



# RHODE ISLAND COLLEGE

**2017-18 Catalog**

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[www.ric.edu](http://www.ric.edu)

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# 2017-2018 CATALOG

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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.

## **Statement of Nondiscrimination and Affirmative Action**

Pursuant to the philosophy of the Rhode Island Board of Education, Rhode Island College does not discriminate on the basis of race, color, creed, national or ethnic origin, gender, religion, disability, age, sexual orientation, genetic information, 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 Interim Director of Human Resources and Affirmative Action, 310 Roberts Hall, Rhode Island College, Providence, RI 02908-1996, 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 02908-1996, tel. (401) 456- 8061. Questions regarding provisions of the Americans with Disabilities Act (ADA) should be addressed to the ADA Coordinator, 314 Roberts Hall, Rhode Island College, Providence, RI 02908-1996, tel. (401) 456-8216. Persons using TTY/TDD devices may contact the above offices via the Rhode Island Relay Services by dialing 711. Reasonable accommodation may be provided upon request.

# ACADEMIC CALENDAR 2017–18

## Fall Semester 2017

### August

17	Thursday	Fall registration begins for non-degree undergraduate students
23	Wednesday	Opening Convocation
25	Friday	Fall waiver registration for National Guard (STEP Program), senior citizens and students with unemployment waivers
28	Monday	Fall classes begin
30	Wednesday	First-Year Convocation

### September

4	Monday	Labor Day ( <b>college closed, library closed</b> )
11	Monday	Last day for adding or dropping courses without a charge

### October

9	Monday	Columbus Day ( <b>college closed, library open—holiday hours</b> )
10	Tuesday	Monday classes meet
14	Saturday	Emergency make-up day (if needed and so designated by administration)
25	Wednesday	Midsemester grades due by noon

### November

3	Friday	Last day to withdraw from courses without permission
6	Monday	Spring/Early Spring registration begins for degree candidates
13	Monday	Veterans Day ( <b>college closed, library open—holiday hours</b> )
15	Wednesday	Monday classes meet
23	Thursday	Thanksgiving recess begins
27	Monday	Classes resume; Early Spring registration begins for non-degree students (contact Records office)

### December

2	Saturday	Emergency make up day (if needed and so designated by administration)
4	Monday	Spring registration begins for non-degree graduate students
9	Saturday	Fall semester classes end
11	Monday	Final examinations begin
16	Saturday	Final examinations end
18	Monday	Make-up date for final examinations
25	Monday	Christmas Day observed ( <b>college closed, library closed</b> )
26	Tuesday	Grades due by noon; Early spring classes begin

Note: Calendar subject to change

## Spring Semester 2018

### January

1	Monday	New Year's Day observed ( <b>college closed, library closed</b> )
3	Wednesday	New student orientation begins
10	Wednesday	Spring registration begins for non-degree undergraduate students

12	Friday	Early spring classes end; Spring waiver registration for National Guard (STEP Program), senior citizens and students with unemployment waivers.
15	Monday	Martin Luther King Jr. Day ( <b>college closed, library closed</b> )
16	Tuesday	Spring classes begin
29	Monday	Last day for adding or dropping courses without a charge

### February

19	Monday	President's Day (classes will be held); Summer registration begins for degree students
24	Saturday	Emergency make-up day (if needed and so designated by administration)
26	Monday	Summer registration begins for non-degree students

### March

5	Monday	Spring recess begins
12	Monday	Classes resume
14	Wednesday	Midsemester grades due
23	Friday	Last day to withdraw from courses without permission

### April

2	Monday	Fall registration begins for degree students
25	Wednesday	Cap and Gown Convocation
28	Saturday	Emergency make up day (if needed and so designated by administration)
30	Monday	Spring semester classes end

### May

1	Tuesday	Final examinations begin
7	Monday	Final examinations end
9	Wednesday	Grades due by 4 p.m.
11	Friday	Summer Session I waiver registration for National Guard (STEP Program), senior citizens and students with unemployment waivers
12	Saturday	Undergraduate Commencement/Graduate Commencement
14	Monday	Summer Session I begins
18	Friday	Last day for adding or dropping courses without a charge
28	Monday	Memorial Day ( <b>college closed, library closed</b> )

### June

22	Friday	Summer Session I ends; Summer Session II waiver registration for National Guard (STEP Program), senior citizens and students with unemployment waivers
25	Monday	Summer Session II begins

### July

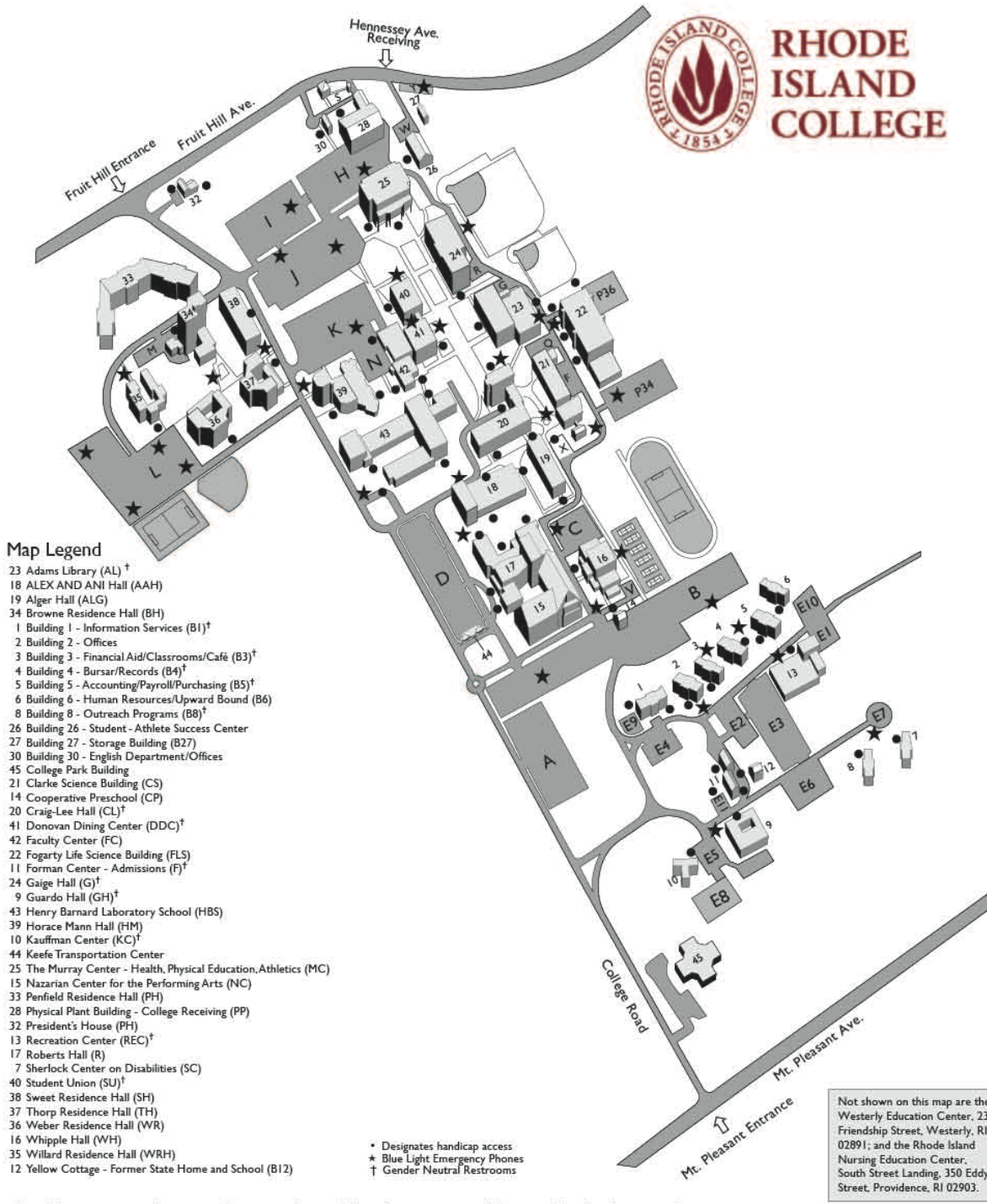
4	Wednesday	Independence Day ( <b>college closed, library closed</b> ); Last day for adding or dropping courses without a charge (Summer Session II)
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### August

3	Friday	Summer session II ends
6	Monday	Victory Day ( <b>college closed, library closed</b> )

Note: Calendar subject to change

# CAMPUS MAP



† Gender Neutral Restrooms  
 Single occupancy restrooms located throughout campus, heretofore assigned by gender but in practice often used irrespective of gender, have been designated as gender neutral. These converted units address concerns about gender imbalance and gender identity in the availability of restroom facilities. Each unit is ADA compliant and provides a private, family friendly facility for occasions when the gender of a parent differs from that of a child or for when a caregiver must tend to an individual in need of assistance.

# CANCELLATION OF CLASSES

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Classes will be held at Rhode Island College except in cases of emergency following consultation among appropriate college officials. Consideration regarding cancellation includes factors such as the college's ability to clear parking lots and walkways, official state-issued advisories regarding vehicular travel, actions of other area higher education institutions and local school districts and the availability of public transportation.

If conditions warrant cancellation of classes, said classes may be canceled for the morning, afternoon or evening time periods, or for a combination of two or more of those specific time periods. Morning classes are defined as those beginning prior to noon; afternoon classes are defined as those beginning from noon through 3:59 p.m.; and evening classes are defined as those beginning from 4 p.m. through the remainder of the day. In consideration of the commuting time necessary for many students, faculty and staff, every effort shall be made to provide notification of cancellation at least three hours prior to the start of each time period.

## Notification of class cancellation

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1. The Rhode Island College website ([www.ric.edu](http://www.ric.edu)) will feature an announcement on the home page.
2. The message will be carried on the college's recorded telephone announcement that may be accessed by calling (401) 456-9500. Normally, the college website and the recorded telephone announcement will provide the most timely information on class cancellations.

Other sources of information:

1. Local radio and television stations will broadcast cancellation announcements through the Rhode Island Broadcasters Association consortium. These announcements may be accessed directly from most major television and AM and FM radio stations in the area. Many broadcasters also post cancellation announcements on their websites.
2. The announcement will also be carried on the college's official institutional Facebook page.
3. A campus-wide email notification will be sent to all faculty and staff as well as to the college email addresses of all students registered for that semester.
4. A campus-wide voice mail will be sent to every voice mailbox throughout the campus system.
5. A text message will be sent through RICAlert (the Rhode Island College Emergency Notification System). RICAlert text messages are sent to all cellphones and PDAs registered in the system. Students, faculty and staff may register for this service through RICConnect.
6. Anchor TV and RIC radio station WXIN will be notified by email.

## Emergencies—Information for Students, Parents and the General Public

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1. The college switchboard will remain staffed during the hours of 7 a.m. to 7 p.m. The college's recorded information line will be available 24 hours a day at (401) 456-9500.
2. Provision will be made to meet the dining needs of residence hall students.
3. During emergencies, regardless of whether or not classes are canceled, other activities scheduled on campus may be canceled. Contact the sponsoring organization for information.
4. During any period of locally inclement weather that does not warrant college-wide cancellation of classes, a student unable to get to class shall be allowed, at the first opportunity, to make up any in-class examinations and to submit any assignments that require the student's physical presence on the campus.

## Emergencies—Information for Employees

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In the event of cancellation of classes, nonteaching employees are still expected to report to work. Employees who are unable to report to work or to complete their work schedule due to adverse weather conditions may, with the approval of their supervisor, use personal leave, annual leave, salary-deferred pay or leave without pay to compensate for their absence.

Parking lots K (Student Union loop), D (south of Roberts Hall and ALEX AND ANI Hall) will be given priority for clearing during snow emergencies that result in class cancellation. This arrangement facilitates access to the dining center for resident students and provides a cleared parking area for nonteaching employees.

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 Rhode Island Board of Education and the unions representing the several bargaining units.

# INTRODUCTION

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## An Overview

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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 Business, 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, called the Rhode Island College of Education. In the 1958-59 academic year the college moved to its current Mount Pleasant campus and, in 1960, 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. The college now serves approximately 9,000 students in courses and programs 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 Postsecondary Council of the Rhode Island Board of Education. The 11-member board was created by the Rhode Island General Assembly in 2013 and replaced the Board of Regents for Elementary and Secondary Education and the Board of Governors for Higher Education.

## Mission of the College

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As a leading regional public college, Rhode Island College personalizes higher education of the finest quality for undergraduate and graduate students. We offer vibrant programs in arts and sciences, business and professional disciplines within a supportive, respectful and diverse community. Dedicated faculty engage students in learning, research and career attainment, and our innovative curricula and co-curricula foster intellectual curiosity and prepare an educated citizenry for responsible leadership.



# GENERAL INFORMATION - UNDERGRADUATE

## Admissions - Undergraduate

### 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 attests 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 Rhode Island College. Applicants' secondary school programs must include at least 18 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 history or social science.** 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 sciences.** Students planning to enter a technical, scientific or health-related field are strongly encouraged to complete courses in biology, chemistry and physics.
- **2 units of the same foreign language.** College-bound students are encouraged to complete three years of a foreign language.
- **5 units of diversified college preparatory courses.** Appropriate courses may include additional units from the arts, mathematics, language, social sciences, science or other college preparatory electives offered by the high school.

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

Rhode Island College is a member of the The Common Application Group. To be considered for admission, freshman applicants must submit the following materials to the Office of Undergraduate Admissions by March 15 for fall semester enrollment or by November 15 for spring semester enrollment:

1. **A completed application accompanied by a \$50 nonrefundable application fee.** Students may apply online at [www.commonapp.org](http://www.commonapp.org).
2. **Official high school transcript(s) and academic recommendations.** The applicant must arrange to have these materials forwarded to the admissions office. Applicants may be required to submit senior midyear grades for review.
3. **Scores on the Scholastic Assessment Test (SAT) 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. However, such students, if they have lived in the United States for less than five years, must have a minimum score of 79 on the Web-based version of the Test of English as a Foreign Language (TOEFL), 213 on the computer-based version or 550 on the paper-based version. The international English Language Testing System (IELTS) exam is accepted in lieu of the TOEFL. The minimum required score is 6.5.

Scores on the SAT Subject Tests (formerly Achievement Tests) may be submitted for additional consideration. These scores are not a requirement. (See Proficiency and Advanced Placement (p. 11).)

Interviews are encouraged and may be required of some applicants. Applications are considered on a rolling basis and are acted upon as soon as all 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 may be made online or 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: a minimum GPA of 2.25 with 24 to 29 earned college credits or a minimum GPA of 2.00 with 30 or more earned college credits.

### Application Procedures

Rhode Island College is a member of The Common Application group. 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 accompanied by a \$50 nonrefundable application fee.** Students may apply online at [www.commonapp.org](http://www.commonapp.org) or at [www.nexttiereducation.com](http://www.nexttiereducation.com).
2. **Official transcripts from all colleges attended, whether or not you expect or desire credit for such work.** Final spring semester transcripts are 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 official transcripts are received.
3. **Official high school transcripts and scores on the SAT 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. However, such students, if they have lived in the United States for less than five years, must have a minimum score of 79 on the Web-based version of the Test of English as a Foreign Language (TOEFL), 213 on the computer-based version or 550 on the paper-based version. The International English Language Testing System (IELTS) exam is accepted in lieu of the TOEFL. The minimum required score is 6.5.

### Transfer Credit

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 10 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. Effective January 2012, students may be awarded a maximum of 75 transfer credits.

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.

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

## TRANSFER APPLICANTS FROM THE UNIVERSITY OF RHODE ISLAND AND THE COMMUNITY COLLEGE OF RHODE ISLAND

According to the Rhode Island Board of Education's "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.ritransfers.org](http://www.ritransfers.org).

Students with a minimum cumulative grade point average (GPA) of 2.4, graduating from CCRI with an Associate of Arts, an Associate of Science in business administration or computer science, or an Associate of 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 degrees, but any credit earned beyond will be evaluated separately.

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

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 GPA of 2.4.
4. Meet all nonacademic admissions requirements for Rhode Island College.

## OTHER FORMS OF ADMISSION

### 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 is a member of The Common Application group and 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 June 1 for freshmen and June 1 for transfer students:

1. **A completed application accompanied by a \$50 nonrefundable application fee.** Students may apply online at [www.commonapp.org](http://www.commonapp.org) or at [www.nexttiereducation.com](http://www.nexttiereducation.com).
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 one of the following tests:**
  - Test of English as a Foreign Language (TOEFL): minimum score of 79 iBt.
  - Pearson Test of English: minimum score of 63.
  - International English Language Testing System (IELTS): minimum score of 6.5.
4. Students with strong academic records whose test scores are below the minimum required may be considered for conditional admission.
5. **Once admitted, 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 F1 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 Servicemembers 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 coursework should contact the Office of Academic Support and Information Services.

### Performance-Based Admission Program

Individuals who are at least 20 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.

Rhode Island College is a member of The Common Application group. Applicants must submit the following materials to the Office of Undergraduate Admissions by June 1 for fall semester enrollment and November 15 for spring semester enrollment:

1. **A completed application accompanied by a \$50 nonrefundable application fee.** Students may apply online or download a copy of application materials at [www.commonapp.org](http://www.commonapp.org) or at [www.nexttiereducation.com](http://www.nexttiereducation.com).
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).

### 4. An interview.

Each student who is accepted into Rhode Island 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 English-language courses), a schedule for ongoing consultation with an advisor and a specific six-course program, which will include the college writing course, three General Education Distribution courses and two other elective courses. Students must complete the six-course program with a minimum GPA of 2.0 to be allowed to continue their studies. Upon successful completion of the plan of study, students will be continued as degree candidates without condition.

Students who need remedial coursework in either of these disciplines will be permitted to take these courses as part of their programs, but credits earned will not count toward either the degree requirements or the six-course PBA Program plans.

Adult students whose primary language is not 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. Before undertaking the six-course PBA Program, these students are expected to demonstrate a facility with the English language that is comparable to a score of 79 on the Web-based version of the Test of English as a Foreign Language (TOEFL), 213 on the computer-based version or 550 on the paper-based version; 960 on the English Language Proficiency Test (ELPT); or 6.5 on the International English Language Testing System (IELTS).

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

The Preparatory Enrollment Program (PEP) serves a select number of first-generation or low-income students who demonstrate the potential for academic success and persistence. Program services support the intellectual and social development of students by providing academic instruction and tutoring, faculty mentoring, a peer support network, workshops, learning communities and individual advising. PEP is a student-centered program characterized by an environment of diversity, cooperation and community.

Student support services begin during the spring and summer months, prior to freshman year. All students participate in a five-week Spring Pre-College Seminar Series led by Rhode Island College faculty, which exposes and engages students in college-level coursework. During the summer, students participate in a First Year Experience Seminar and attend individual advising meetings with their PEP advisor. Throughout freshman year PEP students receive individualized support and guidance to ensure a successful personal and academic transition to college. Students also have the opportunity to participate in study halls, learning communities, group workshops with campus offices and a peer mentoring program.

Prospective PEP applicants must complete the Common Application and indicate an interest in applying to PEP by February 1. The selection process involves a review of academic records, standardized test scores, a

personal statement and letters of recommendation. Some students selected for final consideration may be invited to participate in a personal interview. In order to be considered for financial aid, applicants must also complete the FASFA and the Rhode Island College Financial Aid Application by March 1.

#### **Project ExCEL (Excellence in College for English Learners)**

**Project ExCEL is an academic initiative at Rhode Island College aiming to expand college access for talented bilingual students. Because the process of acquisition of academic English for non-native speakers of English is complex and extends over several years, many highly capable, literate and academically talented advanced bilinguals often do not have all the mainstream English courses required for admission to a four-year college or university. In close partnership with high school and other counselors, Project ExCEL at Rhode Island College enrolls bright, accomplished bilinguals with established success in academic subjects and provides them the opportunity to pursue a degree at the college.**

#### **Admissions requirements:**

- Successful completion of high school ESL courses.
- 3 units of mathematics.
- 2 units of laboratory science.
- 2 units of social science.
- 2 units of foreign language (may be waived if a student exhibits proficiency in multiple languages).

#### **5 additional units of diversified study.**

#### **Additional requirements:**

- Eligible candidates will generally rank in the top 10 percent of the graduating class or have a minimum GPA of 3.5 on a 4.0 scale.
- Interview.
- RIC ESL Placement Exam.

#### **RIC Writing Placement Test.**

#### **Re-admission**

Undergraduate degree candidates with at least a 2.0 cumulative average who withdraw from Rhode Island 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) 10 years old or older. Registration materials will be mailed to students for three consecutive semesters. After three semesters, students may call the Records Office to request registration materials.

Rhode Island College is a member of The Common Application group. Undergraduate degree candidates who have been dismissed for academic reasons or who have withdrawn and taken courses at another institution, must submit a **completed application accompanied by a \$50 nonrefundable application fee** to the Office of Undergraduate Admissions. Students may apply online at [www.commonapp.org](http://www.commonapp.org) or at [www.nexttiereducation.com](http://www.nexttiereducation.com). Application deadlines are August 1 for fall semester enrollment and November 15 for spring semester enrollment. Students must have a minimum GPA of 2.0 for readmission to degree status.

#### **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 2.0 cumulative GPA (higher for some programs).

Rhode Island College is a member of The Common Application group. Applicants for a second bachelor's degree submit the following materials to the Office of Undergraduate Admissions by June 1 for fall semester enrollment or by November 1 for spring semester enrollment:

1. **A completed application accompanied by a \$50 nonrefundable application fee.** Students may apply online at [www.commonapp.org](http://www.commonapp.org) or at [www.nexttiereducation.com](http://www.nexttiereducation.com).
2. **Official transcripts from all colleges attended.** Transcripts must indicate that a baccalaureate degree was conferred and the date it was conferred.

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., art, 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 National Alliance of Concurrent Enrollment Partnerships and Rhode Island College EEP standards. See [www.ric.edu/eep/](http://www.ric.edu/eep/).

