroactive registration).

Course Fees

Students registering for EEP courses pay a significantly reduced course fee for each course in which they enroll, not the standard tuition rate charged to Rhode Island College students. EEP courses are generally 3 or 4 college credits each. Students pay a course fee of \$60 per credit plus a non-refundable \$10.00 registration fee.

Note: Fees are subject to change.

50% EEP fee assistance may be granted to students on free or reduced lunch. All students requesting fee assistance must complete the EEP Student Financial Assistance Application and submit it with their registration form. This form may be obtained from all on-site coordinators.

Fee assistance **does not include** the \$10.00 registration fee.

Withdrawal and Refund Policy

There is no drop period for EEP courses. Therefore, students are urged to carefully consider enrollment into the EEP before registering.

A student may be withdrawn from an EEP course if the student has withdrawn from that EEP course at his/her high school. In this case, the student will receive a course fee refund excluding the \$10 registration fee.

There are no retroactive withdrawals from any course once the course has been completed.

Schools involved in the EEP assume the responsibility of maintaining the credibility, integrity and quality of their EEP course(s). If, after an EEP course has begun, it is determined that the course does not comply with the EEP and/or corresponding department standards, students will be withdrawn from the course and their course and registration fee will be refunded.

Campus ID

EEP students and instructors are entitled to a Rhode Island College Campus ID card at no charge which may be obtained through the Campus Card Office located in the Student Union, Room 204. Identification such as a driver's license or social security card must be presented. We advise calling the Campus Card Office at 401-456-8394 for hours of operation. Campus IDs will become available once students are registered in their EEP classes. The EEP Office will send a list of EEP instructors to the Campus Card Office.

A Campus ID allows the user access and/or admittance to many of the activities on the campus. Such activities include the use of the RIC Adams Library and its online services as well as discounts to many of the performances and events that take place at Rhode Island College.

EEP Scholarships

Each year, the Early Enrollment Program awards a limited number of scholarships to outstanding EEP students who will be attending Rhode Island College and who have been nominated for the scholarship by their on-site coordinators.

In the spring, on-site coordinators will receive a letter from the EEP Office which will include all of the information necessary to initiate the scholarship application process in their schools.

The EEP Scholarships are open to all students who have enrolled in at least one EEP course during their tenure at their respective high schools.

The student must attend Rhode Island College for the scholarship to be awarded.

Each scholarship is renewable for three additional years provided the student maintains a 3.0 cumulative grade point average at the end of each academic year.

Each school will hold its own review of scholarship applicants and submit only its first choice to the Early Enrollment Program office. A completed application form, **including a letter of recommendation from an EEP instructor, essay and résumé**, must be submitted to the EEP Office by the indicated deadline. Sending additional letters of recommendation is optional. Recipients will be selected by a college committee appointed by the EEP Office.

Scholarships will be announced in May, and letters will be sent to the recipients of the scholarship, the on-site coordinators, and the school principals. In addition, letters announcing the winners will be sent to all on-site coordinators.

Grades and Transferability of Credits

When students complete an EEP course, their grades appear on their high school transcript and on an official Rhode Island College transcript.

1. Credits *and* grades are calculated as part of their grade point average (GPA) if they enroll at Rhode Island College.
2. Credits, *not grades*, may be transferred to many colleges or universities throughout the United States that accept concurrent enrollment credit. Transfer credit policy differs among colleges and universities. It is the student's responsibility to check the transferability of credit. See the EEP website at www.ric.edu/eed for a partial listing of colleges/universities which have accepted RIC EEP credits.

All EEP students have the responsibility for requesting official transcripts from Rhode Island College (except those students planning on attending RIC).

Transcript Requests

Rhode Island College should be listed on college applications as the institution from which the student will (or has) earned college credit. This not only enhances the student's application, but is also helpful for advisement purposes if the student attends a college orientation prior to EEP grades being posted.

Colleges and universities *expect* an official transcript before the start of the student's first semester. EEP grades are normally processed and posted on RIC transcripts by mid-July. Transcripts will be sent as soon as they are available. The Records Office will mail one official copy to your home address whether or not you specifically request a copy.

EEP students **cannot** request a transcript on line. For additional copies, transcripts must be requested in writing from the Records Office using the transcript request form. Visit the EEP website at www.ric.edu/eep to access the form.

Transcript fees are waived for EEP students.

The completed form should be sent to
Rhode Island College
Records Office, Building 4
600 Mt. Pleasant Avenue
Providence, RI 02908

Transcript requests may also be made in person at the Records Office (Building 4, East Campus), Monday through Friday during regular business hours.

TEACHER AND FACULTY SECTION

It is recommended that requests for course or teacher acceptance be submitted to the EEP office by mid-May for courses planned for fall. This ensures availability of faculty liaisons to review submissions. While requests may be made later, there is no guarantee that a decision can be made in time for fall. On-site coordinators may contact the EEP office if they need to request an exception to the deadline due to teacher retirement, change of instructor, etc.

Course Acceptance into the EEP

The process for course acceptance begins with the EEP office.

Teachers who are interested in offering EEP courses should check page 15 for the course titles and numbers offered through the program. To offer a course not on the list, teachers **must** contact the EEP office before submitting any materials.*

New courses must be approved by the corresponding Rhode Island College department. The high school teacher must send an electronic version of a detailed course syllabus along with his/her résumé to the EEP office. Sample syllabi are available in the EEP office. He/she must also arrange to have undergraduate and graduate transcripts sent to the EEP office (the staff will obtain RIC transcripts if listed on the résumé). The EEP will then forward this information to the appropriate RIC faculty liaison. For more specific information on this process, interested high school personnel should call 401-456-8857 or email our office (eed@ric.edu).

The RIC faculty liaison will

- Review the syllabus to determine if the course meets the department guidelines.
- Require, if necessary, course revisions to meet the college's department/course standards.
- Notify the EEP as to the approval or denial of the course, accompanied by an explanation.

The RIC EEP will notify the course teacher and the on-site coordinator (OSC) as to the approval or denial of the course. Upon approval, the EEP will provide the OSC and classroom teacher with any relative information needed for the implementation of the course in the EEP.

The **high school teacher** must also meet the educational standards set by the Rhode Island College Early Enrollment Program in conjunction with each department. These standards are listed on page 10.

If an inactive EEP instructor (one who has not taught an EEP class in 3 years) would like to be reinstated, updated materials (resume, syllabus, transcripts if applicable) must be submitted to the EEP Office. If more than three years has lapsed since teaching in the EEP, the teacher must reapply to the program.

Guidelines for Teacher Acceptance into the EEP

The process for teacher acceptance begins with the EEP office.

General Requirement: High school teachers may be accepted into the Early Enrollment Program as EEP instructors if they **hold a master's degree in the particular subject area that they are teaching for the EEP and have a minimum of three years teaching experience.** Teachers will be required to submit college transcripts (undergraduate and graduate) to the EEP Office. The EEP Office will forward a resume, transcripts and course syllabus to the appropriate departmental RIC faculty liaison.

Some departments have alternative educational requirements which *may* allow acceptance into the EEP. Departments not listed may also consider alternative requirements.

<u>Accounting & CIS</u>	A minimum of five years of work experience in the field may be substituted for the master's with approval from the Accounting and CIS liaison.
<u>Anthropology</u>	MA in anthropology or 30 hours of advanced training; classroom observation before approval; sample exams and other assessment instruments.
<u>Biology</u>	BA or BS in life sciences and MA in science OR education.
<u>Chemistry</u>	BA or BS and master's in chemistry; exceptions evaluated on a case-by-case basis.
<u>Economics/Finance</u>	MA in social science or business discipline for economics. Master's degree in social science or MBA for finance. All current teachers/courses grandfathered. Effective June 2011, new ECON 214 & 215 required to use AP package or approved equivalent.
<u>English</u>	Prefer MA in English; will accept 15 graduate hours in literature (not education or writing courses).
<u>History</u>	MA in history; will <u>consider</u> MAT in history on an individual basis.
<u>Mathematics</u>	Calculus: A Short Course(MATH 117E): MA in mathematics including graduate level real analysis course with grade of "B" or better. Statistics in the Everyday World (MATH 118E): MA in mathematics.
<u>Modern Languages</u>	Master's in language area or 15 graduate credits in the language. Final exam to be submitted along with syllabus.
<u>Music</u>	Teaching certification, master's degree preferred; interview with Music faculty liaison.
<u>Political Science</u>	POL 200: MA in political science; POL 202: MA in political science or MA in American history; POL 204: MA in political science or MA in intellectual history.
<u>Psychology</u>	Master's in psychology or school counseling..