#### **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 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 Student Health Services before a full-time student is allowed to start 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 Student Health Services. All health related information should be entered into the secure **Medicat Patient Portal** located on the right sidebar of **MyRIC**.

*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 - Undergraduate

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## REGISTRATION PROCEDURES

### Degree Candidates

Each student is assigned a day and time to register, which can be found in the student's MyRIC account. Information regarding course offerings is available online for all students prior to the registration period at [www.ric.edu/recordsOffice/Bulletin.php](http://www.ric.edu/recordsOffice/Bulletin.php).

### Incoming Freshmen

Information on freshman 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.

### Incoming Transfer, Readmit and Second Degree Students

Information on transfer orientation is mailed to incoming transfer, readmit and second degree students 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 Records Office.

A late fee of \$10 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

For a one-time charge of \$30, official transcripts are issued by the Records Office upon written request, by using the RICconnect system or using the online request for alumni or former students at [www.ric.edu/recordsoffice/transcripts.php](http://www.ric.edu/recordsoffice/transcripts.php). 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. The FERPA policy can be found at [www.ric.edu/recordsoffice/Pages/ferpa.php](http://www.ric.edu/recordsoffice/Pages/ferpa.php).

## Fees - Undergraduate

The fees described in the following sections are projected for the 2016–2017 academic year. Because of rising costs, the Rhode Island Board of 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, Rhode Island College offers an extended payment plan for students who wish to pay on a monthly basis. The cost of this service is approximately \$35 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 UNDERGRADUATE STUDENTS (2017–2018)

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

	In State	MTP	Out of State
<b>Tuition</b> (General Fee)	\$3,818.50	\$5,728	\$10,075
<b>Dining Center/Student Union Fee</b>	\$220	\$220	\$220
<b>Athletic Fee</b>	\$40	\$40	\$40
<b>Fine Arts Fee</b> (Degree Candidates Only)	\$25	\$25	\$25
<b>Library Fee</b>	\$50	\$50	\$50
<b>Recreation Fee</b>	\$90	\$90	\$90
<b>Student Activity Fee</b>	\$60	\$60	\$60
<b>Technology Fee</b>	\$67.50	\$67.50	\$67.50
<b>Transportation Fee</b>	\$17	\$17	\$17
<b>Total:</b>	<b>\$4,388</b>	<b>\$6,297.50</b>	<b>\$10,644.50</b>

*Note: Students who take more than 18 credit hours of courses per semester pay an additional \$300 per credit hour (if in state) or an additional \$740 per credit hour (if out of state or MTP/NEBHE).*

### TUITION AND FEES FOR PART-TIME UNDERGRADUATE STUDENTS (2017–2018)

Part-time students (those taking fewer than 12 credit hours a semester) pay per credit hour:

	In State	MTP	Out of State
<b>Tuition</b> (General Fee)	\$300	\$453	\$740
<b>Athletic Fee</b>	\$4	\$4	\$4
<b>Fine Arts Fee</b>	\$2	\$2	\$2
<b>Library Fee</b>	\$5	\$5	\$5
<b>Recreation Fee</b>	\$8	\$8	\$8
<b>Student Activity Fee</b>	\$6	\$6	\$6

<b>Technology Fee</b>	\$10	\$10	\$10
<b>Transportation Fee</b>	\$4	\$4	\$4
<b>Total:</b>	<b>\$339</b>	<b>\$492</b>	<b>\$779</b>

**Registration Fee:** \$100

*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

\$650 per semester, for students taking Music 270–288 or 370–388  
\$325 per semester, for students taking Music 170–188

#### Enrollment Fee Deposit

\$200

#### Laboratory/Studio Art Fee

\$30 per course

#### Late Payment Fee

\$10

#### Orientation Fee

\$160 for incoming freshmen  
\$70 for incoming transfer students

#### Room

\$6,582 to \$7,697 per year

#### Board

\$4,753 per year

#### School of Business Program Fee

\$21 per credit hour, up to a maximum of \$250 per semester

#### School of Nursing Program Fee

\$21 per credit hour, up to a maximum of \$250 per semester

#### School of Nursing Testing Fee

\$75 per semester

#### Medical Imaging Program Fee

\$21 per credit hour, up to a maximum of \$250 per semester

#### Textbooks, Supplies and Other Expenses

Students purchase their own textbooks and supplies. The cost of these materials is approximately \$1,000 annually. Rhode Island 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 \$1,200 to \$1,750 annually. Students should

also expect to pay up to \$1,000 per year for clothing, entertainment and other personal expenses, depending 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**

\$30

### **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 14 private 50-minute lessons, which comprise Music 270–288 and 370–388. The fee for Music 170–188 covers 14 private 30-minute lessons.

The **Enrollment Fee** applies to all incoming freshman, transfer, second degree and readmitted 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 Rhode Island 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 Payment Fee** is a penalty for failing to make payment during the designated periods.

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 the 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 **School of Business Program Fee** is used to provide educational opportunities and career activities for business students at Rhode Island College.

The **School of Nursing Program Fee** is used to enhance educational opportunities and career activities for nursing students at Rhode Island College.

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 **Transportation Fee** is used to fund the re-establishment of a discounted RIPTA fare program for students and parking improvements on campus.

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 18 years of age, must present certification to the appropriate Rhode Island College official that the parents or legal guardians have resided in Rhode Island for at least 12 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 18 and claims independent status, a notarized statement must be furnished, indicating residence in Rhode Island for at least one year prior to the student 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 (IRS) 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 community within a 50-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 non-degree students. Connecticut and Massachusetts communities (and one NY community) within the 50-mile radius are listed online at [www.ric.edu/bursar/Pages/MTP-and-RSP.aspx](http://www.ric.edu/bursar/Pages/MTP-and-RSP.aspx).

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 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 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 RSP program or else they will be charged out-of-state tuition fees as of the date of transfer. Each semester, RSP program students must also request a tuition waiver from the Records Office.

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

Additional information may be obtained from the Office of Undergraduate Admissions, from the high school guidance counselor, or from the NEBHE website at [www.nebhe.org/programs-overview/rsp-tuition-break/overview/](http://www.nebhe.org/programs-overview/rsp-tuition-break/overview/).

### **RHODE ISLAND NATIONAL GUARD STATE TUITION EXEMPTION PROGRAM**

Members of the Rhode Island National Guard who are 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 12-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 60 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. In addition, the student must have fulfilled all academic prerequisites for the course, is limited to registering on the last day of registration on a space-available basis and is subject to a means test.

### **UNEMPLOYMENT WAIVER**

Rhode Island General Law 284281 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 DET467 from the Department of Labor 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 TUITION AND FEES**

A full- or part-time student withdrawing from Rhode Island 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 OF ROOM AND BOARD FEES**

#### **Room Refunds**

Withdrawal prior to the “contractually publicized” July 15 date will cancel all room charges minus the room reservation of \$100. Otherwise, the room contract will remain binding on the student until the end of the academic year. 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.

A first semester freshman who withdraws from the college in their first semester will be released from the contract for the spring semester upon completion of proper withdrawal forms. All other students will need to submit an appeal letter for contract release consideration. In all cancellations, the room reservation deposit (\$100) shall be forfeited.

#### **Board Refunds**

The board contract is binding upon the student until the end of the academic year 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 FOR STUDENTS INVOLUNTARILY CALLED TO MILITARY SERVICE**

The Rhode Island Board of 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 tuition and fees or to resolve other debts to Rhode Island College—for example, 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 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 Direct Loans, PLUS and/or SLS loans), before receiving grades, a degree, transcripts or a diploma.

## **Financial Aid - Undergraduate**

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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 approximately 60 percent of full-time and part-time undergraduate degree students receive financial aid. Degree students are assigned a financial aid counselor who is listed at [www.ric.edu/financialaid/Pages/Financial-Aid-Counselor.aspx](http://www.ric.edu/financialaid/Pages/Financial-Aid-Counselor.aspx).

### **ELIGIBILITY STANDARDS**

Applicants should be aware that virtually all financial assistance awarded by Rhode Island 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 non-citizens.
3. Students who are enrolled at least half-time (for six credit hours), although limited Federal Pell Grants are available to students enrolled less than half time.
4. Students who are maintaining satisfactory academic progress (see Standards for Measuring Satisfactory Academic Progress for Undergraduate Financial Aid Recipients (p. 20)).

For financial aid purposes, enrollment levels are determined at the end of the Add Period (the first two weeks of each semester). Hence, those who are officially classified as non-matriculated students, visiting students, special students, non-matriculated graduate students, etc. at the end of the Add Period should anticipate that their awards will be canceled. Students whose enrollment 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 Education 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 a loan and/or work opportunities.

## APPLICATION PROCEDURES

Any undergraduate student who desires financial aid from Rhode Island College must complete the Free Application for Federal Student Aid (FAFSA). In addition, new freshmen 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 Upperclass Students

1. **Application for admission on file** with the Office of Undergraduate Admissions by **March 15** (incoming freshmen only).
2. **FAFSA on file** at the processing center by **February 1**.
3. **Rhode Island College Financial Aid Application on file** with the Office of Student Financial Aid by **February 1** (incoming freshmen only).

### Readmitted 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 **April 15**.
3. **Rhode Island College Financial Aid Application on file** with the Office of Student Financial Aid by **April 15** (incoming transfers only).

### Incoming Freshmen, New Transfers, and Other Students Admitted/Readmitted (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 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 income tax returns, IRS Tax Return Transcripts 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 Non-citizenship Documentation:** Applicants who are “eligible non-citizens” must provide appropriate documentation before awards can be made. (Please refer to FAFSA instructions for definition and required documents for U.S. immigration status.)

## FINANCIAL AID PROGRAMS

### Federal Financial Aid Programs

#### *Federal Direct Parental Loans for Undergraduate Students (PLUS)*

Federal Direct 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 the student must file a FAFSA and parents must pass a credit review in order to qualify for the loan. Repayment may be deferred for up to six months after the student is no longer enrolled at least half-time. However, interest does accrue on the loan and is capitalized into the loan principal before repayment begins. The interest rate on these loans is fixed at 7.00 percent. Federal Direct PLUS Loans have an origination fee of 4.276 percent.

#### *Federal Pell Grants*

Eligibility for a Federal Pell Grant is determined by the United States Department of Education, using a national formula. These grants range up to \$5,920 annually. Actual awards vary according to the cost of attendance, the student’s enrollment status (full, three-quarter, half or less than half-time) and a family’s expected contribution.

#### *Federal Perkins Loans*

Perkins loans are long-term, low-interest (5 percent) loans. Eligibility for a Federal Perkins Loan is based on financial need as determined by the Office of Student Financial Aid using information from the FAFSA.

Annual loan amounts may total up to \$5,500 for undergraduates. The cumulative borrowing limit is \$27,500 for undergraduates. Actual award amounts vary depending on federal funding levels, and priority is given to those applicants with the greatest need. Repayment begins nine months after graduation or after dropping below half-time status (6 credits per semester). Students may be allowed up to 10 years to repay; however, a minimum monthly repayment of \$40 is required. This program will be gradually phased out after the 2015-2016 academic year. Only students who received loans at Rhode Island College prior to 2015-2016 will be eligible for loans in subsequent academic years. Federal Perkins loans are no longer available to graduate students at Rhode Island College.

#### *Federal Direct Loans*

Eligibility for a subsidized Federal Direct 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. Students have a six-month grace period after leaving school or dropping below half-time status before repayment begins, but interest will accrue during this period. Unsubsidized Direct Loans, which do not require financial need, have an interest charge during the in-school and grace periods.

Effective July 1, 2017, both subsidized and unsubsidized loans for undergraduate students have a fixed interest rate of 4.25 percent. Both loans also have a 1.069 percent origination fee. In addition, as of July 1, 2012, subsidized loans are limited to undergraduate students.

#### **Annual loan limits are as follows:**

\$5,500 for freshmen, but only \$3,500 can be subsidized.  
 \$6,500 for sophomores, but only \$4,500 can be subsidized.  
 \$7,500 for upper-class undergraduates, but only \$5,500 can be subsidized.  
 \$20,500 for graduate students.

Independent undergraduate students (as determined by the FAFSA) may be eligible for an additional unsubsidized loan of \$4,000 in the freshman and sophomore years and \$5,000 in the junior and senior years.

#### **Aggregate loan limits are as follows:**

\$31,000 for undergraduate dependent students, but no more than \$23,000 can be subsidized.  
 \$57,500 for undergraduate independent students, but no more than \$23,000 can be subsidized.  
 \$138,500 for graduate students.

#### *Federal Supplemental Educational Opportunity Grants*

Eligibility for a Federal Supplemental Educational Opportunity Grant is based on financial need as determined by the Office of Student Financial Aid, using information from the FAFSA. Awards 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. Wage rates reflect both the level of responsibility and the experience of the student worker. Eligibility is determined by the Office of Student Financial Aid using information from the FAFSA. The Career Development Center helps students with work-study awards identify opportunities both on and off campus; however, Rhode Island College cannot guarantee that a student will secure a work-study position.

### **State Financial Aid Programs**

#### *RI Stay-the-Course Scholarship*

The Stay-the-Course Scholarship at Rhode Island College is funded by an allocation from the Rhode Island State Higher Education Opportunity Grant program. The scholarship is awarded by the Office of Student Financial Aid to Rhode Island residents after completion of the freshman year at RIC. The scholarship is designed to increase our graduation rate by enabling these students to continue full-time study in their second through sixth years at the college by reducing the need to work long hours off-campus. To qualify, a student must enter RIC at or during the freshman year, enroll full-time, be eligible for the federal Pell Grant and have a minimum cumulative GPA of 2.75. The scholarship will cover up to the difference between the standard cost of full tuition, registration fees, an allowance for books and the funds provided by the Pell Grant, Supplemental Educational Opportunity Grant and merit-based scholarships. However, no scholarship will exceed need or 60 percent of a student's annual cost of attendance. Recipients must remain Pell-eligible, continue full-time enrollment and maintain a cumulative GPA of at least 2.75 for renewal in subsequent years. Renewal scholarships are subject to continued state funding, and students filing the FAFSA by our March 1 deadline will receive priority.

#### *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.

### **Rhode Island College Need-Based Grants and Scholarships**

#### *RIC Scholars Program*

This program provides scholarships of \$2,500 to entering freshmen with exceptional financial need and academic promise. These awards require full-time enrollment and may be renewed for up to four years of study based on need and a cumulative GPA of at least 2.5. Eligibility is determined by the Office of Student Financial Aid using information from a student's academic record and FAFSA.

#### *Rhode Island College Grants*

Rhode Island College grants ranging from \$100 to \$13,600 are awarded by the Office of Student Financial Aid to students with demonstrated financial need. All applicants are required to file the FAFSA. In addition, new freshmen 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.

#### *Rhode Island College Transfer Scholar Awards*

These awards range from \$2,500 to \$5,000 and are based on academic achievement as well as financial need. To be considered, an entering transfer student must have a cumulative GPA of at least 3.25 as determined by the college Office of Undergraduate Admissions at the time of acceptance. Eligibility is determined by the Office of Student Financial Aid, using information from both the FAFSA and the Rhode Island College Financial Aid Application. Awards may be renewed for up to three years of study based on need and maintenance of a cumulative GPA of at least 3.0.

**Financial Aid for Summer Sessions**

In addition to filing the 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, Federal Direct 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**

Rhode Island College recognizes superior academic achievement through the awarding of scholarships. Detailed information on the financial scholarships listed below are available from the department or office noted with the entry.

**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**

Noreen Ackerman '80 Scholarship  
Frank and Agnes Campbell Scholarship  
Alumni Children Academic Scholarship  
Alumni Freshman Award  
Alumni Graduate Scholarship  
Alumni RICochet Fund  
Alumni Scholarship Awards  
Class of 1951 Scholarship

**American Federation of Teachers at Rhode Island College (AFT@RIC)**

Donald C. Averill Scholarship

**Biology, Department of**

Mary M. Keeffe '28 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**

Thomas Barry '65 and Louise Barry '64 Endowed Scholarship  
Doris M. Bettez '42 Scholarship  
Joan M. Calise '57 Scholarship  
S. Elizabeth Campbell '31 Fund  
Geraldine A. Carley Scholarship  
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 1955 Scholarship  
Class of 1959 Scholarship  
Phylliss St. Germain Crawford '66, '70 Scholarship  
Margaret Day '63 and Edward Day '61 Scholarship  
Lillia Moura deMelo '49 Scholarship  
Endowed Scholarship for the Support of Diversity  
Helen Forman Special Education Scholarship  
Sarah T. Foster Scholarship  
Patricia Galvin '62 and Dee McCarthy '62 Scholarship  
Donna Gentili '70 Endowed Scholarship  
Abbie Hoisington Memorial Scholarship for Special Education  
Carol Horrocks '56 Art Education Scholarship  
Andrea B. Isserlis '64 Special Education Scholarship  
Kanakry '65-Clarke '92 Scholarship  
Thomas G. King Memorial Scholarship  
Renato and Elena Leonelli Physical Science Scholarship  
Helen Wynaught Lindstrom '39 Endowed 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  
Mary S. McGrath '48 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  
 Paul V. Sherlock '60 Endowed Scholarship  
 Bernard H. Singleton '63 Scholarship  
 John J. Smith '63 and Anna Veronica Smith '33 Scholarship  
 Vera Sohigian Endowed Scholarship in Education  
 Josephine A. Stillings Scholarship  
 Mary E. Tremblay '69 Endowed Scholarship  
 John and Happy White Scholarship in Teacher Education  
 B. Ruby Winnerman and Harriet J. Winnerman Memorial Scholarship Fund  
 Arthur M. Zarrella Endowed Scholarship

#### **Financial Aid, Office of Student**

Anna H. Blankstein '41 Scholarship  
 George Giacomo Cairo Scholarship  
 Class of 1939 Scholarship  
 Class of 1950 Scholarship  
 Class of 1954 Scholarship  
 Class of 1956 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  
 Harrington '59 and Nolan '59 Scholarship  
 David M. Harris Memorial Scholarship  
 Laura Fachada Lally Memorial Scholarship  
 Robert L. Lombardi '86 Endowed Memorial Scholarship  
 Mary F. Luzzi Scholarship  
 Anthony Masi M.Ed. '74, C.A.G.S. '77 and Lillian J. Masi Endowed 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  
 Edna M. Snow '77 Scholarship  
 State Scholarships  
 Richard Zorabedian Memorial Scholarship Fund

#### **Honors Program, College**

Director of Honors Scholarship  
 Eleanor M. McMahon Rising Junior Scholarship

John Nazarian Honors Scholarship  
 Rhode Island College Faculty Honors Scholarship  
 Rhode Island College Foundation Honors Scholarship  
 Rhode Island College Honors Project Grant  
 Ruth Williams '33 Honors Scholarship

#### **Management, School of**

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

#### **Mathematics and Computer Science, Department of**

Nancy Humes '68 Scholarship

#### **Miscellaneous**

1st. Lt. Gregory F. Zavota Humanitarian Scholarship  
 Michael J. "The Doc" Gonsalves '86 Scholarship  
 Therese Sullivan '46 Scholarship  
 Tess Hoffman Film Studies Scholarship  
 Michael A. Valerio '80 Communications Scholarship

#### **Modern Languages, Department of**

Leonelli Family Memorial Scholarship

#### **Music, Theatre and Dance, Department of**

Ernest C. and Dorothy H. Allison Scholarship  
 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  
 Michael S. Kroian Sr. Endowed Scholarship  
 Katherine Bryer Krueger Scholarship  
 Francis M. Marciniak Music Education Scholarship  
 John Pellegrino Scholarship for Brass Students  
 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. Ciambone Memorial Endowed Scholarship  
 Class of 1957 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 Schools**

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  
Michelina "Miki" Doretto Santos Veteran/Veteran Spouse & Upward Bound Scholarship

**Student Community Government, Office of**

Beverly L. McGinnis Scholarship

**Study Abroad Office**

Portuguese Studies Abroad Fund  
Ridgway F. Shinn Jr. Study Abroad Fund

**Talent Awards**

Special Talent Awards were established to recognize and encourage students who have exceptional talent or skill in the visual and performing arts, areas of intercollegiate competition (other than athletics) or similar fields. Currently, Rhode Island College offers awards in the following areas: art, communication, dance, film studies, music and theatre. While the requirements for these awards vary by department, award competition is open to entering freshmen and transfer students. Awards range from \$100 to \$2,500. Applicants should contact the academic department or program advisor in their area of interest.

**EMPLOYMENT PROGRAMS**

The Office of Student Employment, located in the Career Development Center, provides information on part-time employment both on and off campus during the academic year and the summer. One source of employment is the Federal Work-Study Program, which is based on financial need. However, student employment opportunities are also available for students who do not qualify for financial aid.

**SHORT-TERM LOANS**

Students may be eligible to receive a line of credit toward purchases at the Rhode Island College Bookstore if their financial aid award exceeds direct charges (e.g., tuition, fees, room and board). Applications must be submitted online using the student self-service section of MyRIC.

**STANDARDS FOR MEASURING SATISFACTORY ACADEMIC PROGRESS FOR UNDERGRADUATE FINANCIAL AID RECIPIENTS**

**SATISFACTORY ACADEMIC PROGRESS STANDARDS POLICY**

Federal regulations require all institutions which administer Title IV student assistance programs to monitor the academic progress towards a degree or certificate of students applying for funds. All students who have completed a Free Application for Federal Student Aid (FAFSA) and wish to be considered for Title IV federal aid such as federal Pell grants, Direct loans, and SEOG grants as well as other types of assistance must meet the criteria stated in the policy. **Regulations require the financial aid policy to be at least as strict as the institutions' academic standing policy and therefore these standards are subject to revision.**

**AID ELIGIBILITY**

Your financial aid eligibility is based on the Satisfactory Academic Progress (SAP) standards that the Rhode Island College's Financial Aid Office is required by the U.S. Department of Education to establish, publish, and apply. The Financial Aid Office measures your academic performance and enforces SAP standards to ensure that you, as a financial aid recipient, progress toward graduation. If you fail to meet these standards, you become ineligible to receive financial aid until you meet all requirements.

Financial aid recipients will be reviewed for satisfactory progress at the end of the spring semester after grades are posted. A student who does not meet the satisfactory academic progress standards will be terminated from financial aid assistance. An aid-terminated student is ineligible for any further financial aid, including student loans, until satisfactory academic progress is re-established. Readmission to a program or removal from academic probation does not automatically constitute eligibility for federal aid.

**STANDARDS OF MEASURING SATISFACTORY ACADEMIC PROGRESS AT RHODE ISLAND COLLEGE**

1. Qualitative Component: Students must meet minimum cumulative G.P.A. requirements as more credits are attempted (see chart below).
2. Quantitative Component: The quantitative component requires you to complete your degree within a maximum timeframe. You are eligible to receive financial aid for a maximum timeframe of 150 percent of the published degree credits required to complete your program. Since an undergraduate degree program at Rhode Island College requires 120 degree credits, you are eligible for financial aid up to 180 attempted credits.
  - a. The ratio between attempted and completed credits determines your credit completion ratio. Students are required to meet the completion ratio as outlined in the chart below.
  - b. Incompletes, Withdrawals, ESL credits, remedial credits and Repeats all count toward completion percentage as attempted credits. "I" (Incomplete) grades are not considered passing grades.
  - c. Transfer Credits are counted in the total number of attempted and earned credits.

- Both components apply to double majors, or students who change majors.

Credits Attempted	Required Successful Completion	Minimum Cumulative G.P.A.
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

### APPEAL PROCESS

- Students must complete the Appeal Form ([www.ric.edu/financialaid/Pages/Forms-and-Publications.aspx](http://www.ric.edu/financialaid/Pages/Forms-and-Publications.aspx)) and follow the instructions on the form. Appeals should be based on personal injury, illness, family difficulties, death of a relative, or other extenuating circumstances beyond the student's control.
- If more than one semester is needed to comply with the SAP policy as detailed above, it is recommended that your appeal include an advisor-approved academic plan that if followed will ensure you will be able to meet SAP requirements by a specific point in time.
- If your appeal is approved, you will be placed on "financial aid probation" and as long as you meet all requirements of the approval letter and follow your academic plan (if applicable), you may continue to receive financial aid.
- The Deadline for appeals is no later than four weeks prior to the end of the semester for which aid is desired. Allow up to three weeks for processing appeals.

### APPEAL NOTIFICATION PROCESS

- Students will be notified of the appeal decision by hard-copy letter mailed to students' permanent home address on record.
- Subsequent appeals of the same nature are not permitted.
- All appeal decisions are final.

### REINSTATEMENT OF ELIGIBILITY

When a student has made satisfactory progress as outlined above for a particular semester without the benefit of student financial aid, the student must contact the Office of Student Financial Aid and request a Satisfactory Academic Progress re-evaluation. The student will then be reinstated to an eligible status for the subsequent term.

### THE RIGHTS AND RESPONSIBILITIES OF STUDENTS RECEIVING FINANCIAL ASSISTANCE

As recipients of student financial aid, students have certain rights they should exercise and certain responsibilities that must be met.

#### Student Rights

- Students have the right to know the cost of attending the institution.

- Students have the right to know where and from whom information on student assistance at the institution may be obtained.
- Students have the right to know what financial aid programs are available at their school.
- Students have the right to know how to apply for student assistance programs and what standards are used to determine eligibility.
- Students have the right to know the deadlines for submitting applications for each of the financial aid programs available.
- 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.
- 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.
- 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.
- Students have the right to know how much of their financial need as determined by the institution has been met.
- Students have the right to request an explanation of the various programs in their student aid package.
- Students have the right to know what portion of their financial aid 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.
- Students have the right to know the means by which financial aid will be disbursed and the frequency of disbursements.
- 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.
- Students have the right to know their school's refund policy.
- Students have the right to know what academic programs are available at the institution and the faculty and facilities available for those programs.
- Students have the right to data regarding retention of students at the institution.
- Students have the right to know the number or percentage of students completing each program if such data is available.

#### Student Responsibilities

- Students must complete all application forms accurately and submit them on time to the right place.
- 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.
- 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.
- 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.

## Academic Policies and Requirements - Undergraduate

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### GRADUATION REQUIREMENTS FOR ALL UNDERGRADUATE STUDENTS

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

1. The General Education requirements.
2. The College Writing Requirement.
3. The College Mathematics Competency.
4. The major requirements listed under each program, and, if applicable, requirements in the minor.
5. Experiential Learning Requirement.
6. A minimum of 120 credit hours, with a minimum of 45 credit hours taken at RIC. Of the 45 credit hours, a minimum of 15 credit hours must be in the major (12 of which must be at the 300- or 400-level).
7. A minimum overall GPA of 2.0 on a 4.0 scale.

### COLLEGE WRITING REQUIREMENT

All students are required to complete the College Writing Requirement. In most cases, this requirement is satisfied by the completion of FYW (First Year Writing) 100, FYW 100P or FYW 100H, with a minimum grade of C. However, the Feinstein School of Education and Human Development requires a minimum grade of B. Students who receive a C-, D+, D or a D- in FYW 100, FYW 100P or FYW 100H, 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)/College Composition, with a minimum score of 50, and by reporting the score to RIC's admissions office; or (2) by passing the course equivalent of FYW 100 with a C or better; in this latter case, the transcript from the institution at which the student enrolled in the equivalent course should be sent to RIC's admissions office. Most students will have the opportunity during first year orientation to choose which FYW course best meets their needs. Visit the FYW Program website at [www.ric.edu/firstyearwriting](http://www.ric.edu/firstyearwriting) for information on this process.

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 transcript. 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.

### COLLEGE MATHEMATICS COMPETENCY

Students are urged to complete the College Mathematics Competency 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 transcript.

Students who do not satisfy the College Mathematics Competency 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 Competency 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 (or 20 or better on the ACT Mathematics subscore) will have met the College Mathematics Competency.
2. Freshmen who scored less than 480 on the Mathematics section of the SAT (or less than 20 on the ACT Mathematics subscore) will be required to take the Mathematics Accuplacer Examination at or prior to freshman orientation. Students who achieve a satisfactory grade on the Accuplacer exam will have met the College Mathematics Competency. (This exam is given at least six times each semester, and, if necessary, may be repeated once. It is administered by the Mathematics Learning Center.)
3. Students who do not achieve a satisfactory grade on the Accuplacer exam (which may be taken twice) must enroll in MATH 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 MATH 010 until successful completion.

#### Entering Transfer Students:

1. Students who score 480 or better on the Mathematics section of the SAT (or 20 or better on the ACT Mathematics subscore) will have met the College Mathematics Competency.
2. Students who receive transfer credit for a course(s) deemed equivalent to MATH 010 or 177 or higher will have met the College Mathematics Competency.
3. Transfer students who do not fulfill the College Mathematics Competency by means of numbers 1 or 2 above will be required to take the Accuplacer exam prior to or during their first semester at Rhode Island College. Students who achieve a satisfactory grade on the exam will have met this requirement. (This exam is given at least six times each semester, and, if necessary, may be repeated once. It is administered by the Mathematics Learning Center.) If you have previously taken the Accuplacer exam at another college, have your scores emailed to [testscores@ric.edu](mailto:testscores@ric.edu).
4. Students who do not achieve a satisfactory grade on the Accuplacer exam (which may be taken twice) must enroll in MATH 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 MATH 010 until successful completion.

## GRADING SYSTEM

Academic standing is based on grade points, which are related to the 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 grade points, no effect on GPA. No credits counted toward graduation.

**I**—Incomplete. No grade points.

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

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

## WITHDRAWAL FROM A COURSE

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

Withdrawal from a course anytime after the last withdrawal date until the end of the course requires the approval of the instructor of the course. Approval is 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.

Additional information on options and procedures for withdrawing from a course is available from the Records Office or the Office of Student Life or online at [www.ric.edu/recordsoffice/Pages/Grades-and-Standards.aspx](http://www.ric.edu/recordsoffice/Pages/Grades-and-Standards.aspx).

## 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 provided by the Office of Student Life or on the RIC website ([www.ric.edu/studentlife/Pages/handbook.aspx](http://www.ric.edu/studentlife/Pages/handbook.aspx)).

## REPEATING A COURSE

A student may repeat **only once** any course taken for undergraduate credit that is not subject to restrictions within undergraduate programs. 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 or online at [www.ric.edu/recordsoffice/Pages/Forms.aspx](http://www.ric.edu/recordsoffice/Pages/Forms.aspx).

The latest grade for a repeated course will be included in the calculation of 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.

## 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.

## AUDITING A COURSE

To audit a course is to participate in a course without receiving credit for the course or having the grade point average affected. Auditing requires consent of the instructor and the appropriate department chair.

During the first two weeks of a semester, if registration for the course has not been closed, a course may be added for audit through regular Add/Drop procedures without a late registration fee charged. Conversely, during the first two weeks of the semester, a course that was audited may be dropped and added for credit with no late registration fee charged.

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 Rhode Island College refund schedules.

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

## INDEPENDENT STUDY

Independent study, directed study and certain research courses afford students the 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 the semester begin and end dates, unless a different time limit has been arranged with their instructor. Requests for an independent study should be made in the semester prior to the semester of the planned independent study. An application for Independent Study Form, signed by the instructor, the department chair and the appropriate dean must be filed with the respective program. Forms are available in the Records Office or online at [www.ric.edu/recordsoffice/Pages/Forms.aspx](http://www.ric.edu/recordsoffice/Pages/Forms.aspx).

### RETENTION REQUIREMENTS

Rhode Island 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:

<b>Credit Hours Attempted*</b>	<b>Probation GPA Lower Than</b>	<b>Dismissal GPA Lower Than</b>
0–29	1.75	—
30–59	1.90	1.75
60–89	2.00	1.90
90 and above	—	2.00

\*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; however, 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 prior to attempting a minimum of 30 credits at Rhode Island College.

Students will be placed on academic probation or dismissed from degree candidacy:

1. If they fail to attain the minimum cumulative GPA at the end of any given semester.
2. If they have attempted 40 credits at the college but have not fulfilled the College Writing Requirement.
3. If they have attempted 15 credits at the college but have not fulfilled the College Mathematics Competency.

Students who are placed on probation are notified by the Records Office through the student's RIC email account. Students may be placed on probation at the end of the fall semester, spring semester or Summer Session II. Students who are dismissed are notified by the Records Office in writing and through the student's RIC email account. However, dismissals only occur at the end of the spring semester.

### ACADEMIC ASSESSMENT

Faculty and staff at Rhode Island College are committed to meeting the mission of providing excellent academic and co-curricular programs. All major programs publish goals that articulate our expectations for student learning. Formative and summative assessment of student learning and programs help us to determine how well we have met our goals and make improvements. Students and graduates are expected, when requested, to submit examples of their work, respond to surveys and tests, and engage in discussions that enrich the collegiate environment and support our effort to strive for continuous improvement in the delivery of excellent academic programs. Faculty collect and analyze data to make program improvements as their contribution to this college-wide process.

### PLAGIARISM

The Rhode Island College community is committed to the basic principles of academic honesty. Instances of alleged academic dishonesty are adjudicated under the procedures developed by the Academic Integrity Board. The board is composed of students, faculty and administrators. A description of its powers and responsibilities can be found in the Student Handbook under Campus Policies. The Student Handbook is available in the Office of Student Life or can be found on the RIC website at [www.ric.edu/studentlife/Pages/handbook.aspx](http://www.ric.edu/studentlife/Pages/handbook.aspx).

### TRANSFER CREDIT

Undergraduate degree candidates who plan to take a course at another college while a degree student at RIC must complete an Authorization of Credit form(s) before registering for the course (including CCRI and URI courses). The Authorization of Credit form may be found online at [www.ric.edu/recordsoffice/Pages/Forms.aspx](http://www.ric.edu/recordsoffice/Pages/Forms.aspx) and must be filed with the Records Office. Students must also obtain permission of the department chair or, in the case of interdisciplinary courses, the dean. 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.

Upon completion of the course, students must arrange to have their official transcript sent to the Records Office. Credit will not be posted until the official transcript is received.

Students who withdraw from Rhode Island College to attend another college must make formal application for readmission if they decide to return to RIC.

### DECLARING A MAJOR

All undergraduate degree students must declare a major by the time they have earned 45 credits (includes all earned course and test credits). Students who fail to declare a major will have a registration hold placed.

## Honors and Awards - Undergraduate

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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 awards.

### THE 3.5 SOCIETY

Full-time freshmen who earn a minimum GPA of 3.5 in their first semester or by the end of their first year will automatically become members of The 3.5 Society in recognition of their scholastic achievement.

### CAP AND GOWN AWARDS

Rhode Island 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. The awards are given to graduating seniors at the annual Cap and Gown Convocation.

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**

Mary Ball Howkins Art History Award

Studio Art Award

**Biology, Department of**

W. Christina Carlson Award

Theodore Lemeshka Award

**College Honors Program**

Eleanor M. McMahon Award

**Communication, Department of**

Communication Achievement Award (Mass Media)

Communication Achievement Award (Public and Professional)

Communication Achievement Award (Public Relations)

Communication Achievement Award (Speech, Language and Hearing Science)

**Economics and Finance, Department of**

Outstanding Student Award

**Educational Studies, Department of**

Mary Alice Grellner Educational Studies Senior Award

Katherine Murray Prize

**Elementary Education, Department of**

Elementary Education Award

**English, Department of**

Jennifer S. Cook Award in English and Educational Studies

Jean Garrigue Award

Spencer and Marguerite Hall Award

**Film Studies Program**

Mark W. Estrin Film Studies Award

**Gender and Women's Studies Program**

Gender and Women's Studies Award (Scholarship)

Gender and Women's Studies Award (Service)

**Health and Physical Education, Department of**

Health and Physical Education Award (Health Education, Physical Education and/or Community Health and Wellness)

**History, Department of**

Claiborne deB. Pell Award

Evelyn Walsh Prize

**Honors at Rhode Island College**

Eleanor M. McMahon Award

**Intercollegiate Athletics, Office of**

Bourget Student Athlete Awards

John E. Hetherman Award

Helen M. Murphy Award

**Management and Marketing, Department of**

John Silva Memorial Scholastic Award (Management)

Outstanding Student Award (Marketing)

**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)

*Prémio Em Estudos Portugueses* Award

Tegu Polyglot Award

**Music, Theatre and Dance, Department of**

Peter Jeffrey Archambault Memorial 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)

**Philosophy, Department of**

Thomas J. Howell Award

**Physical Sciences, Department of**

American Institute of Chemists Award

Ronald J. Boruch Award

Departmental Physics Award

**Political Science, Department of**

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**

Rose Butler Browne Award

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

Lauris B. Whitman Award in Sociology

### **Special Education, Department of**

Elisa F. Bonaventura Memorial Scholarship

Josephine A. Stillings Award

## **COLLEGE HONORS PROGRAM**

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

### **General Education Honors**

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

Students take a minimum of five General Education courses, normally including the three core requirements, 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. Each student's application is reviewed individually 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 Rhode Island College during their first year or as transfer students, if they have not already completed too many General Education courses.

Each year Rhode Island College awards a number of merit-based financial 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.

Other financial scholarships specifically for General Education Honors students are the Eleanor M. McMahon Award, which is presented to an outstanding graduating senior who has completed both General Education

Honors and Departmental Honors; the Eleanor M. McMahon Rising Junior Award, which is presented to a rising junior in General Education Honors who plans to complete a departmental honors project; the John Nazarian Honors Scholarship, which is awarded to an outstanding incoming freshman in General Education Honors; the Director of Honors Scholarship, which is given to a deserving student in General Education Honors; and the Ruth Williams '33 Honors Scholarship, which is given to students from the Westerly, Rhode Island area.

### **Honors Colloquium**

Honors 351: Honors Colloquium admits continuing and transfer students who have achieved a cumulative grade point average of 3.00, whether or not they have participated in General Education Honors. Although most students will have attained junior status, this colloquium is open to second-semester sophomores as well. This course may be taken twice for credit.

Honors 351 promotes intellectual and social community among students from different disciplines at the college. It teaches students to think self-analytically about their majors and about working in particular academic genres. It helps students decide whether or not to undertake departmental honors work and guides them in the initial stages of identifying, researching and proposing honors projects in their respective majors.

### **Departmental Honors**

Departmental Honors offers students the opportunity to undertake 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. Normally, the project begins in the senior year, although it may commence earlier, and carries six to eight 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.

A Departmental Honors project is completed in the department of the student's major. The student must apply formally to the appropriate departmental honors committee, which is 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 student's 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. Undergraduate research/creativity grants are available to support honors projects.

If there is no honors program in the student's major or if the student wishes to undertake 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 will reflect completion of an Honors Independent Project rather than Departmental Honors. Such students will still be eligible to receive the College Honors designation on their transcripts.

Students seeking Departmental Honors must have a minimum overall GPA of at least 3.0 and a minimum GPA in the major of at least 3.25. Some departments require higher minimum GPAs. 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 process.

Honors programs are offered in most departments in the Faculty of Arts and Sciences and in the School of Business, as well as in the Feinstein School of Education and Human Development.

### **DEAN'S LIST**

Full-time students who attain a minimum 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 3.0, as well as a minimum semester GPA of 3.0, and earn at least a grade of Satisfactory in student teaching.)

### **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.

### **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 founded 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 Rhode Island 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 Rhode Island 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.

#### **Phi Sigma Iota**

The Beta Gamma chapter of the International Foreign Language Honor Society was chartered at Rhode Island College in 1982. It recognizes outstanding accomplishment in the study or teaching of any of the academic fields related to foreign language, literature or culture. These fields include not only modern foreign language, but also classics, linguistics, philology, comparative literature, bilingual education, second language acquisition and other interdisciplinary programs with a significant foreign language component. Phi Sigma Iota is the highest academic honor in the field of foreign languages. There are approximately

250 chapters of Phi Sigma Iota at institutions of higher learning in the United States, Mexico and France.

#### **Phi Sigma Tau**

The Gamma Chapter of Phi Sigma Tau, the International Honor Society in Philosophy, was established at Rhode Island College in 2011. The objectives of the society are to award distinction to students having high scholarship and interest in philosophy; promote student research and advanced study; publish student research papers of merit; encourage a professional spirit and friendship; and popularize interest in philosophy among the general collegiate public. Founded in 1930, the society has over 200 chapters in the United States and Canada.

#### **Sigma Tau Delta**

The Alpha Omicron Pi Chapter of Sigma Tau Delta, an International Honor Society in English, was established at Rhode Island College in 2007 to recognize excellence in scholarship and includes students, alumni and faculty members. Sigma Tau Delta was founded in 1924 as a national society and became international in 1988. There are now over 750 active chapters, with conventions scheduled in even-numbered years.

#### **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.

#### **Tau Sigma**

A chapter of Tau Sigma National Honor Society was chartered at Rhode Island College in 2010. Founded in 1999, Tau Sigma currently has chapters at nearly 90 colleges and universities throughout the United States. This is the first chapter in Rhode Island. The purpose of the society is to recognize and promote the academic excellence and involvement of transfer students.

#### **Upsilon Pi Epsilon**

The Alpha Chapter of the International Honor Society for the computing disciplines was chartered at Rhode Island College in 2011. The society was organized in 1967 at Texas A & M University. There are now over 200 chapters in the United States, Bulgaria, Japan and Mexico that honor academic excellence in computer and information systems, computer science and other computing disciplines.

## 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.

### Alpha Lambda Delta

The 3.5 Society chapter of Alpha Lambda Delta will be chartered at Rhode Island College in 2013. Founded in 1924, Alpha Lambda Delta (ALD) is one of the oldest honor societies in the United States dedicated to recognizing academic excellence among first-year college students.

### Pi Mu Epsilon

The Rhode Island Beta chapter of Pi Mu Epsilon, the National Honor Society in Mathematics, was chartered at Rhode Island College in 1967. Founded in 1914, Pi Mu Epsilon currently has chapters at over 300 colleges and universities throughout the United States. The purpose of the society is to promote scholarly activity in mathematics among students in academic institutions.

### 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.

## Academic Facilities and Services - Undergraduate

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### ACADEMIC SUPPORT, OFFICE OF

Rhode Island College provides a number of academic support and advising services in the office known on campus as OASIS. OASIS is responsible for the orientation of all new undergraduate students. At orientation students receive academic advising, register for classes, and are introduced to campus life. First-year students entering in the fall participate in a two-day summer program on campus. New transfer students attend a shorter, more intensive orientation during the summer months.

OASIS was established to assist students with questions concerning academic policies and procedures at Rhode Island College and to serve as the official advisor to students in the exploring majors categories (undeclared).

Students interested in becoming more effective learners will find assistance in OASIS. Services include instruction and tutorial help for reading comprehension, note taking, and test preparation for admission and certification testing for the Feinstein School of Education and Human Development. Assistance with tests required by the School of Nursing is also available. OASIS works closely with Disability Services to offer academic counseling and learning strategies to students who have or think they may have a learning disability. OASIS welcomes all Rhode Island College students. For more information on tutorial help, refer to the Mathematics Learning Center (p. 30), Tutorial Services (p. 30) and Writing Center (p. 30).

### ADAMS LIBRARY

The James P. Adams Library provides:

- Access to information in print and online.
- Reference services in person and through use of several icons, such as “Text Us” and “Email” on the library homepage.
- One-on-one research consultation.
- Public computers for use throughout the building.
- Laptops, iPads, Nexus 7 tablets, external hard drives and graphing calculators for loan.

The library collection today includes 151,873 eBooks, 54,116 journals in electronic format and 101 databases, all of which are accessible both on and off campus. Print holdings include 545,755 items and 158 periodicals. The library also has a collection of technical reports, newspapers and government publications, a DVD collection of films and documentaries, a variety of music CDs and a rotating collection of popular fiction and non-fiction books for recreational reading.

Your RIC ID is your library card. During the 2015-16 academic year, 52,002 items from the library’s collection were circulated.

Library faculty collaborate with college faculty to create library instruction for specific courses focused on the discovery, use and evaluation of library resources and information on the web. The library provided 182 library instruction sessions which were attended by 3,046 students during the 2015-16 academic year. These sessions are conducted by the reference librarians, who also answer about 6,740 reference questions a year.