EEP Instructor Status

It is important to note that an EEP instructor is neither a permanent nor contracted employee at Rhode Island College but an instructor in the EEP assigned on a year-to-year basis. Once a new course/teacher is approved, a “review period” will begin allowing the RIC Faculty liaison the freedom to review the course content and/or the instructor. This review period will be in place for the **first year only**.

Instructor appointments are subject to non-renewal at any time at the discretion of the RIC faculty liaison with the approval of the EEP Office.

EEP Instructor Responsibilities

Upon being accepted into the EEP, high school faculty will be designated as EEP instructors.

Responsibilities:

- 1.) Teach each assigned EEP class in accordance with the agreement made with the RIC faculty liaison, using the approved syllabus.
- 2.) Submit a current syllabus to the EEP Office **each year** and update and submit current résumé as needed.
- 3.) Maintain communication with the high school on-site coordinator (OSC) to be aware of any changes, information, upcoming events, problems, etc. that take place during the year.
- 4.) Be accessible for at least one yearly liaison visit per EEP course (not section).
- 5.) Notify the OSC and the EEP Office of any long-term absence (including illness). If at any time during the semester there is a change in the course and/or instructor, the EEP Office must be notified immediately. If the EEP Office is not notified and/or the substitute is not an approved EEP instructor, the courses will not continue to run for EEP credit.

NOTE: While EEP courses are transcribed as Rhode Island College credits, grading and other academic standards for the courses (such as academic honesty, penalties for plagiarism, etc.) are determined by the individual EEP instructors and their respective high schools.

EEP Instructor Stipends

For high school EEP instructors to be paid, the EEP Office must **first** receive a completed W-9 form. This form may be submitted along with the grade sheets upon completion of the course.

For duties performed in accordance with EEP guidelines and policies, each high school EEP instructor will receive \$100 per semester, per EEP course that has three (3) or more EEP students enrolled. If an EEP instructor has fewer than three students, he/she will receive a \$50 stipend for the course. All high school EEP instructor payments for fall, spring, and full year courses will be issued within thirty (30) days following the submission of grade sheets and W-9 forms.

In the unlikely event that payment is not received or is incorrect, the EEP instructor must notify the EEP Office within ninety (90) days following the completion of the course; otherwise, payment will not be issued.

On-site Coordinator Responsibilities

The on-site coordinator (OSC) plays a key role in the success of his/her high school's EEP. The OSC must have good interpersonal and organizational skills and be responsive to the issues, questions and requests of the students, teachers and parents of his/her high school. This person may be a teacher, an administrator, a department chair, guidance personnel or support staff.

The on-site coordinator serves as the administrator of the Early Enrollment Program at his/her high school. This person oversees the general operation of the EEP which includes the registration and grading processes, fee assistance, correspondence, selection of a scholarship candidate, etc.

In addition to being familiar with the EEP Handbook, the OSC's responsibilities include but are not limited to the following:

1. Serve as an advisor to the students and to the EEP instructors at the school.
2. Ensure that all EEP instructors meet the requirements of the EEP so that only qualified instructors teach EEP classes.
3. Promote the EEP by introducing new classes into the program and relating the benefits of the EEP to high school students, parents, school counselors, administrators, and any other interested parties.
4. Communicate information between the EEP office and EEP instructors in a prompt manner.
5. Verify the teachers and courses that will run in the EEP for that particular semester or year prior to EEP fall and/or spring registration.
6. Coordinate all the materials of any high school teacher who applies to become an EEP instructor.
7. Inform the EEP office of any changes in a course and/or instructor, especially a long term absence of an EEP instructor. No change of instructor is allowed without EEP approval.

On-site Coordinator Status

Please note that an on-site coordinator is neither a permanent nor a contracted employee at Rhode Island College but a facilitator in the EEP assigned on a year-to-year basis. On-site coordinator appointments are subject to non-renewal at any time at the discretion of the EEP/RIC staff.

On-Site Coordinator Stipends

For On-site Coordinators and/or EEP Instructor to be paid, the EEP must **first** receive a completed W-9 form. This form must be submitted along with the grade sheets at the end of each year.

On-site coordinators will receive \$250 for their responsibilities for up to 10 sections of EEP offerings at the high school. On-sites at schools offering more than 10 sections will be compensated additionally at a rate of \$25 per section over 10. (Ex. school offering 12 sections = \$250 + \$25 X 2 totaling \$300).

RIC Faculty Liaison Responsibilities

Each department offering EEP course(s) must designate a faculty liaison who will serve as the main contact to the EEP staff and the high school EEP instructors. The liaison plays an important role in maintaining the quality and integrity of the program through review of courses and teachers for possible acceptance into the EEP.

The RIC faculty liaison must advise the EEP Office immediately if any course seems to have deviated from the criteria for which it was originally approved or if he/she is experiencing difficulty scheduling a visitation. In addition, any liaison who cannot continue his/her responsibilities for any reason (retirement, load, sabbatical, etc.) should notify the EEP office and department chair. The office staff will contact the chair to request a replacement, whether temporary or permanent.

Responsibilities:

- 1.) To examine high school courses and teachers seeking acceptance into the EEP. This examination includes, but is not limited to
 - A. Review of the high school course syllabus to determine if the course meets the standards of the equivalent Rhode Island College course.
 - B. Review of the résumé, the undergraduate and the graduate transcripts of the high school classroom teacher to determine if he/she has the qualifications set by the subject area department (See Policies for Teacher Acceptance into the EEP).

After evaluating a teacher's credentials, the RIC Faculty Liaison will determine the acceptance or denial of the course and/or teacher into the Early Enrollment Program.

The RIC faculty liaison may request that the high school teacher adjust the course content, syllabus, etc., for the course to be accepted into the program. The RIC faculty liaison will notify the EEP about the acceptance or denial of the course with an explanation. The EEP will, in turn, notify the school's on-site coordinator.

- 2.) To make a yearly visit to each EEP high school teacher to whom they have been assigned.
NOTE: This visitation is required by the Rhode Island College EEP in accordance with the RIC/EEP and the NACEP standards. Although one visitation per teacher (not section) is required, the Rhode Island College EEP does NOT require nor recommend any *specific type* of visit, discussion, or evaluation. It is recommended that the RIC faculty liaison and the high school teacher mutually determine in what way the visitation would be beneficial to both parties.

Because it may be difficult for one faculty liaison to cover the number of schools and teachers offering department courses, additional full or part-time faculty may be added to assist with visits (although the department will still have one designated liaison). Names of any additional faculty assisting with visits should be sent to the EEP office.

- 3.) To submit, at the end of each semester, a report identifying the EEP instructors who were visited, verifying the continued adherence to the approved course standards along with a brief general description or explanation of each visitation.
- 4.) To report to the EEP any violation of the standards in this handbook with a recommendation of action to be taken.
- 5.) To keep their department chair informed about EEP courses offered and those high school teachers who have been designated as EEP instructors.

RIC Faculty Liaison Stipends

RIC faculty liaisons will receive a \$100 stipend annually for their responsibilities related to the review of high school courses and teachers seeking acceptance into the EEP (described under #1 of Faculty Liaison Responsibilities on page 13).

In addition, faculty liaisons will receive a stipend for teacher visits (described under #2 of Faculty Liaison Responsibilities on page 13). RIC faculty liaisons (and any other designated faculty making visits) will receive \$100.00 per EEP Instructor, per EEP course (not section) for which they are assigned. To be paid, all liaisons/faculty must document their visits by completing and submitting to the EEP the EEP Liaison Payment/Visitation Form. All payment forms must be submitted on or before June 30 each year.

EEP Assistance to Faculty Liaisons

To assist faculty liaisons, EEP will

- Supply an accurate list of high schools, courses, teachers with their email addresses and the number of students in each course for the purpose of school visitations.
- Forward electronic copies of updated EEP course syllabi.
- Send the EEP e-newsletter each semester.
- Provide all documents necessary for the EEP instructor approval process.
- Address any issues experienced by faculty liaisons.
- Distribute stipends promptly for all duties performed.

Appeal Process

If there is a violation or disagreement concerning any Early Enrollment Program procedure or guideline, appeals may be made in writing to the assistant vice president for academic affairs.

The appeal will be presented to the EEP staff for discussion, and a decision will be made within a reasonable period of time. The judgment will be forwarded in writing to all parties involved in the appeal.