The library’s participation in the Higher Education Library Information Network (HELIN) allows the RIC community to borrow from academic libraries throughout the state with a click of a button in the online catalog. Users can request items not available in the HELIN consortium through the library’s Document Delivery Service. During the past year the RIC library borrowed 5,956 items from other libraries and lent 4,123 items, for a total of 10,079 items.

The College Archives, a rich depository of the history and records of Rhode Island College, as well as faculty and alumni publications and student theses, are located in the Special Collections Department. Special Collections includes a number of subject collections consisting of papers, books, manuscripts and other resources that document the state’s education, ethnic and socio-political history. A growing number of student theses and honor projects, faculty publications and Special Collections materials are also accessible electronically in the Digital Commons.

The Curriculum Resources Center, housed within the library, provides instructional material and curriculum development resources for teachers and teacher education programs.

Information about library hours, services and resources can be found on the Adams Library website at [library.ric.edu](http://library.ric.edu).

### **CAREER DEVELOPMENT CENTER**

The Career Development Center serves students and alumni in the career planning and job and internship search process. The center also offers assistance with applying to graduate school, including program selection and help with writing the personal statement.

Individual counseling sessions are offered at the center, along with TypeFocus, an online system that helps students examine their values, skills and interests to reach informed decisions about a major and career.

Workshops and programs are offered that help students develop competitive job search skills and strategies (e.g., résumé and cover letter writing, effective interviewing, LinkedIn accounts and networking).

Many resources are available 24/7 online such as job and internship postings and information about career fields. Employers seeking full-time, permanent and part-time employees and interns are connected with students. Work-study and non-work-study jobs are also available both on and off campus.

Current students and alumni may post résumés, view jobs/internships, and access the center's online library with RIC's career management tool, Destinations ([www.ric.edu/careerdevelopment/Pages/destinations.aspx](http://www.ric.edu/careerdevelopment/Pages/destinations.aspx))

### **DISABILITY SERVICES CENTER**

The Disability Services Center (DSC) is the central location on campus for disability-related services for undergraduate and graduate students and is committed to providing accommodations for students with disabilities and supporting them in achieving their academic goals. Students who self-identify and provide appropriate documentation of their condition to the DSC may be eligible to receive reasonable accommodations in accordance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, and analogous state laws. Support services may include classroom and testing accommodations, advisement, referrals and use of assistive technology.

The DSC serves students with all types of disabilities: mobility, hearing, vision, motor, psychological, learning, attention, speech, medical, developmental and other conditions. In addition, the DSC shall seek to assist students with temporary impairments who are in need of short-term accommodations. The DSC is also available to advise any student who needs information about how to obtain proper documentation of a disability.

The DSC promotes the inclusion of individuals with disabilities in all aspects of college life, and endeavors to make students aware of the many opportunities and resources available to them at Rhode Island College. The DSC recognizes disability as a form of diversity and is the primary resource to educate, train and guide the college community in understanding disability access, rights and responsibilities. The DSC not only serves as an advocate for students with disabilities, but also encourages students toward self-advocacy and self-determination.

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 at the Disability Services Center or on its Web site at [www.ric.edu/disabilityservices](http://www.ric.edu/disabilityservices). Persons using TTY/TDD devices may contact the Disabilities Services Center via Rhode Island Relay Services by dialing 711.

### **FACULTY CENTER FOR TEACHING AND LEARNING**

The Faculty Center for Teaching and Learning (FCTL) promotes the professional growth and development of faculty as teachers and as scholars of teaching and learning. It cultivates a public dialogue about teaching and learning across disciplinary lines and strives to build a professional community among teachers at Rhode Island College. The FCTL serves faculty at every stage of their professional lives in order to support a campus-wide culture committed to excellence in teaching and learning. The FCTL is by faculty, for faculty. We offer opportunities for faculty members to get together and talk about what they are doing, share strategies and stories and learn about online teaching and new technologies. In addition, we offer one-on-one support for course design, syllabus design and online course design and redesign in addition to help with class discussions and crafting assignments. Our support services are typically by appointment but walk-ins are welcome. For more information about the FCTL and our offerings visit our website at [www.ric.edu/ctl](http://www.ric.edu/ctl).

### **HELP CENTER**

The Help Center provides comprehensive support for computer and printer problems along with a full complement of IT equipment and support for classroom instruction. The Help Center also assists conference planners with presentation media.

### **HENRY BARNARD LABORATORY SCHOOL**

The Henry Barnard Laboratory School (HBS), which enrolls learners from preschool (age 3) through grade five, has served the Feinstein School of Education and Human Development and the College for 115 years. It provides opportunities for Rhode Island College education students preparing to become teachers to observe classes, to participate in clinical and practicum experiences and to student-/co-teach. HBS faculty participate in educational research activities, publish in literature of the field and present at local and national conferences.

As a laboratory school, HBS seeks to be a model for other schools in the state and region. Faculty seek to develop, document and disseminate new, effective practices for the field. The HBS preschool is a Reggio-Emelia-inspired program. Afterschool care for all learners is available. For more information, visit the website at [www.ric.edu/hbs](http://www.ric.edu/hbs).

### **INFORMATION SERVICES**

#### **Management Information Services (MIS)**

Management Information Services provides technical support for the PeopleSoft administrative computer systems at the college. Additional database support is provided in areas not served by PeopleSoft along with 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 Center, 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 where over 150 PCs and Apple Macintosh systems are available. In addition, hands-on instructional computing facilities are located in Alger Hall, ALEX AND

ANI Hall Clark Science Hall, Gaige Hall, Fogarty Life Sciences, Henry Barnard School, Horace Mann Hall, Nazarian Center, School of Social Work (Bldg 9) and Whipple Hall. Electronic classrooms are available for instructional use in over 15 buildings.

### **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 gigabit Ethernet data network, with extensive wireless coverage; a Nortel digital phone system; and a modern data center, with redundant systems for business continuity.

### **LEARNING FOR LIFE (L4L)**

Learning for Life is a multi-faceted community and college partnership, linking students to a wide range of services, supports, and opportunities that fortify them for college success and remove practical, life challenges and obstacles that may prevent education from remaining a priority in their lives.

By connecting students with academic, social, life-skill, financial, and career-related supports, L4L helps students to navigate a direct course to college completion. Contact Learning for Life at [www.ric.edu/learningforlife/](http://www.ric.edu/learningforlife/) or [l4linfo@ric.edu](mailto:l4linfo@ric.edu).

### **MATHEMATICS ASSESSMENT AND TUTORING**

The Mathematics Learning Center, located in OASIS (p. 28), has peer tutors available each day to assist students individually or in small groups with the Mathematics Accuplacer Examination, with mathematics courses or with mathematics topics in another discipline. Students may make appointments in person or by phone.

### **OUTREACH PROGRAMS**

Outreach Programs offer a variety of workforce development programs that include internship coordination and support as well as requisite course in job skills and job search. The comprehensive curriculum includes internship coordination and support as well as a requisite course in job skills and job search. Focus is on job readiness and employability skills, culminating in a full portfolio of targeted résumés and job-search tools. All courses include the full support of staff trained in job procurement and retention as well as financial and computer literacy instruction. Additional course offerings include English as a Second Language, green business practices, remedial math, reading and language.

### **PARTNERSHIPS AND PLACEMENTS, OFFICE OF**

In cooperation with academic departments within the Feinstein School of Education and Human Development, the Office of Partnerships and Placements is responsible for securing field placements and maintaining partnerships with school districts.

### **TUTORIAL SERVICES**

Any student requiring assistance with mastering course content is encouraged to arrange for tutoring as soon as possible. All tutorial services are offered free of charge and are administered through OASIS (p. 28). In-person and online tutoring in accounting, bilingual math, biology, chemistry, computers and technology, economics, ESL/Writing, essay center, finance, math, nursing, physics, spanish and writing is available in OASIS, or through the “Smarthinking” web service. Tutoring for many of the subjects is available online 24 hours, 7 days a week.

### **UPWARD BOUND PROGRAM**

The Upward Bound Program was first established at RIC in 1966. It is designed to instill in low-income, potential first-generation college students the skills and motivation to complete high school and to enter and graduate from college. Upward Bound is committed to providing equal access and opportunity to students from specific target high schools who meet federal eligibility requirements. The program enhances the intellectual, emotional, character and motivational development of each participant by offering rigorous academic instruction, counseling, support services and an environment that recognizes individual differences and academic potential.

For more information visit the Upward Bound office, or email [upwardbound@ric.edu](mailto:upwardbound@ric.edu), or visit the website at [www.ric.edu/upward\\_bound](http://www.ric.edu/upward_bound).

### **WRITING CENTER**

The Writing Center is staffed by highly qualified student tutors. Tutors work with all writers, from freshmen to graduate students, in all disciplines. Tutors 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 of books, journals and articles on writing theory, writing for specific disciplines and other topics, including MLA, APA and Chicago style manuals. Services are free to all Rhode Island College students, faculty and staff.

## **Campus Life - Undergraduate**

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### **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. The school is DCYF licensed and employs a certified teacher and work-study students. The co-op also participates in Brightstars, a preschool quality-rating and improvement system. The curriculum is aligned with the Rhode Island Early Learning domains.

In addition to paying 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 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 access information and registration forms at: [www.ric.edu/cooperativepreschool/](http://www.ric.edu/cooperativepreschool/).

## 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, counselors and doctoral students in counseling or clinical psychology provide individual and group counseling to students who seek help with emotional or social challenges, academic difficulties or educational and career planning. Assessment of vocational interest and personal characteristics is available as needed. The center also offers 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 any current Rhode Island College students without charge.

## CULTURAL ACTIVITIES

Students can participate in a wide variety of cultural activities and events at Rhode Island College. For example, students can attend a concert at the Recreation Center, an open mic performance at the Café, participate in Diversity Week programs, listen to a speaker at Adams Library, see a student play or concert in the Nazarian Center, find a dance partner in the Student Union Ballroom, attend an art gallery opening, write an article for “The Anchor” newspaper, make a t-shirt in the quad or watch Chinese acrobats tumble in the Auditorium in Roberts Hall. There are academic-based exhibition and performance opportunities and a whole host of student groups in which students participate in ways best suited to their interests, from audience members to directors. In addition, several on-campus groups bring nationally and internationally renowned fine and performing artists to RIC to enhance the cultural learning of our students and the community at large. Many of these cultural activities and events are free or discounted for students. Whatever your interest or passion, there is a way for you to participate. To find information about attending cultural events or getting involved in cultural activities on campus, visit [www.ric.edu](http://www.ric.edu) and click on the Performing & Fine Arts or Campus Life tabs.

## DINING SERVICES

Rhode Island College's Dining Services is dedicated to exceeding the food, beverage and service expectations of our diverse community. Dining Services provides a variety of quality products expertly prepared, professionally served and enjoyed in comfortable, relaxing settings. Commuters, residents, faculty and staff are welcome at all dining locations. These include the Donovan Dining Center, The Café and The Galley Café, which is located on the east campus. All guests can purchase their favorite food or drinks using cash or debit/credit cards. Resident students will select one of four meal plan options and use it to make purchases from the three locations. Meal plans are also available for commuter students as well as faculty and staff. Additionally, we are able to offer Nutrition Services to the campus community. Our registered, licensed dietician is available to meet with students to address dietary needs, discuss healthy eating habits and answer any related questions.

The full Dining Services website is available at [www.ric.edu/collegedining](http://www.ric.edu/collegedining).

## HEALTH SERVICES

Health Services, located on the ground floor of Browne Hall, provides confidential, primary health care to all students. Care includes physical examinations, immunizations, 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 nurse practitioners, registered nurses and a part-time physician. Visits are available by appointment.

Rhode Island College offers Student Health and Accident Insurance to any student taking a minimum of 6 credit hours. Information about this policy is available at [www.universityhealthplans.com](http://www.universityhealthplans.com).

## INTERCOLLEGIATE ATHLETICS

Rhode Island College sponsors 21 varsity sports through the Department of Intercollegiate Athletics. Seven team sports are offered in the fall, seven 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, golf, gymnastics, indoor track, lacrosse, outdoor track, soccer, softball, swimming, 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 and volleyball. In addition, there are team and general locker rooms, a fully equipped training/rehabilitation room, an equipment area, a weighttraining facility, offices and classrooms, team meeting rooms and the Athletic Hall of Fame. Additional facilities include Pontarelli Field (baseball); the Bazar softball complex; competitive tennis courts; the Black Track complex, including a 4,000-seat outdoor competitive venue; a five-acre practice complex; and the Student-Athlete Success Center. For additional and the most up-to-date information on the intercollegiate athletic program, visit [www.goanchormen.com](http://www.goanchormen.com).

Rhode Island College is a proud member of the National Collegiate Athletic Association, and the National Collegiate Gymnastics Association, and 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, Keene State College and Castleton University (2018).

## INTERFAITH SERVICES CENTER

The Rhode Island College Interfaith Services Center (IFC) endeavors to support the spiritual growth of the Rhode Island College community regardless of religious history/affiliation, cultural background or personal circumstance. The IFC strives to educate the RIC community about various faiths and to foster appreciation, understanding and respect for religious choice; provide opportunities for prayer, worship and meditation; support faith-based student groups; encourage spiritual exploration and promote volunteerism both on- and off-campus. The meditation room is available to members of the RIC community and can



be reserved. The IFC is adjacent to the Unity Center. Contact us at RICInterfaithcenter@ric.edu.

### INTERNATIONAL STUDENTS OFFICE

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. The office website is [www.ric.edu/internationalstudents](http://www.ric.edu/internationalstudents).

### RECREATION CLUB SPORTS

A completely renovated recreation center opened in the fall semester of 2012. The complex is home to all recreational programming, including intramurals and club sports. The center and its programs are available to all currently enrolled undergraduate and graduate students. The facility is also available to faculty, staff, alumni and the community on a membership-fee basis. For a complete list of activities and hours, which change each semester, visit [www.goanchormen.com](http://www.goanchormen.com).

The 80,000-square-foot facility includes a five-lane, 25-yard, L-shaped swimming pool; a five-lane, 1/10-mile indoor track; three multi-use courts for basketball, volleyball and tennis; a fitness center, including cardio and strength areas; a student lounge complete with WiFi and cable television; new locker room facilities; a multimedia room; a wrestling facility adaptable for other events; a multi-use studio for aerobics and yoga; offices for coaches; and a suite to host fundraising-related initiatives. The Club Sport Program currently includes the following established club sport opportunities: men's ice hockey, equestrian, ultimate frisbee and men's volleyball. For more updated information, or if you are interested in starting a club sport, go to [www.goanchormen.com](http://www.goanchormen.com).

### RESIDENTIAL LIFE AND HOUSING, OFFICE OF

On-campus housing is available for undergraduate students and graduate students. Six residence halls—Browne, Thorp, Weber, Willard, Sweet and Penfield Hall—provide accommodations for 1,196 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 is built along more traditional lines, with rooms on either side of the corridors. Each hall has a common lounge area and laundry, and each room is furnished with a bed, desk and closet. Penfield Hall provides suite-style living for four, with either single or double bedrooms. A portion of Penfield Hall suites have apartment-style features, with breakfast counters and full-size refrigerators.

The Office of Residential Life and Housing also maintains a listing of off-campus housing; however, it does not guarantee the suitability or availability of such housing.

The fees given below are for the 2017–2018 academic year. Because of rising costs, the Rhode Island Board of Education reserves the right to change fees without notice as conditions necessitate.

#### Room Fees

Hall	Room Type	Cost Per Year
Browne	Single	\$6,582
Thorp	Single	\$6,582

Weber	Single	\$6,582
Willard	Single	\$6,767
Willard	Double	\$6,582
Sweet	Double and Triple	\$6,916
Penfield Hall	Single, Suite Style	\$7,238
Penfield Hall	Single, Apartment Style	\$7,697
Penfield Hall	Double, Suite Style	\$7,466
Penfield Hall	Double, Apartment Style	\$7,697

Rooms are contracted on a yearly basis. All students are required to pay a housing deposit of \$220, which covers the room reservation deposit of \$100, the damage deposit of \$100 and \$20 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 and close at the end of each semester in December and May and during Spring Break. Residents are expected to secure alternate housing accommodations during scheduled breaks.

#### Board Fees

Students choosing to live on campus are required to purchase one of four available Meal Plans. Each Meal Plan includes a set number of meals per week, as well as, Guest Passes and Bonus Dollars that can be used throughout the semester. All meals and Guest Passes are redeemable at Donovan Dining Center. Bonus Dollars may be used at Donovan Dining Center, the Café or the Galley at any time.

Meal Plan	Meals Per Week	Guest Passes Per Semester	Bonus Per Semester Dollars	Cost Per Semester
A	19	4	\$125	\$2,376.50
B	14	6	\$175	\$2,376.50
C	12	8	\$200	\$2,376.50
D	10	10	\$250	\$2,376.50

#### Room Refunds

Withdrawal prior to the “contractually publicized” July 15 date will cancel all room charges minus the room reservation of \$100. Otherwise, the room contract will remain binding on the student until the end of the academic year. 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.

A first semester freshman who withdraws from the college in their first semester will be released from the contract for the spring semester upon completion of proper withdrawal forms. All other students will need to submit an appeal letter for contract release consideration. In all cancellations, the room reservation deposit (\$100) shall be forfeited.

#### Board Refunds

The board contract is binding upon the student until the end of the academic year during which the cancellation is effected. However, proration of the food-cost portion of the Meal Plan contract will result in a

refund based on the week when dining services is officially notified of withdrawal.

### SECURITY AND SAFETY, OFFICE OF

The Office of Security and Safety provides 24-hour service to the campus community in the areas of law enforcement, security and personal safety, fire safety and right-to-know laws. The office is also responsible for the enforcement of all laws and regulations that apply to campus life, including those of the Rhode Island Board of Education and federal and state statutes. Information regarding security and safety, campus police, parking, traffic regulations and vehicle registration is available in the security department or on the college website at [www.ric.edu](http://www.ric.edu).

The Office of Security and Safety also provides a variety of crime prevention materials and a 24-hour escort service for students, faculty and staff. This service is available by calling extension 8201 or by pushing the escort button on the Blue Light Emergency Phones (for the location of these phones see Campus Map (p. 5)).

### STUDENT COMMUNITY GOVERNMENT

As the official voice of the student body, Student Community Government is concerned with student rights and responsibilities and the enhancement of educational, cultural and social opportunities for students.

Although primarily undergraduate in membership, Student Parliament, the main body of Student Community 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 to support various student organizations and activities on campus.

### STUDENT LIFE, OFFICE OF

The Office of Student Life provides information and assistance to students regarding nonacademic issues, such as problems with a tuition charge or other bill, absences due to illness or family matters, adding or dropping a course, withdrawing from the college for a semester or permanently, disagreements with other students or college personnel and health and safety concerns. The Office of Student Life also publishes the Student Handbook (see [www.ric.edu/studentlife/Pages/handbook.aspx](http://www.ric.edu/studentlife/Pages/handbook.aspx)), which provides specific policies and procedures related to behavioral conduct.

### STUDENT UNION

The Student Union facility consists of the Student Union and Ducey Media Center. As its mission states, it is “more than a building, but also an organization and a program which complements the academic experience and contributes to student success.” In addition to Student Activities and events, departments and services include Campus Card (student ID), Campus Store, Welcome & Information Center, the Café, student mailboxes, Student Community Government and a variety of other student organization offices. The Ducey Media Center includes “The Anchor” (student newspaper), Anchor TV and WXIN Radio.

### UNITY CENTER

The Unity Center is a multicultural center for Rhode Island College. Its mission is to promote educational equity, opportunity and growth for all students through collaborative programming among its student affiliates, faculty, staff and the wider community. The center seeks to increase intergroup connections by providing a safe forum for exploring issues

pertaining to diversity and inclusion. Located in the lower level of the Donovan Dining Center, the Unity Center offers information and referrals, a study room, student lounge, conference room, lending library, support for LGBTQ issues and employment opportunities. The Unity Center is adjacent to the Interfaith Services Center. Visit our web page at [www.ric.edu/unitycenter](http://www.ric.edu/unitycenter) and like Rhode Island College Unity Center on Facebook.

### VETERANS RESOURCE CENTER

The Veterans Resource Center serves as a bridge between off-campus services and on-campus services for military service members, veterans and their families. The VetSuccess on Campus program is located in the center. Students receive information and assistance in accessing educational benefits, exploring career options and locating other important services at Rhode Island College.

### WOMEN’S CENTER

The mission of the Women’s Center is to cultivate a campus culture that fosters the advancement of women and inspires RIC students to discover and embrace their full potential. The Center collaborates with related campus and community organizations on various projects to promote campus awareness and understanding through advocacy and education. It also provides a clearinghouse of information related to women’s history, health and progress. The Women’s Center connects and supports RIC students through confidential referrals to existing campus and local resources.

## Degree Programs - Undergraduate

### BACHELOR OF ARTS (B.A.)

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

- Africana Studies (p. 66)
- Anthropology (p. 67)
- Art (Studio) (p. 68) *with concentrations in*
  - Ceramics
  - Digital Media
  - Graphic Design
  - Metalsmithing and Jewelry
  - Painting
  - Photography
  - Printmaking
  - Sculpture
- Art History (p. 69)
- Chemistry (p. 78)
- Communication (p. 81) *with concentrations in*
  - Mass Media Communication
  - Public and Professional Communication
  - Public Relations/Advertising
  - Speech, Language, and Hearing Science
- Computer Science (p. 83)
- Dance Performance (p. 85)
- Economics (p. 176)
- Elementary Education (p. 144) *with content majors in*

- English
- General Science
- Mathematics
- Multidisciplinary Studies
- Social Studies
- English (p. 86)
- English (p. 86) *with concentration in*
  - Creative Writing
- Environmental Studies (p. 88)
- Film Studies (p. 91)
- Gender and Women's Studies (p. 92)
- Geography (p. 93)
- Global Studies (p. 95)
- History (p. 99)
- History (p. 99) *with concentration in*
  - Public History
- Justice Studies (p. 103)
- Liberal Studies (p. 106)
- Mathematics (p. 107)
- Modern Languages (p. 111) *with concentrations in*
  - Francophone Studies
  - French
  - Latin American Studies
  - Portuguese
  - Spanish
- Music (p. 114)
- Philosophy (p. 119)
- Political Science (p. 122)
- Psychology (p. 125)
- Public Administration (p. 127)
- Secondary Education (p. 155) *with majors in*
  - Biology
  - Chemistry
  - English
  - General Science
  - History
  - Mathematics
  - Physics
  - Social Studies *with concentrations in*
    - Anthropology
    - Geography
    - Global Studies
    - Political Science
    - Sociology
- Sociology (p. 128)
- Theatre (p. 129) *with concentrations in*
  - Design/Technical
  - General Theatre
  - Musical Theatre

- Performance
- World Languages Education (p. 167) *with concentrations in*
  - French
  - Portuguese
  - Spanish
- Youth Development (p. 170)

Minors are available in *all* of the full-degree programs above, except elementary education, secondary education, youth development and public administration. Minors are also offered in behavioral neuroscience, creative writing, Francophone studies, French, gerontology, international nongovernmental organizations studies, Italian, jazz studies, labor studies, Latin American studies, Portuguese, public history, rhetoric and writing and Spanish.