Courses Currently Offered in the EEP (9-14)

Accounting 201	Principles of Accounting I: Financial
Accounting 202	Principles of Accounting II: Managerial
Anthropology 118E	Anthropology
Art 201	Visual Arts in Society
Biology 111	Introductory Biology I
Biology 112	Introductory Biology II
Chemistry 103	General Chemistry I
Chemistry 104	General Chemistry II
CIS 251	Computers in Management
Economics 200	Introduction to Economics
Economics 214	Principles of Microeconomics
Economics 215	Principles of Macroeconomics
English 118E	Introduction to the Literary Experience
English 113	Approaches to Drama
Finance 230	Personal Finance
French 113	Intermediate French I
French 114	Intermediate French II
Health 115	Fundamentals of First Aid & CPR
History 117E	Special Topics
History 118E	Topics in United States History to 1877
History 119E	Topics in United States History from 1877 to Present
Italian 113	Intermediate Italian I
Italian 114	Readings in Intermediate Italian
Latin 101	Elementary Latin I
Latin 102	Elementary Latin II
Management 100	Introduction to Business
Math 117E	Statistical Statistics in the Everyday World
Math 118E	Calculus: A Short Course
Music 117E	Electronic Music
Music 118E	Advanced Digital Audio Production I
Music 119E	Advanced Digital Audio Production II
Music 201	Survey of Music
Music 203	Elementary Music Theory
Physical Ed. 201	Prevention and Care of Athletic Injuries
Physics 118E	Fundamentals of Physics I
Physics 119E	Fundamentals of Physics II
Political Science 200	Introduction to Political Science
Political Science 202	American Government
Political Science 204	Introduction to Political Thought
Portuguese 113	Intermediate Portuguese
Portuguese 114	Readings in Intermediate Portuguese
Psychology 110	Introduction to Psychology
Spanish 113	Intermediate Spanish
Spanish 114	Readings in Intermediate Spanish
Technology 205	Production Processes
Technology 216	Computer-Aided Design
Technology 327	Construction Systems

Note: Courses ending in “E” were previously numbered as 150-topics courses. By listing a specific number (i.e., English 118E), the course descriptions now appear in the college catalog. This benefits students in transfer of college credits. The “E” was added to indicate that current RIC students may not register for these courses.

Descriptions of Courses Currently Offered in the EEP

ACCT 201 Principles of Accounting I: Financial	The identification, measurement, and reporting of the financial effects of economic events on enterprises are examined. 3 cr.
ACCT 202 Principles of Accounting II: Managerial Pre-requisite: ACCT 201	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. 3 cr.
ANTH 118E: Anthropology	Students will explore the evolution and biological variation of humans as well as the development and diversity of human culture. 3 cr.
ART 201 Introduction to Visual Arts	Introduction to art-making, art vocabulary and art history. Students work in a studio environment producing and critiquing works while studying fine arts within the context of history and society. 4 cr.
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. 4 cr.
BIOL 112 Introductory Biology II Pre-requisite: BIOL 111	Emphasis is on organismal and ecological levels of organization. This course is intended for science majors and any student with an interest in science. 4 cr.
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. 4 cr.
CHEM 104 General Chemistry II Pre-requisite: CHEM 103	Topics include states of matter, solutions, kinetics, acids and bases, equilibrium theory, thermodynamics, and electrochemistry. 4 cr.
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 cr.
ECON 200 Introduction to Economics	This course fosters an understanding of the market economy and contemporary economic problems, such as economic growth and inflation, unemployment, income distribution, and the role of the government. Students cannot receive credit for Economics 200 if they have successfully completed or are currently enrolled in Economics 214. 4 cr.
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 cr.

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 cr.
ENGL 118E Introduction to the Literary Experience	This course provides students with a rich experience of literature from a variety of periods and genres, exploring the questions of what literature is and how texts make meaning. 4 cr.
ENGL 113 Approaches to Drama	Dramatic literature, past and present, is studied through analysis of selected plays. 4 cr.
FIN 230 Personal Finance	Students examine the markets and institutions they will deal with throughout their financial lives. Topics include borrowing money, real estate, banking, insurance, investing, and retirement planning. 3 cr.
FRENCH 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. 4 cr.
FRENCH 114 Intermediate French II Prerequisite: Prior completion of either the EEP 113-level course or the 4 th year high school language course (with a B+ or better).	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. 4 cr.
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. 2 cr.
HIST 117E Special Topics	This course introduces students to historical themes within a particular era or period such as European history, western civilization or the holocaust. 4 cr.
HIST 118E Topics in United States History to 1877	The development of the United States, from its colonial origins to the end of Reconstruction is surveyed. 4 cr.
HIST 119E Topics in United States History from 1877 to the Present	The development of the United States, from the rise of industrialization to the present is surveyed. 4 cr.