Programs leading to eligibility for certification in bilingual-bicultural education, middle level education and secondary special education are also available.

Professional preparation programs are offered in pre-dental, pre-law, premedical and pre-optometry.

### **BACHELOR OF FINE ARTS (B.F.A.)**

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

- Art (Studio) (p. 68) *with concentrations in*
  - Ceramics
  - Digital Media
  - Graphic Design
  - Metalsmithing and Jewelry
  - Painting
  - Photography
  - Printmaking
  - Sculpture
- Art Education (p. 72) *with concentrations in*
  - Ceramics
  - Digital Media
  - Graphic Design
  - Metalsmithing and Jewelry
  - Painting
  - Photography
  - Printmaking
  - Sculpture

### **BACHELOR OF MUSIC (B.M.)**

The B.M. degree is offered in

- Music *with concentrations in*
  - Music Education (p. 115)
  - Performance (p. 115)

### **BACHELOR OF SCIENCE (B.S.)**

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

- Accounting (p. 173)
- Art Education (p. 71)
- Biology (p. 75)
- Chemical Dependency/Addiction Studies (p. 77)

- Chemistry (p. 78) *with concentrations in*
  - Biological Chemistry
  - Environmental Chemistry
  - Professional Chemistry
- Community Health and Wellness (p. 136) *with concentrations in*
  - Community and Public Health Education
  - Health and Aging
  - Recreation and Leisure Studies
  - Wellness and Movement Studies
  - Women's Health
- Computer Information Systems (p. 175)
- Computer Science (p. 83)
- Early Childhood Education (p. 139) *with concentrations in*
  - Teaching
  - Community Programs
- Finance (p. 177)
- Health Care Administration (p. 178)
- Health Education (p. 150)
- Health Sciences (p. 97) *with concentrations in*
  - Dental Hygiene Completion
  - Food Safety
  - Human Services
  - Medical Laboratory Sciences
  - Respiratory Therapy Completion
- Management (p. 181) *with concentrations in*
  - General Management
  - Human Resource Management
  - International Management
  - Operations Management
- Marketing (p. 183)
- Medical Imaging (p. 109) *with concentrations in*
  - Nuclear Medicine Technology
  - Radiologic Technology
  - Certified RT Computed Tomography
  - Certified Medical Imager Management
  - Diagnostic Medical Sonography
- Physical Education (p. 152)
- Physics (p. 121)
- Special Education (p. 161) *with teaching concentrations in*
  - Mild/Moderate Disabilities, Elementary School Level
  - Mild/Moderate Disabilities, Secondary School Level
  - Severe Intellectual Disabilities, Ages Three to Twenty-One
  - Deaf/Hard of Hearing, Ages Three to Twenty-One\*  
\*Projected 2018; pending RIDE approval.
- Technology Education (p. 167) *with concentrations in*
  - Teaching
  - Applied Technology

A program leading to eligibility for specialization in adapted physical education is also available.

Minors are available in accounting, biology, chemistry, coaching, computer information systems, finance, health care administration, management and marketing.

### **BACHELOR OF SCIENCE IN NURSING (B.S.N.)**

Refer to the Bachelor of Science in Nursing (p. 184).

### **BACHELOR OF SOCIAL WORK (B.S.W.)**

The bachelor's degree in social work (p. 191) prepares students to enter generalist social work practice. Students participate in classroom learning and in professionally supervised fieldwork in 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 - Undergraduate**

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### **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 granting 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.

### **CERTIFICATE OF UNDERGRADUATE STUDY (C.U.S.)**

Certificate programs of undergraduate study are offered in the following areas:

- College and Career Attainment (p. 49)
- Gerontology (p. 49)
- International Nongovernmental Organizations Studies (p. 49)
- Long-Term Care Administration (p. 50)
- Nonprofit Studies (p. 50)
- Public History (p. 50)
- Social and Human Service Assistance (p. 50)

### **CONTINUING EDUCATION**

Rhode Island College offers a wide range of continuing education options in cooperation with campus and community partners. Programs serve adult students; children, families and community members; working

professionals in the private and public sectors and candidates for undergraduate and graduate CE degrees and certificates.

Workforce development programs are available through Outreach Programs and the Office of Professional Studies and Continuing Education offers credit and non-credit academic and enrichment courses and programs.

The continuing education offices provide partners with assistance to develop and deliver programs and with identifying college resources that support personal enrichment and professional development activities. Rhode Island College has a long history of providing such assistance to business and industry and of assisting public and private schools and agencies. For more information, contact the director of professional studies and continuing education.

For returning adult students, a schedule of college course offerings, which includes information on registration and fees, is available online at [www.ric.edu](http://www.ric.edu). For formal admission to an undergraduate program and for information on possible transfer credit, applicants should contact the Office of Undergraduate Admissions. Applicants interested in pursuing graduate work should contact the appropriate dean. Individuals 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.

#### **ENDORSEMENT IN ENGLISH AS A SECOND LANGUAGE**

Refer to Teaching English as a Second Language (p. 166).

#### **ENDORSEMENT IN MIDDLE SCHOOL EDUCATION (ELEMENTARY AND SECONDARY)**

Refer to Elementary Education Middle School Endorsement (p. 148) and Secondary Education Middle School Endorsement (p. 160).

#### **NATIONAL STUDENT EXCHANGE PROGRAM**

The National Student Exchange Program enables undergraduate students to study for up to one academic year at one of up to 200 colleges or universities in another part of the United States. In addition to the academic opportunities made possible by studying on another campus, the program offers social and cultural experiences to further self-exploration and the enrichment of educational objectives.

In order to qualify for participation, a student should (1) be a full-time student at Rhode Island College, (2) be in their sophomore or junior year during the exchange, and (3) have a minimum cumulative GPA of 2.5 at the time their application is submitted.

#### **ROTC**

Participation in the Army Reserve Officer's Training Corps (ROTC) program is available to Rhode Island College students through the ROTC program at Providence College. For more information and a complete program description, contact the program director at Providence College, (401) 865-2471.

#### **SPECIALIZATION IN ADAPTED PHYSICAL EDUCATION**

See Physical Education (p. 152).

#### **STUDENT-DESIGNED MAJORS**

Students may develop individualized majors to accommodate special needs and interests. These majors may focus on an area of study not covered in regular departmental offerings or may be interdisciplinary in nature. Student-designed majors are 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 are normally not 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**

Rhode Island College students, no matter what their majors, may study abroad for course credit at institutions in other countries. They may study for a semester, an academic year, the summer or during the early spring term.

While studying abroad, students do not pay RIC tuition and may apply their financial aid to program costs, including tuition, at the host institution and toward travel expenses.

The choice of program and specific location depend upon the student's interests. The Study Abroad Office provides information about the study abroad process, assists students with their applications and facilitates transfer of credits.

Rhode Island College is affiliated with six study abroad program providers that offer discounted tuition for RIC students: Academic Programs International, the American Institute for Foreign Study, the Center for International Studies, the Education Abroad Network, CAPA International Education and SIT Study Abroad. All of these providers can be found on the Web. However, students are not limited to these affiliates and may study with many other programs and universities around the world. Also, individual faculty members may lead RIC courses abroad from time to time.

Students interested in studying abroad are encouraged to review the information available on the RIC Study Abroad website at [ric.edu/studyabroad](http://ric.edu/studyabroad) and to meet with the director of Study Abroad.

#### **SUMMER SESSIONS**

Summer Sessions provides degree and nondegree undergraduate and graduate students access to a comprehensive cross section of courses in two six-week sessions each summer. Traditional and intensive courses are offered to accelerate and maximize college study and many courses are designed specifically for personal enrichment or professional advancement. For information, contact the director of professional studies and continuing education.

# GENERAL INFORMATION - GRADUATE

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## Admissions - Graduate

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### 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, are also important. 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 dean responsible for that department. Decisions are made without regard to race, color, creed, national or ethnic origin, gender, religion, disability, age, sexual orientation, genetic information, 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 Business, the School of Nursing and the School of Social Work. 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 Business require that all application materials be received by March 1 to ensure full acceptance to the fall term and by November 1 to ensure full acceptance to the spring term. In addition, late applications will be considered for the C.G.S. in Advanced Counseling program on a space-available basis until June 1 for full acceptance in the fall term. The School Psychology program and Clinical Mental Health Counseling program in the Feinstein School of Education and Human Development and the Master of Social Work program in the School of Social Work have one application deadline of February 1 and the Master of Nursing in the School of Nursing has a deadline of February 15 to ensure full acceptance into the programs, which begin in the fall term. Information on admission requirements and deadlines can be found at [www.ric.edu/graduatestudies/Pages/default.aspx](http://www.ric.edu/graduatestudies/Pages/default.aspx).

For all degree programs, the materials listed below should be submitted to the dean responsible for that program.

1. **A completed application form accompanied by a \$50 nonrefundable application fee.**
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, but not less than 2.00, 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 requirements.
6. **Three letters of recommendation** attesting to the candidate's potential to do graduate work. Placement references are generally not applicable.
7. **Some programs have additional admission requirements.** Please review requirements for individual programs. An interview may also be required.

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

### 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

1. Certified literal English translations and evaluations of applicant's transcripts and academic records.
2. Scores on the Test of English as a Foreign Language and other tests as required by the program.
3. An affidavit of support detailing the funds available for the educational program.
4. A complete Immunization Record.

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

### HEALTH REQUIREMENTS

All full-time students and international students are required to meet immunization requirements mandated by the Rhode Island Department of Health. Immunization dates may be entered through the Mideicat Patient Portal found on the right sidebar of MyRIC. 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 Health Services.

All health related information should be entered into the secure **Medicat Patient Portal** located on the right sidebar of **MyRIC**.

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

### MILITARY PERSONNEL AND VETERANS

Rhode Island College is a Servicemember's Opportunity College. U.S. military personnel and veterans are invited to contact the appropriate dean or the RIC Veterans Resource Center for information on graduate degrees and courses or e-mail [vrc@ric.edu](mailto:vrc@ric.edu).

## Fees and Expenses - Graduate

### TUITION AND FEES FOR GRADUATE STUDENTS (2017–2018)

The fees described in the following sections are projected for the 2017–2018 academic year. Because of rising costs, the Rhode Island Board of 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	MTP	Out of State
<b>Tuition</b> (General Fee)	\$399	\$599	\$777
<b>Library Fee</b>	\$5	\$5	\$5
<b>Recreation Fee</b>	\$8	\$8	\$8
<b>Technology Fee</b>	\$10	\$10	\$10
<b>Fine Arts Fee</b>	\$2	\$2	\$2
<b>Transportation Fee</b>	\$4	\$4	\$4
<b>Total:</b>	<b>\$428</b>	<b>\$628</b>	<b>\$806</b>

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

#### Registration Fee: \$100

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 Rhode Island 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

\$650 per semester, for students taking Music 370–388 or 570–588

#### Laboratory/Studio Art Fee

\$30 per course

#### Late Payment Fee

\$10

#### School of Business Program Fee

\$21 per credit hour, up to a maximum of \$250 per semester

#### School of Nursing Program Fee

\$21 per credit hour, up to a maximum of \$250 per semester

#### Medical Imaging Program Fee

\$21 per credit hour, up to a maximum of \$250 per semester

#### Transcript Fee

\$30

### EXPLANATION OF FEES

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

The **Applied Music Fee** is used to cover 14 private 50-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 Rhode Island 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 Payment Fee** is a penalty for failing to make payment during the designated periods.

The **Library Fee** is used to cover the costs of purchasing books, periodicals, and non-print 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 **Transportation Fee** is used to fund the re-establishment of a discounted RIPTA fare program for students and parking improvements on campus.

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 records for enrolled students. Time spent in Rhode Island while attending college usually may not be used to establish residence. Contact the Records Office for further information.

### METROPOLITAN TUITION POLICY (MTP)

Rhode Island College students whose permanent place of residence is a community within a 50-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 non-degree students. Connecticut and Massachusetts communities within the 50-mile radius are listed online at [www.ric.edu/bursar/Pages/MTP-and-RSP.aspx](http://www.ric.edu/bursar/Pages/MTP-and-RSP.aspx).

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 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 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 or else 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 into a degree-granting program.

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

### **SENIOR CITIZEN WAIVER**

All Rhode Island residents who are at least 60 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. In addition, the student must have fulfilled all academic prerequisites for the course, is limited to registering on the last day of registration on a space-available basis and 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 Labor 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 TUITION AND FEES**

A full- or part-time student withdrawing from Rhode Island 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 Rhode Island Board of 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 tuition and fees or to resolve other debts to Rhode Island College – for example, 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 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 Direct Loans, PLUS and/or SLS loans), before receiving grades, a degree, transcripts or a diploma.

## **Financial Aid - Graduate**

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### **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). Students are encouraged to apply online at [www.fafsa.gov](http://www.fafsa.gov). The FAFSA on the Web Worksheet should be used prior to applying online. 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 Direct PLUS Loans**

Graduate students are eligible to borrow under the Federal Direct 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 7.00 percent, and applicants must pass a credit review in order to qualify for the loan. Repayment of the loan begins six months after the borrower ceases to be enrolled at least half time, and interest accrues during the period of enrollment and grace period. In addition to interest, these loans have a 4.276 percent origination fee. Graduate applicants must complete the FAFSA, and they must have used their maximum eligibility under the unsubsidized Federal Direct Loan Program.

#### **Federal Direct Loans**

Recent federal legislation eliminated subsidized Direct Loans for graduate students effective July 1, 2012. Unsubsidized Direct Loans have an interest charge during the in-school and grace periods. The loans have a



fixed interest rate of 6.00 percent and a 1.069 percent origination fee. The repayment period extends up to 10 years, but there is a minimum monthly payment of \$50.

Graduate students may borrow up to \$20,500 per year from the unsubsidized Direct Loan. Although financial need is not required for an unsubsidized loan, the FAFSA must still be filed. 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 on financial need. A work-study award is paid biweekly at an hourly rate based on hours worked. Wage rates reflect both the level of responsibilities and the experience of the student worker. Eligibility is determined by the Office of Student Financial Aid, using information from the FAFSA. The Career Development Center helps students with work-study awards identify opportunities both on and off campus; however, Rhode Island College cannot guarantee that a student will secure a work-study position.

#### **FINANCIAL AID FOR SUMMER SESSIONS**

In addition to filing the 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.

#### **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 the requested information/documentation. 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.*

#### **GRADUATE SCHOLARSHIPS**

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 College Advancement.

#### **MASTER OF SOCIAL WORK SCHOLARSHIPS**

The School of Social Work offers Master of Social Work Graduate work-study scholarships to full-time M.S.W. students in field placement. These

scholarships match federal work-study funds to enable recipients to obtain paid field placements in nonprofit agencies and organizations, up to a total of \$2,000 per year. To be eligible for these scholarships, students should file the FAFSA, which can be obtained online at [www.fafsa.gov](http://www.fafsa.gov). The School of Social Work also offers scholarships to students enrolled full-time in the M.S.W. program. These include 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 may be obtained by contacting the dean's assistant at the School of Social Work.

#### **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: preparation for and supervision of laboratory sections, assistance with classroom discussion, assistance in student support services, research and data collection.

The student may be required to devote a maximum of 20 hours a week to such work, not more than 10 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 \$3,000 to \$3,500 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. Graduate assistantship applications are available on the graduate studies Web site. The application deadline for graduate student assistantships is March 1.

#### **GRADUATE TRAINEESHIPS**

The School of Social Work and the Paul V. Sherlock Center on Disabilities offer graduate traineeships. The School of Social Work graduate traineeships are available to accepted M.S.W. degree candidates who are enrolled full-time in the program. Graduate trainees in the School of Social Work are refunded tuition for the academic year and summer sessions and are required to fulfill 10 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 dean's assistant at the School of Social Work.

The Sherlock Center interdisciplinary graduate traineeships are open to accepted graduate students who have a lifelong commitment to people with disabilities. Graduate traineeships receive refunded tuition for the academic year and/or a stipend. Graduate trainees are required to fulfill 10 hours per week of field work and research activity connected to disability and Sherlock Center initiatives.

#### **EMPLOYMENT PROGRAMS**

The Office of Student Employment, located in the Career Development Center, provides information on part-time employment both on and off campus during the academic year and the summer. One source of employment is the Federal Work-Study Program, which is based on financial need. However, student employment opportunities are also available for students who do not qualify for financial aid.

## Academic Policies and Requirements - Graduate

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### PLAN OF STUDY

Each student recommended for admission to a degree or certificate program shall submit a signed copy of their plan of study to the appropriate academic dean for approval. The plan of study includes all degree requirements, including required and elective course work and independent research, along with other requirements such as exams and assessments necessary to complete degree requirements. The plan of study may also include courses that are to be taken without program credit to remedy deficiencies or to satisfy prerequisites. The plan of study must be approved by the program director and the appropriate academic dean. Students are not formally accepted into a graduate program until the plan of study is approved and filed. Students are responsible for meeting all program requirements for the thesis, portfolio, comprehensive evaluation or field project.

### GRADING SYSTEM

#### Credit/No Credit

Graduate students are not permitted to take graduate courses for Credit/No Credit; however, they may take certain undergraduate prerequisite courses for Credit/No Credit with permission from their graduate advisor.

#### Satisfactory/Unsatisfactory Grades

Graduate courses approved for a Satisfactory or Unsatisfactory (S/U) grade by the Graduate Committee require students to perform at the B level (3.00) or better to receive a grade of S. These courses shall be so labeled in the college catalog and bulletin. S/U grades are not included in calculating grade point average.

#### Incomplete Grades

An Incomplete will 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. Graduate students who do not make up an Incomplete within three academic semesters must make a request in writing to their graduate program for permission to complete the course.

#### Failure in a Course

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

#### Withdrawal from a Course

Students may drop a course during the first two weeks of a semester (or during a corresponding time for summer sessions) without having any entry made on the permanent record. After that time, students will receive a grade of W and are financially responsible for the course.

Withdrawal from a course after the last withdrawal date until the end of the course requires the approval of the instructor of the course. Approval is 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.

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

### AUDITING A COURSE

To audit a course is to participate in a course without receiving credit for the course or having the grade point average affected. Auditing requires consent of the instructor and the appropriate department chair.

During the first two weeks of a semester, if registration for the course has not been closed, a course may be added for audit through regular Add/Drop procedures without a late registration fee charged. Conversely, during the first two weeks of the semester, a course that was audited may be dropped and added for credit with no late registration fee charged.

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

### RETENTION REQUIREMENTS

Graduate students who earn a grade below B (3.0) in any course will have their status reviewed by the appropriate academic dean in consultation with the department. Such review may result in the student being placed on probation or dismissed. Students on probation must achieve grades of B (3.0) or better in graduate-level course work for the next 9 earned credits. Probation may also require the retaking of courses and the suspension of progress in the program until satisfactory performance is achieved. Students on probation will continue to be monitored until satisfactory performance in their graduate program is achieved. Failure to meet the conditions of probation will result in dismissal.

### RESIDENCY REQUIREMENTS

The master's degree or graduate certificate 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. In the School of Social Work, graduate students must complete the advanced year on a full-time basis (enrolled in at least nine credits).

### TRANSFER CREDIT

A candidate may request credit for work taken at other regionally accredited institutions of higher learning not exceeding one-fifth of the total credits in the program for the degree. In considering a request for transfer credit, the student's advisor will review the program of study, carefully evaluate the relevance of the proposed courses to the plan of study and consider the availability of courses to fulfill credit requirements. Transfer credit is granted only when approved by the student's advisor, the program director and the academic dean.

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 chair, the amount of credits transferred may be increased but may not exceed 20 percent of the total program. Credit is transferred only for graduate courses having minimum grades of B.

For additional information on transfer credits, changes in the plan of study and thesis, projects and comprehensive evaluations, see *the Graduate Studies Policies and Procedures Manual* at <http://www.ric.edu/graduatestudies/Documents/GraduateStudiesManual.pdf>.

## INDEPENDENT STUDY

Independent study, directed study and certain research courses afford students the 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, program director and the appropriate academic dean must be filed with the departmental office of the respective graduate program. Requests for an independent study must be made in the semester prior to the semester of the planned independent study. Independent study requests must be approved and fees paid before study is begun. Grades are reported for independent study in the same manner as for other courses.

Students who wish to register for credits that will be counted toward their degree but that will be earned through off-campus activities, such as research or independent study at a national laboratory, must list these activities as part of their plan of study and receive prior approval from their advisor and dean. Credits are calculated on the basis of 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.

Graduate students who must leave the college for a period of one semester or more due to military service, prolonged illness or other unusual circumstances, whether before or after they have completed the work prescribed in their plan of study, should apply for a leave of absence. The request should be made in writing to the appropriate academic dean. It should include an endorsement from the advisor and program director and be sufficiently specific to enable the academic dean to determine whether the leave is warranted. A leave of absence, granted under such unusual 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. Students may apply in writing for a maximum of one additional year if circumstances warrant.