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. 4 cr.
ITAL 114 Readings in Intermediate Italian Prerequisite: Prior completion of either the EEP 113-level course or the 4 th year high school language course (with a B+ or better).	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. 4 cr.
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. This course also examines the Roman world's contribution to Western civilization. 4 cr.
LATN 102 Elementary Latin II	This is a continuation of Latin 101. 4 cr.
MGMT 100 Introduction to Business	Business concepts are introduced and the practices of management in both the business sector and non-profit organizations. Topics focus on all the management disciplines. 3 cr.
MATH 117E Calculus: A Short Course	Topics include differentiation and integration, including an introduction to partial differentiation. 3 cr.
MATH 118E Statistics in the Everyday World	This is an introduction to measures of central tendency and variability, estimation and tests of significance, and regression and correlation. 4 cr.
MUS 117E Electronic Music	This offering is a "hands on" studio course designed for students with little or no experience in electronic music. Students become familiar with basic components (synthesizers, amplifiers, reel to reel recorders and other recording equipment) of the electronic lab. Through the use of this equipment, students will learn to create their own electronic compositions. 3 cr.

MUS 118E Digital Audio Production	Students will learn advanced techniques to create music in various styles through hands-on use of studio equipment. They will learn how to play keyboard and incorporate virtual instruments into their compositions. Original sound effects to complement the visual content of movies and weekly podcasts will be created. The final class project will be the creation of a music video. 3 cr.
MUS 119E Advanced Digital Audio Production	This course will serve as a continuation of Advanced Digital Audio Recording I and will, in further depth, explore sound production, recording and transmission, electronic music composition and arranging, live audio reinforcement, multi-track studio recording, editing, mixing and mastering. This course will be almost exclusively project-based and will deal with real-life applications and curriculum-related career paths. Projects will include creating a multi-track song, creating a final mix using EQ, effects and automation, and creating the soundtrack for a nature documentary. 3 cr.
MUS 201 Survey of Music	Musical eras, styles, forms, and basic vocabulary are introduced to the non-music major through music literature. An ability to read music is not presumed. 4 cr.
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 diction. 4 cr.
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. 3 cr.
PHYS 118E Fundamentals of Physics I	This non-calculus-based course includes vectors, statics, kinematics, Newton's laws, energy, momentum, fluids, thermodynamics, and wave motion. 4 cr.
PHYS 119E Fundamentals of Physics II Pre-requisite: PHYS 118E	This non-calculus-based course includes electrostatics, DC and AC circuits, magnetism, electromagnetic waves, and an introduction to atomic and nuclear physics. 4 cr.
POL 200 Introduction to Political Science	The scope and methods of political science are introduced, along with political ideologies, socialization, and institutions. 3 cr.
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. 4 cr.

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. 4 cr.
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. 4 cr.
PORT 114: Readings in Intermediate Portuguese Pre-requisite: Prior completion of either the EEP 113-level course or the 4 th year high school language course (with a B+ or better).	Students develop both reading skills and an appreciation of literature as a reflection of the heritage of the Portuguese speaking world. Development of oral skills is continues and attention is given to written practice. 4 cr.
PSYC 110 Introduction to Psychology	The field of psychology is surveyed, with emphasis on the biological, cognitive, and environmental factors influencing behavior. 4 cr.
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. 4 cr.
SPAN 114 Readings in Intermediate Spanish Prerequisite: Prior completion of either the EEP 113-level course or the 4 th year high school language course (with a B+ or better).	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. Pre-requisite: SPAN 113 or equivalent or consent of chair. 4 cr.
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. 3 cr.
TECH 327 Construction Systems	The skills, knowledge, environments, and people of the construction industry are introduced. A laboratory component is required for students to plan, design, and build a structure. 3 cr.