Permanent withdrawal from a graduate program is a serious matter that deserves careful consideration. Students should consult with their advisor to determine whether a leave of absence or a permanent withdrawal is the best course of action. Students must inform both the program director and academic dean in writing of their intention to terminate matriculation in a program.

## TIME LIMITS

Students must complete their program of study within six years from the time of registration following acceptance to degree or certificate candidacy; otherwise, the candidacy will be terminated and the Records Office notified by the program director. Students in the joint Ph.D. in Education offered by URI and RIC must complete their plans of study within seven years. An appeal for extension requires review by the appropriate program director, advisor and academic dean. (Note: Credits seven years or older may no longer be counted in a student's program, unless the department and the appropriate dean grant an exception.)

# Academic Facilities and Services - Graduate

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## ADAMS LIBRARY

The James P. Adams Library provides:

- Access to information in print and online.
- Reference services in person and through use of several icons, such as "Text Us" and "Email" on the library homepage.
- One-on-one research consultation.
- Public computers for use throughout the building.
- Laptops, iPads, Nexus 7 tablets, external hard drives and graphing calculators for loan.

Your RIC ID is your library card. During the 2015-16 academic year, 54,002 items from the library's collection were circulated.

Library faculty collaborate with college faculty to create library instruction for specific courses focused on the discovery, use and evaluation of library resources and information on the web. The library provided 182 library instruction sessions which were attended by 3,046 students during the 2015-16 academic year. These sessions are conducted by the reference librarians, who also answer about 6,740 reference questions a year.

The library's participation in the Higher Education Library Information Network (HELIN) allows the RIC community to borrow from academic libraries throughout the state with a click of a button in the online catalog. Users can request items not available in the HELIN consortium through the library's Document Delivery Service. During the past year the RIC library borrowed 5,956 items from other libraries and lent 4,123 items, for a total of 10,079 items.

The College Archives, a rich depository of the history and records of Rhode Island College, as well as faculty and alumni publications and student theses, are located in the Special Collections Department. Special Collections includes a number of subject collections consisting of papers, books, manuscripts and other resources that document the state's education, ethnic and socio-political history. A growing number of student theses and honor projects, faculty publications and Special Collections materials are also accessible electronically in the Digital Commons.

The Curriculum Resources Center, housed within the library, provides instructional material and curriculum development resources for teachers and teacher education programs.

Information about library hours, services and resources can be found on the Adams Library website at [library.ric.edu](http://library.ric.edu).

## CAREER DEVELOPMENT CENTER

The Career Development Center serves students and alumni in the career planning and job and internship search process. The center also offers assistance with applying to graduate school, including program selection and the personal statement.

Individual counseling sessions are offered at the center, along with TypeFocus, an online system that helps students examine their values, skills and interests to reach informed decisions about a career.

Workshops and programs are offered that help students develop competitive job search skills and strategies (e.g., résumé and cover letter writing, effective interviewing, LinkedIn accounts and networking).

Many resources are available 24/7 online such as job and internship postings and information about career fields. Employers seeking full-time, permanent and part-time employees and interns are connected with students. Work-study and non-work-study jobs are also available both on and off campus.

Current students and alumni may post résumés, view jobs/internships, and access the center's online library with RIC's career management tool, Destinations ([www.ric.edu/careerdevelopment/Pages/destinations.aspx](http://www.ric.edu/careerdevelopment/Pages/destinations.aspx))

### **DISABILITY SERVICES CENTER**

The Disability Services Center (DSC) is the central location on campus for disability-related services for students and is committed to providing accommodations for students with disabilities and supporting them in achieving their academic goals. Students who self-identify and provide appropriate documentation of their condition to the DSC may be eligible to receive reasonable accommodations in accordance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, and analogous state laws. Support services may include classroom and testing accommodations, advisement, referrals and use of assistive technology.

The DSC serves students with all types of disabilities: mobility, hearing, vision, motor, psychological, learning (including attention disorders), speech, medical, developmental and other conditions. In addition, the DSC shall seek to assist students with temporary impairments who are in need of short-term accommodations. The DSC is also available to advise any student who needs information about how you obtain proper documentation of a disability.

The DSC promotes the inclusion of individuals with disabilities in all aspects of college life, and endeavors to make students aware of the many opportunities and resources available to them at Rhode Island College. The DSC recognizes disability as a form of diversity and is the primary resource to educate, train and guide the college community in understanding disability access, rights and responsibilities. The DSC not only serves as an advocate for students with disabilities, but also encourages students toward self-advocacy and self-determination.

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 at the Disability Services Center or on its Web site at [www.ric.edu/disabilityservices](http://www.ric.edu/disabilityservices). Persons using TTY/TDD devices may contact the Disabilities Services Center via the Rhode Island Relay Services by dialing 711.

### **WRITING CENTER**

The Writing Center is staffed by highly qualified student tutors. Tutors work with all writers, from freshmen to graduate students, in all disciplines. Tutors 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 of books, journals and articles on writing theory, writing for specific disciplines and other topics, including MLA, APA and Chicago style manuals. Services are free to all Rhode Island College students, faculty and staff.

## **Campus Life - Graduate**

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### **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. The school is DCYF licensed and employs a certified teacher and work-study students. The co-op also participates in Brightstars, a preschool quality-rating and improvement system. The curriculum is aligned with the Rhode Island Early Learning domains.

In addition to paying 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 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 access information and registration forms at:

[www.ric.edu/cooperativepreschool/](http://www.ric.edu/cooperativepreschool/).

### **COUNSELING CENTER**

The principal aim of the Counseling Center is to help students develop and succeed during their graduate studies. A professional staff of psychologists, counselors and doctoral students in counseling or clinical psychology provide individual and group counseling to students who seek help with emotional or social challenges, academic difficulties or career planning. Assessment of personal characteristics is available as needed. The center also offers 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 any current Rhode Island College students without charge.

### **CULTURAL ACTIVITIES**

Graduate students can participate in a wide variety of cultural activities and events at Rhode Island College. For example, students and their families listen to a speaker at Adams Library, see a play or concert in the Nazarian Center, or attend an art gallery opening. In addition, several on-campus groups bring nationally and internationally renowned fine and performing artists to RIC. Many of these cultural activities and events are free or discounted for students and their families.

### **HEALTH SERVICES**

Health Services, located on the ground floor of Browne Hall, provides confidential, primary health care to all students. Care includes physical examinations, immunizations, 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 nurse practitioners, registered nurses and a part-time physician. Visits are available by appointment.

Rhode Island College offers Student Health and Accident Insurance to any student taking a minimum of 6 credit hours. Information about this policy is available at [www.universityhealthplans.com](http://www.universityhealthplans.com).

### RECREATION CLUB SPORTS

A completely renovated recreation center opened in the fall semester of 2012. The complex is home to all recreational programming, including intramurals and club sports. The center and its programs are available to all currently enrolled undergraduate and graduate students. The facility is also available to faculty, staff, alumni and the community on a membership-fee basis. For a complete list of activities and hours, which change each semester, visit [www.goanchormen.com](http://www.goanchormen.com).

The 80,000-square-foot facility includes a five-lane, 25-yard, L-shaped swimming pool; a five-lane, 1/10-mile indoor track; three multi-use courts for basketball, volleyball and tennis; a fitness center, including cardio and strength areas; a student lounge complete with WiFi and cable television; new locker room facilities; a multimedia room; a wrestling facility adaptable for other events; a multi-use studio for aerobics and yoga; offices for coaches; and a suite to host fundraising-related initiatives.

### SECURITY AND SAFETY, OFFICE OF

The Office of Security and Safety provides 24-hour service to the campus community in the areas of law enforcement, security and personal safety, fire safety and right-to-know laws. The office is also responsible for the enforcement of all laws and regulations that apply to campus life, including those of the Rhode Island Board of Education and federal and state statutes. Information regarding security and safety, campus police, parking, traffic regulations and vehicle registration is available in the security department or on the college website at [www.ric.edu](http://www.ric.edu).

The Office of Security and Safety also provides a variety of crime prevention materials and a 24-hour escort service for students, faculty and staff. This service is available by calling extension 8201 or by pushing the escort button on the Blue Light Emergency Phones (for the location of these phones see Campus Map (p. 5)).

### UNITY CENTER

The Unity Center is a multicultural center for Rhode Island College. Its mission is to promote educational equity, opportunity and growth for all students through collaborative programming among its student affiliates, faculty, staff and the wider community. The center seeks to increase intergroup connections by providing a safe forum for exploring issues pertaining to diversity and inclusion. Located in the lower level of the Donovan Dining Center, the Unity Center offers information and referrals, a study room, student lounge, conference room, lending library, support for LGBTQ issues and employment opportunities. The Unity Center is adjacent to the Interfaith Services Center. Visit our web page at [www.ric.edu/unitycenter](http://www.ric.edu/unitycenter) and like Rhode Island College Unity Center on Facebook.

### VETERANS RESOURCE CENTER

The Veterans Resource Center serves as a bridge between off-campus services and on-campus services for military service members, veterans and their families. The VetSuccess on Campus program is located in the center. Students receive information and assistance in accessing

educational benefits, exploring career options and locating other important services at Rhode Island College.

### WOMEN'S CENTER

The mission of the Women's Center is to cultivate a campus culture that fosters the advancement of women and inspires RIC students to discover and embrace their full potential. The Center collaborates with related campus and community organizations on various projects to promote campus awareness and understanding through advocacy and education. It also provides a clearinghouse of information related to women's health and progress. The Women's Center connects and supports RIC students through confidential referrals to existing campus and local resources.

## Degree Programs - Graduate

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### CERTIFICATE OF ADVANCED GRADUATE STUDY (C.A.G.S.)

The C.A.G.S. is a degree program consisting of a minimum of 24-post master's credit hours that prepare candidates for positions and competencies in education and related fields 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 (p. 45)
- School Psychology (p. 154)

### DOCTOR OF NURSING PRACTICE (D.N.P.)

The D.N.P. degree is designed to prepare advanced practice nurses as leaders, clinical scholars and experts with the knowledge, skills and attitudes needed to negotiate and influence the healthcare system to improve health outcomes of individuals, systems and populations.

### 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 concentration in:*
  - School Counseling (*Not currently accepting applications.*)
- English
- *English with concentrations in*
  - Creative Writing
- History
- Justice Studies
- 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 (p. 74)
- Elementary Education (p. 148)

- Music Education (p. 117)
- Secondary Education (p. 160) *with teaching concentrations in*
  - Biology
  - English
  - History
  - Mathematics
  - Pedagogy
- World Languages Education (p. 169) *with teaching concentrations in*
  - French
  - Pedagogy
  - Portuguese
  - Spanish

### MASTER OF EDUCATION (M.ED.)

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

- Advanced Studies in Teaching and Learning (p. 135)
- Early Childhood Education (p. 140)
- Educational Leadership (p. 143) (Not currently accepting applications.)
- Elementary Education (p. 144) (Not currently accepting applications.)
- Individualized Master of Education (p. 45)
- Health Education (p. 150)
- Reading (p. 153)
- Special Education (p. 162) *with concentrations in*
  - Early Childhood—Birth through Grade 2
  - Exceptional Learning Needs
  - Severe/Profound Intellectual Disabilities (SID)
  - Special Education Certification
  - Urban Multicultural Special Education
- Teaching English as a Second Language (p. 166)

### MASTER OF MUSIC EDUCATION (M.M.ED.)

The M.M.Ed. degree (p. 117) 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 (p. 117).

### MASTER OF PROFESSIONAL ACCOUNTANCY (M.P.AC.)

The M.P.Ac. degree (p. 173) is offered in professional accountancy, with concentrations in accounting information systems and personal financial planning.

### MASTER OF SCIENCE (M.S.)

The M.S. degree is offered in:

- Clinical Mental Health Counseling (p. 179)
- Health Care Administration (p. 179)

The M.S. Health Care Administration degree prepares students for management/leadership positions in health care organizations. These organizations may include healthcare providers, governmental agencies, insurers, or public health organizations.

An accelerated program is offered for graduates of the RIC B.S. Health Care Administration program.

- Operations Management (p. 182)

### MASTER OF SCIENCE IN NURSING (M.S.N.)

The M.S.N. degree (p. 186) is designed to prepare expert nurses for advanced practice roles. There are three specialty concentrations:

1. adult/gerontology acute care (CNS or NP role),
2. nurse anesthesia, and
3. population/public health.

### MASTER OF SOCIAL WORK (M.S.W.)

The M.S.W. degree (p. 192) prepares social workers for advanced professional practice in one of two areas of concentration: clinical and macro. The clinical concentration prepares students to work with individuals and families across the lifespan. The macro concentration prepares students for policy practice and leadership roles within organizations.

### PH.D. IN EDUCATION PROGRAM

The Ph.D. in education (p. 142) is offered jointly by Rhode Island College and the University of Rhode Island. This cooperative program, which draws on the resources of two strong institutions, has been designed for the crucial mission of preparing leaders of effective, research-based educational reform.

### INDIVIDUALIZED GRADUATE DEGREE PROGRAMS

Individualized graduate degrees are offered in the C.A.G.S., M.A., M.Ed. and M.S. programs. Essentially interdisciplinary in nature, these programs provide students with the opportunity to pursue graduate work in areas of specific academic interest or need. These programs 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 is subject to the criteria approved by the Committee on Individualized Graduate Programs which approves all plans of study.

Students who are interested in an individualized graduate program should first consult with the Dean of Graduate Studies to receive advisement and the special forms for application.

## Special Programs - Graduate

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### CERTIFICATE OF GRADUATE STUDY (C.G.S.)

The C.G.S. is a certificate program of advanced study offered in the following areas:

- Advanced Counseling (p. 51)
- Advanced Study of Creative Writing (p. 51)
- Advanced Study of Literature (p. 51)
- Autism Education (p. 51)
- Child and Adolescent Trauma (p. 52)
- Elementary Education - Specialized
- Financial Planning (p. 52)
- Health Psychology (p. 53)
- Healthcare Quality and Patient Safety (p. 53)

- Historical Studies (p. 53)
- Mathematics Content Specialist: Elementary (p. 54)
- Middle Level Education (p. 54)
- Modern Biological Sciences (p. 54)
- Nonprofit Leadership (p. 54)
- Nursing Care Management (p. 55)
- Physical Education (p. 55)
- Public History (p. 55)
- Secondary Education - Specialized (p. 56)
- Severe Intellectual Disabilities (p. 56)
- Teaching English as a Second Language (p. 56)

### **RHODE ISLAND TEACHER EDUCATION (RITE) PROGRAM**

Students who hold a baccalaureate degree and who have majored in or completed a substantial amount of coursework in an appropriate academic area (see appropriate academic areas below) may pursue the Secondary Education teaching certificate or for languages the PK-12 World Languages teaching certificate in that area through the RITE program. (This will appear on the transcript as a CUS; Certificate of Undergraduate Study, as the courses taken are undergraduate offerings.) 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
- Chemistry
- English
- French
- General Science
- History
- Mathematics
- Physics
- Portuguese
- Social Studies
- Spanish

#### **RITE Admission Requirements**

1. A baccalaureate degree with a major equivalent to an undergraduate major at Rhode Island College in an appropriate academic area listed above.
2. A completed application submitted to the dean of the Feinstein School of Education and Human Development, including complete transcripts from a regionally or nationally accredited college or university.
3. A minimum cumulative GPA of 2.75 in all previous undergraduate course work.
4. CORE, ACT or SAT with required score as established by the Rhode Island Department of Education. (This requirement is waived if the GPA in undergraduate course work is a minimum of 3.0.)
5. The minimum GPA required in the academic major. Requirements for GPAs in specific majors are available from the Department of Educational Studies.

6. Two Disposition Reference Forms from an instructor of a college course in the applicant's academic major, or from a professional who can document the applicant's experience with youth, or from a work supervisor.
7. A Statement of Education Philosophy.
8. A résumé outlining educational and work experience.
9. A personal interview with the RITE program major advisor.
10. A complete plan of study approved by the RITE program advisor, the chair of the Department of Educational Studies and the Feinstein School of Education and Human Development associate dean.

#### **RITE Program Requirements**

**The RITE program, in addition to any missing required content courses includes:**

- CEP 315: Educational Psychology
- FNED 346: Schooling in a Democratic Society
- SED 406: Instructional Methods, Design, and Technology
- SED 407: Instructional Methods, Design, and Literacy (Secondary Education) or
- CURR 410: Teaching World Languages in Elementary Education (PK-12 World Languages)
- SED 411: Content and Pedagogy in Secondary Education
- SED 412: Field Practicum in Secondary Education
- SED 421: Student Teaching in the Secondary School
- SED 422: Student Teaching Seminar in Secondary Education
- SPED 433: Adaptation of Instruction for Inclusive Education

#### **CREDENTIAL REVIEW PATHWAY (CRP)**

The Credential Review Pathway is for individuals seeking a re-issue of their Expert Residency Preliminary Certificate, the addition of another certification or renewal of a certificate that is more than five years expired. After a credential review by faculty, the student is either granted certification or required to successfully complete specific graduate courses to obtain certification. The coursework required for certification will vary for each student. For details on how to apply, see: [www.ric.edu/feinsteinSchoolEducationHumanDevelopment/cred\\_rev.php](http://www.ric.edu/feinsteinSchoolEducationHumanDevelopment/cred_rev.php)

This is not a degree program and courses taken in this program may be transferred to graduate degree programs with the permission of the graduate program.

#### **CRP Eligibility Requirements**

- Bachelor's degree.
- Minimum 3.0 cumulative G.P.A. in a degree program and 3.0 G.P.A. in appropriate content area courses.
- Extensive teaching experience in PK-12 academic settings in the certification area. Extensive teaching experience is a full semester of supervised student teaching in the certification area (recent graduate) or 270+ days of full-time professional teaching or 270+ days of full-time substitute teaching in the certification area.
- April 15 deadline.

# UNDERGRADUATE AND GRADUATE CERTIFICATE PROGRAMS

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## Certificate of Undergraduate Study Programs

Area of Study	Certificate
College and Career Attainment (p. 49)	C.U.S.
Gerontology (p. 49)	C.U.S.
International Nongovernmental Organizations Studies (p. 49)	C.U.S.
Long Term Care Administration (p. 50)	C.U.S.
Nonprofit Studies (p. 50)	C.U.S.
Public History (p. 50)	C.U.S.
Social and Human Service Assistance (p. 50)	C.U.S.

## Certificate of Graduate Study Programs

Area of Study	Certificate
Advanced Counseling (p. 51)	C.G.S.
Advanced Study of Creative Writing (p. 51)	C.G.S.
Advanced Study of Literature (p. 51)	C.G.S.
Autism Education (p. 51)	C.G.S.
Child and Adolescent Trauma (p. 52)	C.G.S.
Financial Planning (p. 52)	C.G.S.
Health Psychology (p. 53)	C.G.S.
Healthcare Quality and Patient Safety (p. 53)	C.G.S.
Historical Studies (p. 53)	C.G.S.
Mathematics Content Specialist: Elementary (p. 54)	C.G.S.
Middle Level Education (p. 54)	C.G.S.
Modern Biological Sciences (p. 54)	C.G.S.



Nonprofit Leadership (p. 54)	C.G.S.
Nursing Care Management (p. 55)	C.G.S.
Physical Education (p. 55)	C.G.S.
Public History (p. 55)	C.G.S.
RIC/TFA Elementary Education (p. 52)	C.G.S.
RIC/TFA Secondary Education (p. 56)	C.G.S.
Severe Intellectual Disabilities (p. 56)	C.G.S.
Teaching English as a Second Language (p. 56)	C.G.S.

# Certificate of Undergraduate Study

## COLLEGE AND CAREER ATTAINMENT C.U.S.

### Admission Requirements

The Certificate in College and Career Attainment is designed for students with Intellectual Disability who require additional support to benefit from academic, social and vocational experiences to gain full membership in classes, college experiences, and work. Admissions requirements are:

1. A completed application form accompanied by a \$50 nonrefundable application fee.
2. High school transcript reflecting completion of four years of high school, high school diploma or an alternative diploma such as a certificate of completion or a GED.
3. Documentation of intellectual disability by a school or professional personnel.
4. A positive Letter of Recommendation from a teacher or other individual who is familiar with the applicant's strengths in academic, extracurricular and community experiences
5. A positive Letter of Recommendation from a community member who is familiar with the applicant's strengths in experiences outside of school.
6. Personal Statement Questionnaire that conveys the applicant's strong interest in the program, and clearly documents strengths and areas of need.
7. Interview by the Certificate of Community and Vocational Studies Admission team (RIC faculty and Sherlock Center staff) if applicant meets admission standards.

### Retention Requirement

1. Obtain a passing grade (using either the graded or CR/NC grading system) in all required courses.
2. Acceptable attendance in courses.
3. Acceptable attendance in internship.
4. Demonstrate behavior consistent with RIC's Student Code of Conduct as described in the Student Handbook.

Failure to meet any one of the above requirements is sufficient cause for dismissal from the certificate program.

### COURSE REQUIREMENTS

#### Courses

DIS 100	Self-Advocacy and Beyond	2	Su
DIS 101	Introduction to Vocational Exploration	3	F
DIS 102	Campus Vocational Experience I	3	Sp
DIS 201	Campus/Community Vocational Experience II	3	F
DIS 202	Community Vocational Internship	4	Sp

#### FOUR COURSES from

COLL 125	College Learning Strategies	3	F, Sp
FYW 010	College Writing Strategies		F, Sp, Su
FYW 100	Introduction to Academic Writing	4	F, Sp, Su
	-Or-		
FYW 100P	Introduction to Academic Writing PLUS	6	F, Sp

ONE COURSE in the area of Math, Natural Science, History, Arts, Social/Behavioral Sciences or Literature  
 ONE ELECTIVE of student interest 1-4

Note: One of the four chosen courses must be taken CR/NC or graded. The remaining three courses may be taken CR/NC, graded or audit.

**Total Credit Hours: 16-32**

## GERONTOLOGY C.U.S.

Course requirements are the same as the requirements for the minor in gerontology. Please see "course requirements for minor in gerontology (p. 94)." Non-matriculating students can receive only a certificate, not a minor, in gerontology.

## INTERNATIONAL NONGOVERNMENTAL ORGANIZATIONS STUDIES C.U.S.

### Completion Requirement

A 2.0 GPA in the program is required.

### COURSE REQUIREMENTS

#### Courses

INGO 300	International Nongovernmental Organizations	4	F
INGO 301	Applied Development Studies	3	Sp
INGO 302	International Nongovernmental Organizations and Social Entrepreneurship	4	Sp
INGO 303	Pre-Internship Seminar in International Nongovernmental Organizations	1	As needed
INGO 304	Internship in International Nongovernmental Organizations	1-4	As needed
POL 203	Global Politics	4	F, Sp

Note: INGO 303 may be waived for students with substantial international experience by consent of the program director, but they would need one additional INGO 304 credit to fulfill the certificate.

Note: INGO 304 can be taken in single or larger credit units, but must acquire a minimum of 3 credits.

#### ONE COURSE from:

ANTH 325	Cultures and Environments in South American Peoples and Cultures: Selected Regions	4	Alternate years
ANTH 327	Peoples and Cultures: Selected Regions	4	As needed
FREN 313	Modern France and the Francophone World	4	Alternate years
FREN 460	Seminar in French	3	Sp
HIST 348	Africa under Colonial Rule	4	Annually
HIST 349	History of Contemporary Africa	4	Annually
HIST 352	Colonial Latin America	4	Annually
HIST 353	Modern Latin America	4	Annually
NPST 400	Institute in Nonprofit Studies	4	Su
NPST 404	Communications and Resource Development for Nonprofits	3	Sp

POL 300	Methodology in Political Science	4	F, Sp
POL 303	International Law and Organization	4	Sp
POL 341	The Politics of Developing Nations	3	As needed
POL 342	The Politics of Global Economic Change	4	Every third semester
POL 344	Human Rights	4	Sp (alternate years)
POL 354	Interest Group Politics	4	F (alternate years)
PORT 304	Brazilian Literature and Culture	4	Alternate years
PORT 305	Lusophone African Literatures and Cultures	4	As needed
SPAN 313	Latin American Literature and Culture: From Eighteenth Century	4	Sp

Note: Substitutions may be made with consent of program director.

**THREE SEMESTERS OF LANGUAGE STUDY** at the college level or its equivalent with permission of program director. (9-12 credits)

**Total Credit Hours: 22-23**

### LONG TERM CARE ADMINISTRATION C.U.S.

#### Admission Requirements

A bachelor's degree from a regionally accredited college or university.

#### Completion Requirement

A 2.0 GPA in the program is required.

#### COURSE REQUIREMENTS

##### Courses

NURS 314	Health and Aging -Or-	4	F, Sp, Su
GRTL 314	Health and Aging	4	F, Sp, Su
HCA 330	Health Care Finance	3	Annually
HCA 403	Long-Term Care Administration	3	Annually
HCA 404	Long-Term Care Laws and Regulations	2	Annually
MGT 201	Foundations of Management	3	F, Sp, Su
MGT 320	Human Resource Management	3	F, Sp, Su

**Total Credit Hours: 18**

### NONPROFIT STUDIES C.U.S.

#### ADMISSION REQUIREMENTS

Students must submit an application to the program director detailing their interest in the certificate and including a résumé showing employment and volunteer experiences. Students must have earned at least 60 credits prior to participating in the certificate program.

#### COURSE REQUIREMENTS

##### Courses

NPST 400	Institute in Nonprofit Studies	4	Su
NPST 401	Financial Management for Nonprofits	3	F
NPST 402	Staff and Volunteer Management for Nonprofits	3	Sp

NPST 404	Communications and Resource Development for Nonprofits	3	Sp
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#### Elective

ONE COURSE in an aspect of nonprofit organizations or philanthropy

3-4

**Total Credit Hours: 16-17**

### PUBLIC HISTORY C.U.S.

#### COURSE REQUIREMENTS

##### Courses

HIST 331	Rhode Island History	4	Sp
HIST 363	Internship in Applied History	4-8	Annually
HIST 381	Workshop: History and the Elementary Education Teacher	1	F
HIST 390	Directed Study	4	As needed
<b>ONE COURSE from</b>			
HIST 320	American Colonial History	4	Annually
HIST 321	The American Revolution	4	Annually
HIST 326	American Cultural History: The Nineteenth Century	4	As needed
HIST 327	Popular Culture in Twentieth Century America	4	Alternate years
HIST 330	History of American Immigration	4	As needed

**IT IS RECOMMENDED that students also take:**

ANTH 102	Introduction to Archaeology	4	F, Sp
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**Total Credit Hours: 17-21**

### SOCIAL AND HUMAN SERVICE ASSISTANCE C.U.S.

#### COURSE REQUIREMENTS

##### First Semester

SWRK 110	Introduction to Human Services	3	F
SWRK 111	Basic Interviewing Skills for Human Service Assistance	1	F
SWRK 112	Basic Writing Skills for Human Services	2	F
SWRK 120	Generalist Practice Skills for Human Services	3	F

##### Second Semester

SWRK 230	Advanced Skills for Human Services	3	Sp
SWRK 240	Introduction to Social Work and Social Welfare	3	F, Sp, Su
SWRK 260	Integrative Seminar and Field Experience	4	Sp

**Total Credit Hours: 19**

## Certificate of Graduate Study

### ADVANCED COUNSELING C.G.S.

#### Admission Requirements

1. A completed application form accompanied by a \$50 nonrefundable application fee.
2. Completion of all Feinstein School of Education and Human Development admission requirements (p. 133) (standardized test scores are not required).
3. A master's degree in counseling.
4. A Performance-Based Evaluation of professional work or volunteer experience.
5. A current résumé.

#### Retention Requirement

1. A minimum cumulative grade point average of 3.00 on a 4.00 scale. Grades below a B are not considered of graduate quality and are of limited application to degree work.
2. A minimum grade of B in CEP 610, CEP 611, CEP 683, and CEP 684. Students who receive a grade below a B in any of these courses must meet with the program director. If it is recommended that the student continue, the student must retake the course.
3. Failure to meet any one of the above requirements is sufficient cause for dismissal from the program.
4. A satisfactory rating on the assessment portfolio.

#### COURSE REQUIREMENTS

##### Courses

CEP 610	Advanced Clinical Internship I	3	F
CEP 611	Advanced Clinical Internship II	3	Sp
CEP 683	Practicum III: Advanced Counseling Skills	3	F
CEP 684	Practicum IV: Advanced Clinical Interventions	3	Sp
ELECTIVE	Electives (approved by advisor or chair)	3-15	

**Total Credit Hours: 15-27**

### ADVANCED STUDY OF CREATIVE WRITING C.G.S.

#### Admission Requirements

1. A completed application form accompanied by a \$50 nonrefundable application fee.
2. Official transcripts of all undergraduate and graduate records.
3. A bachelor's degree in any field.
4. A 1-2 page Statement of Intent, outlining your area of interest, background, writing history and influences.
5. A writing sample in your primary genre: 10-15 pages of poetry, or 15-20 pages of prose (literary fiction or literary nonfiction).

#### COURSE REQUIREMENTS

##### Courses

ENGL 525	Topics in Genre -Or- Directed Reading	3	As needed
ENGL 591		3	As needed

ENGL 581	Workshop in Creative Writing	12	
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ENGL 581: This course is taken for four semesters, at least one of which is to be in a different genre

**Total Credit Hours: 15**

### ADVANCED STUDY OF LITERATURE C.G.S.

#### Admission Requirements

1. A completed application form accompanied by a \$50 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. Three letters of recommendation, with at least two from English professors.

#### Retention Requirement

A minimum cumulative grade point average of 3.00 on a 4.00 scale in all C.G.S. course work.

#### COURSE REQUIREMENTS

##### Courses

ENGL 501	Introduction to Graduate Study	3	F
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##### TWELVE ADDITIONAL CREDIT HOURS from:

ENGL 521	Topics in Cultural Studies	3	As needed
ENGL 523	Topics in Ethnic American and/or African American Literatures	3	As needed
ENGL 524	Topics in Postcolonial Literatures	3	As needed
ENGL 525	Topics in Genre	3	As needed
ENGL 530	Topics in British Literature before 1660	3	As needed
ENGL 531	Topics in British Literature from 1660 to 1900	3	As needed
ENGL 532	Topics in British Literature since 1900	3	As needed
ENGL 540	Topics in American Literature before 1900	3	As needed
ENGL 541	Topics in American Literature since 1900	3	As needed

**Total Credit Hours: 15**

### AUTISM EDUCATION C.G.S.

#### Admission Requirements

1. A completed application form accompanied by a \$50 nonrefundable application fee. Graduate applications are available online at [www.ric.edu/feinsteinschooleducationhumandevlopment/Pages/FSE-HD-Graduate-Programs-Admissions.aspx](http://www.ric.edu/feinsteinschooleducationhumandevlopment/Pages/FSE-HD-Graduate-Programs-Admissions.aspx).
2. Completion of all Feinstein School of Education and Human Development graduate admission requirements (p. 133).
3. A Rhode Island professional license in teaching or related service, such as occupational therapy, speech therapy, physical therapy, or school psychology.
4. Three letters of recommendation (one from the district administrator) that evaluate candidate's education and experience in special education or a related field.

- An interview may be required.

### Retention Requirement

Students must maintain a grade point average of 3.00 on a 4.00 scale in all C.G.S. course work.

### COURSE REQUIREMENTS

#### Courses

SPED 561	Understanding Autism Spectrum Disorders	3	F (as needed)
SPED 562	Practicum I in Autism	1	Su (as needed)
SPED 563	Curriculum and Methodology: Students with Autism	3	Sp (as needed)
SPED 564	Building Social and Communication Skills	3	Sp (as needed)
SPED 565	Practicum II in Autism	1	Su (as needed)
SPED 566	Autism and Positive Behavior Supports	3	F (as needed)

**Total Credit Hours: 14**

### CHILD AND ADOLESCENT TRAUMA C.G.S.

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#### Admission Requirements

- A completed application form accompanied by a \$50 nonrefundable application fee.
- Second-year enrollment in good standing in the M.S.W. program or a Master's in Social Work or Counseling degree. Awarding of the certificate for current students is to be accompanied by graduation from the M.S.W. program or M.S. Counseling program.
- A current résumé.
- Two references.

#### Retention Requirements

A minimum cumulative grade point average of 3.00 on a 4.00 scale.

### COURSE REQUIREMENTS

#### Course Requirements

SWRK 600	Field Education and Seminar III	4	F
SWRK 601	Field Education and Seminar IV	4	Sp
SWRK 637	Core Concepts in Child and Adolescent Trauma	3	Su or F
SWRK 638	Evidence-based Treatment for Child/Adolescent Trauma	3	F or Sp
SWRK 644	Clinical Evaluation and Case Consultation I	1.5	F
SWRK 646	Clinical Evaluation and Case Consultation II	1.5	Sp
SWRK 690	Independent Study in Social Work	3	As needed

**Total Credit Hours: 18**

### ELEMENTARY EDUCATION - SPECIALIZED C.G.S.

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#### Admission Requirements

- Application fee of \$50.
- Bachelor's degree from a regionally accredited college.

- Acceptance in R.I. TFA; successful completion of TFA Institute.
- Three Letters of recommendation that address the academic ability and aptitude of the applicant.
- Official graduate and undergraduate transcripts.
- Minimum G.P.A. of 3.0.
- Professional goals essay.
- A résumé.

#### Retention Requirements

Grade of B or better in all courses.

### COURSE REQUIREMENTS

#### Courses

ELED 500	Reflections: The Art and Science of Teaching	3	F, Sp, Su
ELED 540	Curriculum and Assessment	3	As needed
ELED 541	Teaching Literacy across the Curriculum	3	As needed
ELED 542	Educating All Students	3	As needed
ELED 543	Integrating Theory and Methods	3	As needed
READ 534	Developmental Reading: Prekindergarten through Grade Eight	3	F

**Total Credit Hours: 18**

### FINANCIAL PLANNING C.G.S.

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#### Admission Requirements

- A completed application form accompanied by a \$50 nonrefundable application fee.
- A bachelor's degree from an accredited college or university, with a minimum grade point average of 3.00 on a 4.00 scale.
- Official transcripts of all undergraduate and graduate records.
- Two courses in financial accounting, macroeconomics, and statistics/quantitative methods.
- 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 all C.G.S. course work.

### COURSE REQUIREMENTS

#### Courses

ACCT 533	Fundamentals of Financial Planning	3	F
ACCT 543	Personal Income Tax Planning	3	Sp
ACCT 554	Estate Planning	3	Alternate years
ACCT 555	Retirement Planning and Employee Benefits	3	As needed
ACCT 661	Financial Planning Capstone Course	3	Sp
FIN 432	Investments	4	F, Sp

**Total Credit Hours: 19**

## HEALTH PSYCHOLOGY C.G.S.

### Admission Requirements

1. A completed application form accompanied by a \$50 nonrefundable application fee.
2. A bachelor's degree from an accredited college or university, with a minimum cumulative grade point average of 3.00 on a 4.00 scale.
3. Prior course work in introductory psychology and research methods.
4. Official transcripts of all undergraduate and graduate records.
5. Statement of professional goals, including how the program will prepare the candidate for these goals.
6. Three letters of recommendation that address potential to succeed in a graduate program. Must include at least one letter from a psychology professor or from a professional within psychology or related field.
7. A plan of study approved by the advisor and the appropriate dean.
8. An interview may be required.

### COURSE REQUIREMENTS

#### Courses

PSYC 424	Health Psychology	4	Annually
PSYC 500	Research Design and Analysis I	3	F
PSYC 501	Research Design and Analysis II	3	Sp

Note: PSYC 500, PSYC 501: These courses must be completed within the first three semesters

#### TWO ADDITIONAL COURSES from:

HPE 410	Stress Management	3	F, Sp
HPE 507	Epidemiology and Biostatistics	3	Sp
NURS 508	Public Health Science	3	F
PSYC 558	Seminar in Social Psychology	3	Sp (odd years)
PSYC 560	Current Issues in Psychology	3	As needed

Note: PSYC 560: This course must be on an approved health-related topic

**Total Credit Hours: 16**

## HEALTHCARE QUALITY AND PATIENT SAFETY C.G.S.

### Admission Requirements

1. A completed application 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. Applicants with international degrees must have their transcripts evaluated for degree and grade equivalency to that of a regionally accredited institution in the United States.
4. Official transcripts of all undergraduate and graduate records.
5. Completion of a course in statistics (MATH 240 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 Test of English as a Foreign Language (TOEFL) from international applicants who are from countries where English is not the first language.

8. Current unrestricted licensure for the practice of nursing in Rhode Island.
9. A professional résumé.
10. Three professional references (at least one from the clinical area).
11. A brief letter of intent, which includes a statement of goals.
12. Proof of residency is required for in-state tuition.
13. An interview may be required.

### Retention requirements

All students are expected to maintain a cumulative average of B (3.00) or better in their graduate program. Students who do not maintain a cumulative B (3.00) average will have their status reviewed by the Master's Program Director. Students who achieve less than a B in a required nursing course (electives excluded) will be placed on probationary status. Students on probationary status must achieve a B or better in each required course over the next 9 credits. Two grades below B are sufficient cause for consideration of dismissal; the decision regarding students' status will be made by the Master's Program Director in consult with the Dean. Students may be required to repeat a course at the discretion of the Master's Program Director. Please also refer to Section VI of the RIC Graduate Studies manual.

### COURSE REQUIREMENTS

#### Courses

NURS 501	Advanced Nursing Research	3	F, Su
NURS 502/HCA 502	Health Care Systems	3	F, Sp
NURS 503	Professional Role Development	3	Sp, Su
NURS 505	Advanced Pharmacology	3	F, Sp
NURS 519	Quality/Safety in Advanced Practice Nursing	3	F

**Total Credit Hours: 15**

## HISTORICAL STUDIES C.G.S.

The C.G.S. in Historical Studies will provide advanced studies in History and allow students to follow an American, Western, non-Western or World Focus.

### Admission Requirements

1. A completed application form accompanied by a \$50 nonrefundable application fee.
2. A bachelor's degree from an accredited college or university, with a minimum cumulative grade point average of 3.00 on a 4.00 scale.
3. Official transcripts of all undergraduate and graduate records.
4. Three letters of recommendation that address the candidate's potential to succeed in a graduate program.
5. A minimum of 24 undergraduate hours in History.

### COURSE REQUIREMENTS

#### Courses

HIST 501	Historiography	3	F
HIST 521	Topics in Comparative History	3	Sp
HIST 561	ONE COURSE from Graduate Seminar in History	3	F
HIST 562	Graduate Reading Seminar	3	Sp

HIST 550	TWO COURSES from Topics in American History	3	As needed
HIST 551	Topics in Western History	3	As needed
HIST 552	Topics in Non-Western History	3	As needed

**Total Credit Hours: 15**

### **MATHEMATICS CONTENT SPECIALIST: ELEMENTARY C.G.S.**

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#### **Admission Requirements**

1. A completed application form accompanied by a \$50 nonrefundable application fee.
2. A valid state-issued certificate to teach at the elementary level.
3. At least two years of teaching experience.
4. Three letters of recommendation.
5. A minimum undergraduate G.P.A. of 3.00.

#### **Retention Requirement**

A minimum grade of B- in at least four of the five required courses, with no grade lower than a C.

#### **COURSE REQUIREMENTS**

<b>Courses</b>			
MTET 511	Delving Deeper: Number and Operations	3	As needed
MTET 512	Delving Deeper: Functions and Algebra	3	As needed
MTET 513	Delving Deeper: Geometry and Measurement	3	As needed
MTET 514	Delving Deeper: Data Analysis and Statistics	3	As needed
MTET 515	Delving Deeper: Problem Analysis	3	As needed

**Total Credit Hours: 15**

### **MIDDLE LEVEL EDUCATION C.G.S.**

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Completion of the C.G.S. in Middle-Level Education plus specific content coursework will lead to RIDE eligibility for certification in Middle Grades Education.

#### **Admission Requirements**

1. A completed application form accompanied by a \$50 nonrefundable application fee.
2. Completion of all Feinstein School of Education and Human Development admission requirements (p. 133) (standardized test scores are not required).
3. A teaching certificate.
4. Applicants should have a minimum of 21 hours of undergraduate work in their subject content area with a 3.00 GPA. Consideration will be given to students who may lack sufficient credits in their content, but have experience working in schools.

#### **Retention Requirement**

Students must earn a B or better in all C.G.S. course work. Students who receive a grade below a B in any of the four courses must meet with the program coordinator. If it is recommended that the student continue, the student must retake the course.

### **COURSE REQUIREMENTS**

<b>Courses</b>			
MLED 510	Teaching and Learning at the Middle-Level	3	As needed
MLED 520	Curriculum and Organization of Middle- Level Schools	3	As needed
MLED 530	Applications of Middle- Level Instructional Models	3	As needed
MLED 540	Practicum in Middle Level Instruction	4	As needed

**Total Credit Hours: 13**

### **MODERN BIOLOGICAL SCIENCES C.G.S.**

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Learning Goals (p. 350)

#### **Admission Requirements**

1. A completed application form accompanied by a \$50 nonrefundable application fee.
2. Official transcripts of all undergraduate and graduate records.
3. A bachelor's degree in biology or related science, including courses in genetics and cellular/molecular biology.
4. Three letters of recommendation.
5. A minimum undergraduate G.P.A. of 3.00.

#### **COURSE REQUIREMENTS**

<b>First Semester</b>			
BIOL 533	Research Methods in Molecular Biology	4	As needed
BIOL 560	Graduate Seminar	1	F
BIOL 691-696	Directed Research	1-6	F, Sp, Su
BIOL 691-696: A minimum of 4 credit hours required.			

<b>Second Semester</b>			
	One 400-level biology course, with consent of department chair	3-4	

#### **ONE COURSE from**

BIOL 526	Molecular Cell Physiology	3	As needed
BIOL 531	Mammalian Endocrinology	3	As needed
BIOL 532	Advanced Developmental Biology	4	As needed

**Total Credit Hours: 15-17**

### **NONPROFIT LEADERSHIP C.G.S.**

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#### **Admission Requirements**

1. A completed application form accompanied by a \$50 nonrefundable application fee.
2. Evidence of earned undergraduate degree with a GPA of 3.0 or above.
3. A current résumé.

#### **Retention Requirements**

A minimum cumulative grade point average of 3.00 on a 4.00 scale.

#### **COURSE REQUIREMENTS**

<b>Courses</b>			
NPST 500	Advanced Leadership Institute in Nonprofit Studies	3	Su

NPST 635	Advanced Grant Development and Fundraising	3	Sp
SWRK 623	Budgeting and Financial Management in Social Service Organizations	3	Su
SWRK 628	Macro Practice I: Leadership and Change	3	F
SWRK 629	Macro Practice II: Managing People and Programs	3	Sp

**Total Credit Hours: 15**

### **NURSING CARE MANAGEMENT C.G.S.**

The Nursing Care Management Certificate of Graduate Studies (C.G.S.) is designed to meet a rapidly emerging need in health care, that of preparing nurses for nurse care/case manager positions across health care settings. The C.G.S. is a certificate program consisting of a minimum of 15 hours.

#### **Admission Requirements**

1. A completed application accompanied by a \$50 nonrefundable application fee.
2. A baccalaureate degree major from an NLNAC or CCNE accredited program.
3. Official transcripts of all undergraduate and graduate records. Applicants with international degrees must have their transcripts evaluated for degree and grade equivalency to that of a regionally accredited institution in the United States.
4. Completion of a course in statistics (MATH 240 or its equivalent), with a minimum grade of C.
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 Test of English as a Foreign Language (TOEFL) from international applicants who are from countries where English is not the first language.
7. Current unrestricted licensure for the practice of nursing in Rhode Island.
8. A professional résumé.
9. Three professional references (at least one from the clinical area).
10. A brief letter of intent, which includes a statement of goals.
11. Proof of residency is required for in-state tuition.
12. An interview may be required.
13. Upon acceptance, a passport photo will be required.

#### **COURSE REQUIREMENTS**

<b>Courses</b>			
HPE 507	Epidemiology and Biostatistics	3	Sp
NURS 502/HCA 502	Health Care Systems	3	F, Sp
NURS 503	Professional Role Development	3	Sp, Su
NURS 508	Public Health Science	3	F
NURS 518	Nursing Care/Case Management	3	F

**Total Credit Hours: 15**

### **PHYSICAL EDUCATION C.G.S.**

#### **Admission Requirements**

1. A completed application form accompanied by a \$50 nonrefundable application fee. Graduate applications are available online at [www.ric.edu/feinsteinschooleducationhumandevlopment/Pages/FSE-HD-Graduate-Programs-Admissions.aspx](http://www.ric.edu/feinsteinschooleducationhumandevlopment/Pages/FSE-HD-Graduate-Programs-Admissions.aspx).
2. Completion of all Feinstein School of Education and Human Development admission requirements (p. 133).
3. Completion of an undergraduate degree in physical education from an accredited college or university.

#### **Retention Requirements**

A minimum cumulative grade point average of 3.00 on a 4.00 scale in all C.G.S. course work.

#### **COURSE REQUIREMENTS**

<b>Courses</b>			
HPE 508	Psycho-Social Aspects of Human Movement	3	As needed
HPE 509	Teaching Sports through a Tactical Perspective	3	As needed
HPE 512	Curriculum Construction in Physical Education	3	As needed
HPE 522	Current Issues in Physical Education	3	As needed
HPE 523	Adventure Education	3	As needed

**Total Credit Hours: 15**

### **PUBLIC HISTORY C.G.S.**

The Certificate of Graduate Studies in Public History is a 15-credit program designed to provide advanced graduate study and training for students with an undergraduate background in history and/or workplace experience in the field. It provides students with an introduction to graduate study in history, and intensive training in the practical application, scope, methodologies, and procedures of public history.

#### **Admission Requirements**

1. A completed application form accompanied by a \$50 nonrefundable application fee.
2. Official transcripts of all undergraduate and graduate records.
3. Three recommendations attesting to the candidate's potential to do graduate work.
4. Applicants should have a minimum of 24 undergraduate hours of history and a 3.0 GPA. Consideration will also be given to students who may lack sufficient credits in history, but who have significant experience working in the public history field.

#### **COURSE REQUIREMENTS**

<b>Courses</b>			
HIST 501	Historiography	3	F
HIST 550 (331)	Topics in American History	3	
HIST 550 (357)	Topics in American History	3	
HIST 599	Directed Graduate Research	3-6	As needed

HIST 599: Taken for two semesters for a total of 6 credits.

**Total Credit Hours: 15**



## SECONDARY EDUCATION - SPECIALIZED C.G.S.

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### Admission Requirements

1. Application fee of \$50.
2. Bachelor's degree from a regionally accredited college.
3. Acceptance in R.I. TFA; successful completion of TFA Institute.
4. Three Letters of recommendation that address the academic ability and aptitude of the applicant.
5. Official graduate and undergraduate transcripts.
6. Minimum G.P.A. of 3.0.
7. Professional goals essay.
8. A résumé.

### Retention Requirements

Grade of B or better in all courses.

### COURSE REQUIREMENTS

#### Courses

SED 506	Survey of Instructional Design	3	F, Su
SED 507	Instructional Design and Literacy	3	Sp Su
SED 511	Content and Pedagogy in Secondary Education	4	F
SED 512	Field Practicum in Secondary Education	2	F
SED 523	Teaching Seminar in Secondary Education	3	Sp
SPED 501	Assessment of Students with Mild/Moderate Disabilities	3	F (as needed)
SPED 531	Universal Design for Educating All Students	3	F, Sp

**Total Credit Hours: 21**

#### Additional Special Education Certification

SPED 424	Assessment/Instruction: Adolescents with Mild/Moderate Disabilities	4	Sp
SPED 427	Career/Transition Planning: Adolescents with Mild/Moderate Disabilities	3	Sp

**Total Credit Hours: 28**

## SEVERE INTELLECTUAL DISABILITIES (SID) C.G.S.

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This program offers teachers who are currently certified as a teacher of students with mild/moderate disabilities an extension of their skills to the skills, knowledge and perspectives they need to effectively support students with severe and complex disabilities. It provides an accelerated path to teacher certification in Severe Intellectual Disabilities.

### COURSE REQUIREMENTS

#### Courses

SPED 435	Assessment/Instruction: Young Students with SID	4	F
SPED 436	Assessment/Instruction: Older Students with SID	4	Sp
SPED 520	Young Adults in Nonschool Settings	3	Su

SPED 526	Assessment, Curriculum, Methods for Children with Multiple Disabilities	3	Sp (even years)
SPED 665	Teaching Internship in Severe Intellectual Disabilities	6	F, Sp

**Total Credit Hours: 20**

## TEACHING ENGLISH AS A SECOND LANGUAGE C.G.S.

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### Admission Requirements

1. A completed application form accompanied by a \$50 nonrefundable application fee. Graduate applications are available online at [www.ric.edu/feinsteinschooleducationhumandevlopment/Pages/FSE-HD-Graduate-Programs-Admissions.aspx](http://www.ric.edu/feinsteinschooleducationhumandevlopment/Pages/FSE-HD-Graduate-Programs-Admissions.aspx).
2. Completion of all Feinstein School of Education and Human Development admission requirements (p. 133).
3. Current teaching certificate.
4. Three reference forms with letters of recommendation.
5. Professional goals essay.
6. A performance-based evaluation.

### Retention Requirements

Students must earn a B- or better in all C.G.S. course work.

### COURSES REQUIREMENTS

#### Courses

TESL 507	Teaching Reading and Writing to English-as-a-Second-Language Students	3	F, Sp
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, Su
TESL 551	Assessment of English Language Learners	3	F, Sp
TESL 553	Internship in English as a Second Language	3	F, Sp
TESL 546	Teaching English as a Second Language	3	F, Sp
TESL 548	-Or- Curriculum and Methods for Content ESL Instruction	3	Sp

**Total Credit Hours: 21**

Note: TESL 546 is required for those with elementary, early childhood, or K-12 certification. TESL 548 is required for those with middle grade or secondary certification.

# GENERAL EDUCATION

## Chair of the Committee on General Education

James Magyar

## General Information

The General Education Program is designed to provide students in all academic majors and professional programs with the knowledge and skills of a college-educated citizen. General Education approaches eleven learning outcomes through three core courses, seven distribution areas, a second language requirement, and writing in each of the disciplines. In the first year, First Year Writing provides a starting point for writing at all levels throughout the curriculum. Also in the first year, students choose from a large selection of intriguing topics with which to hone their skills in First Year Seminar. Connections courses, taken later in one's program, again use a topical approach to strengthen academic skills. Writing in each discipline purposefully and explicitly develops student writing appropriate to the style and context of the individual discipline.

Recognizing the vast scope of knowledge available, Distribution courses allow students to choose courses in each area to advance professional goals, enhance personal interests, or explore new areas. One of these courses is a more advanced course that builds upon other General Education courses in science and mathematics to develop skills and understanding at a higher level.

Rhode Island College graduates also demonstrate knowledge of an additional language, demonstrated through the Second Language Requirement. The following sections provide more detailed information on General Education at the College.

Students who were enrolled at Rhode Island College before fall of 2012 are responsible for the requirements of the previous General Education program. The current version of that program is available at [www.ric.edu/generaleducation/Pages/For-students-enrolled-prior-to-Fall-2012.aspx](http://www.ric.edu/generaleducation/Pages/For-students-enrolled-prior-to-Fall-2012.aspx).

## CORE COURSES

### COURSES

#### First Year Seminar (FYS)

FYS 100 is required in the freshman year, with sections on a wide variety of topics. Each section is discussion-based and focused on developing critical thinking, oral communication, research fluency, and written communication. FYS 100 will not be offered in the summer or the early spring sessions. Students who enter the college as transfer students are not considered first-year students and are exempt from this requirement.

Courses are limited to twenty students

FYS 100	First Year Seminar	4	F, Sp
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#### First Year Writing (FYW)

FYW 100 (or FYW 100P) is required in freshman year. Either course introduces students to college-level writing and helps them develop the writing skills needed for success in college courses. Successful completion of the course (a final grade of C or better) will also meet the College Writing Requirement. Courses are limited to twenty students for FYW 100 (four credit hours); courses are limited to fifteen students for FYW 100P (six credit hours).

FYW 100	Introduction to Academic Writing	4	F, Sp, Su
FYW 100P	Introduction to Academic Writing PLUS	6	F, Sp

#### Connections (C)

Courses in the Connections category are upper-level courses on topics that emphasize comparative perspectives, such as across disciplines, across time, and across cultures. Students must complete the FYS 100 (p. 253) and FYW 100 (p. 253)/FYW 100P (p. 253)/FYW 100H courses and must have earned at least 45 college credits before taking a Connections course. Connections courses cannot be included in any major or minor program.

AFRI 262	Cultural Issues in Africana Studies	4	F, Sp, Su
ANTH 262	Indigenous Rights and the Global Environment	4	F, Sp
ANTH 265	Anthropological Perspectives on Childhood	4	F, Sp
ANTH 266	Anthropological and Indigenous Perspectives on Place	4	F, Sp
ART 261	Art and Money	4	Sp
ART 262	Encounters with Global Arts	4	Sp
BIOL 261	The World's Forests	4	F (even years)
COMM 261	Issues in Free Speech	4	Annually
COMM 262	Dialect: What We Speak	4	As needed
COMM 263	East Asian Media and Popular Culture	4	Sp, Su
ENGL 261	Arctic Encounters	4	As needed
ENGL 262	Women, Crime, and Representation	4	As needed
ENGL 263	Zen East and West	4	Sp (alternate years)
ENGL 265	Women's Stories across Cultures	4	As needed
ENGL 266	Food Matters: The Rhetoric of Eating	4	Sp (alternate years)
ENGL 267	Books that Changed American Culture	4	Alternate years
FILM 262	Cross-Cultural Projections: Exploring Cinematic Representation	4	As needed
GEND 261	Resisting Authority: Girls of Fictional Futures	4	Sp (alternate years)
GED 262	Native American Narratives	4	F, Sp
GEOG 261	Globalization, Cities and Sustainability	4	Sp
HIST 263	Christianity	4	F, Sp
HIST 267	Europe and Beyond: Historical Reminiscences	4	Annually
HIST 268	Civil Rights and National Liberation Movements	4	Annually
HIST 269	Jazz and Civil Rights: Freedom Sounds	4	F, Sp, Su
HIST 272	Globalization, 15th Century to the Present	4	F, Sp, Su
HIST 273	Latin America and Globalization, 1492-Present	4	Annually

HIST 275	Russia from Beginning to End	4	F, Sp	GEOG 205	Earth's Physical Environments	4	F, Sp
MUS 261	Music and Multimedia	4	As needed	HIST 207	Quantitative History Through Applied Statistics	4	Sp (alternate years)
NURS 262	Substance Abuse as a Global Issue	4	F	HSCI 232	Human Genetics	4	F
NURS 264	Status of the World's Children	4	F, Sp, Su	MATH 213	Calculus II	4	F, Sp, Su
NURS 266	Health and Cultural Diversity	4	F, Sp	MATH 239	Contemporary Topics in Mathematics II	4	F, Sp, Su
PHIL 262	Freedom and Responsibility	4	F, Sp, Su	MATH 241	Statistical Methods II	4	F, Sp
PHIL 263	The Idea of God	4	F, Sp, Su	MATH 248	Business Statistics I	4	F, Sp, Su
PHIL 265	Philosophical Issues of Gender and Sex	4	F, Sp	MATH 324	College Geometry	4	F, Sp
PHIL 266	Asian Philosophies: Theory and Practice	4	F, Sp	PHIL 220	Logic and Probability in Scientific Reasoning	4	F, Sp
POL 262	Power and Community	4	F, Sp, Su	PHYS 102	General Physics II	4	Sp, Su
POL 266	Investing in the Global Economy	4	F, Sp, Su	PHYS 201	Electricity and Magnetism	4	Sp
POL 267	Immigration, Citizenship, and National Identity	4	Annually	PHYS 309	Nanoscience and Nanotechnology	4	F (odd years)
SOC 262	Sociology of Money	4	F, Sp, Su	POL 300	Methodology in Political Science	4	F, Sp
SOC 264	Sex and Power: Global Gender Inequality	4	F, Sp	PSCI 208	Forensic Science	4	F, Sp
SOC 267	Comparative Perspectives on Higher Education	4	Even years	PSCI 214	Introduction to Meteorology	4	F
SUST 261	Exploring Nature Through Art, Science, Technology	4	F, Sp	SOC 302	Social Research Methods I	4	F, Sp, Su
THTR 261	Contemporary Black Theatre: Cultural Perspectives	4	Annually	SOC 404	Social Research Methods II	4	F, Sp, Su

## DISTRIBUTION COURSES

Distribution courses emphasize ways of thinking and methods of inquiry within various disciplines. Students are required to take one course in each of the following seven areas:

- Arts—Visual and Performing
- History
- Literature
- Mathematics
- Natural Science (lab required)
- Social and Behavioral Sciences
- Advanced Quantitative/Scientific Reasoning

## COURSES

### Advanced Quantitative/Scientific Reasoning (AQSR)

Courses in the AQSR category have Mathematics or Natural Science prerequisites and often additional prerequisites. For the full list of prerequisites, see the course description section of this catalog.

#### ONE COURSE from

ANTH 306	Primate Ecology and Social Behavior	4	F, Sp
ANTH 307	Human Nature: Evolution, Ecology, and Behavior	4	F, Sp
BIOL 221	Genetics	4	F
BIOL 335	Human Physiology	4	F, Sp, Su
CHEM 104	General Chemistry II	4	F, Sp, Su
CHEM 106	General, Organic, and Biological Chemistry II	4	F, Sp, Su
CSCI 423	Analysis of Algorithms	4	Sp
GEOG 201	Mapping Our Changing World	4	F, Sp

### Arts—Visual and Performing (A)

#### ONE COURSE from

ANTH 167	Music Cultures of Non-Western Worlds	4	F, Sp
ART 101	Drawing I: General Drawing	4	F, Sp
ART 104	Design I: Two-Dimensional Design	4	F, Sp
ART 210	Nurturing Artistic and Musical Development	4	F, Sp
ART 231	Prehistoric to Renaissance Art	4	F, Sp, Su
ART 232	Renaissance to Modern Art	4	F, Sp, Su
COMM 241	Introduction to Cinema and Video	4	F, Sp, Su
COMM 244	Digital Media Lab	4	F, Sp, Su
DANC 215	Contemporary Dance and Culture	4	F, Sp
ENGL 113	Approaches to Drama: Page to Stage	4	F, Sp
FILM 116	Introduction to Film	4	F, Sp, Su
MUS 167	Music Cultures of Non-Western Worlds	4	F, Sp
MUS 201	Survey of Music	4	F, Sp, Su
MUS 203	Elementary Music Theory	4	F, Sp, Su
MUS 223	American Popular Music	4	F, Sp
MUS 225	History of Jazz	4	F, Sp
PHIL 230	Aesthetics	4	F, Sp, Su
THTR 240	Appreciation and Enjoyment of the Theatre	4	F, Sp, Su
THTR 242	Acting for Nonmajors	4	Su

### History (H)

#### ONE COURSE from

HIST 101	Multiple Voices: Africa in the World	4	F, Sp, Su
HIST 102	Multiple Voices: Asia in the World	4	F, Sp, Su
HIST 103	Multiple Voices: Europe in the World to 1600	4	F, Sp, Su
HIST 104	Multiple Voices: Europe in the World Since 1600	4	F, Sp, Su
HIST 105	Multiple Voices: Latin America in the World	4	F, Sp, Su

HIST 106	Multiple Voices: Muslim People in the World	4	F, Sp, Su
HIST 107	Multiple Voices: The United States in the World	4	F, Sp, Su

**Literature (L)****ONE COURSE from**

ENGL 100	Studies in Literature	4	F, Sp, Su
ENGL 120	Studies in Literature and Identity	4	F, Sp, Su
ENGL 121	Studies in Literature and Nation	4	F, Sp, Su
ENGL 122	Studies in Literature and the Canon	4	F, Sp, Su
ENGL 123	Studies in Literature and Genre	4	F, Sp, Su
FREN 115	Literature of the French-Speaking World	4	F, Sp
ITAL 115	Literature of Italy	4	F, Sp
PORT 115	Literature of the Portuguese-Speaking World	4	F, Sp
SPAN 115	Literature of the Spanish-Speaking World	4	F, Sp

**Mathematics (M)****ONE COURSE from**

MATH 139	Contemporary Topics in Mathematics	4	F, Sp, Su
MATH 177	Quantitative Business Analysis I	4	F, Sp, Su
MATH 209	Precalculus Mathematics	4	F, Sp, Su
MATH 212	Calculus I	4	F, Sp, Su
MATH 240	Statistical Methods I	4	F, Sp, Su

Note: Completion of the Mathematics category of General Education does not satisfy the College Mathematics Competency. In addition, students in the elementary education curriculum who complete MATH 144 (and its prerequisite, MATH 143) shall be considered to have fulfilled the Mathematics category of General Education.

**Natural Science (NS)****ONE COURSE from**

BIOL 100	Fundamental Concepts of Biology	4	F, Sp, Su
BIOL 108	Basic Principles of Biology	4	F, Sp, Su
BIOL 111	Introductory Biology I	4	F, Sp, Su
CHEM 103	General Chemistry I	4	F, Sp, Su
CHEM 105	General, Organic and Biological Chemistry I	4	F, Sp, Su
PSCI 103	Physical Science	4	F, Sp, Su
PSCI 211	Introduction to Astronomy	4	F, Sp
PSCI 212	Introduction to Geology	4	F, Su
PSCI 217	Introduction to Oceanography	4	Sp
PHYS 101	General Physics I	4	F, Su
PHYS 110	Introductory Physics	4	Sp, F, Su
PHYS 200	Mechanics	4	F

**Social and Behavioral Sciences (SB)****ONE COURSE from**

AFRI 200	Introduction to Africana Studies	4	F, Sp, Su (as needed)
ANTH 101	Introduction to Cultural Anthropology	4	F, Sp
ANTH 102	Introduction to Archaeology	4	F, Sp

ANTH 104	Introduction to Anthropological Linguistics	4	F
ANTH 205	Race, Culture, and Ethnicity: Anthropological Perspectives	4	Odd years
COMM 240	Mass Media and Society	4	F, Sp, Su
ECON 200	Introduction to Economics	4	F, Sp, Su
GEND 200	Gender and Society	4	F, Sp
GEOG 100	Introduction to Environmental Geography	4	F, Sp, Su
GEOG 101	Introduction to Geography	4	F, Sp, Su
GEOG 200	World Regional Geography	4	F, Sp
GEOG 206	Disaster Management	4	F, Sp
POL 201	Development of American Democracy	4	F, Sp, Su
POL 202	American Government	4	F, Sp, Su
POL 203	Global Politics	4	F, Sp
POL 204	Introduction to Political Thought	4	F, Sp
PSYC 110	Introduction to Psychology	4	F, Sp, Su
PSYC 215	Social Psychology	4	F, Sp, Su
SOC 200	Society and Social Behavior	4	F, Sp
SOC 202	The Family	4	F, Sp, Su
SOC 204	Urban Sociology	4	As needed
SOC 207	Crime and Criminal Justice	4	F, Sp, Su
SOC 208	The Sociology of Race and Ethnicity	4	F, Sp, Su
SOC 217	Aging and Society	4	F, Sp, Su

**WRITING IN THE DISCIPLINE**

Building on the core course, FYW 100 (p. 253)/FYW 100P (p. 253)/FYW 100H, each discipline has identified a required course or courses within the major in which students learn to write for that discipline. Completion of the major/program fulfills the Writing in the Discipline requirement.

Accounting (p. 381)

Anthropology (p. 356)

Art (p. 356) (Studio - Ceramics, Graphic Design, Metalsmithing and Jewelry, Painting, Photography, Printmaking, Sculpture)

Art Education (p. 357)

Art History (p. 357)

Biology (p. 358)

Business (p. 385) (Management)

Chemical Dependency/Addiction Studies (p. 358)

Chemistry (p. 358)

Communication (p. 359) (Mass Media Communications; Public and Professional Communication; Public Relations; Speech, Language, and Hearing Science)

Computer Information Systems (p. 381)

Computer Science (p. 360)

Early Childhood Education (p. 379)

Economics (p. 382)

Elementary Education (p. 379)

English (p. 362)

English/Creative Writing (p. 361)

Film Studies (p. 363)

Finance (p. 382)

Gender and Women's Studies (p. 364)

Health Education (p. 379)  
 History (p. 364)  
 Justice Studies (p. 365)  
 Management (p. 383) (General, Human Resources, International, Operations)  
 Marketing (p. 386)  
 Mathematics (p. 367)  
 Medical Imaging (p. 368) (Nuclear Medicine Technology, Radiologic Technology, also open to certified radiologic technologists)  
 Modern Languages (p. 369) (Francophone Studies, French, Latin American Studies, Portuguese, Spanish)  
 Music (p. 369)  
 Music Education (p. 371)  
 Music Performance (p. 372)  
 Nursing (p. 388)  
 Philosophy (p. 374)  
 Physical Education (p. 379)  
 Political Science (p. 374)  
 Political Science/Public Administration (p. 375)  
 Psychology (p. 376)  
 Sociology (p. 376)

## SECOND LANGUAGE REQUIREMENT

Rhode Island College graduates are expected to communicate in and understand a language other than English at a novice-mid proficiency level. The Second Language Requirement of General Education is designed to meet that expectation. If you are unable to fulfill any one of the requirements listed below, please consult the chair of the Department of Modern Languages.

The Second Language Requirement may be fulfilled in any of the following ways:

1. By completing RIC language course 102 or higher, with a minimum grade of C.
2. Through transfer credit of language courses equivalent to 101 and 102 or higher from an accredited college or university.
3. Through transfer credit of a second language course from an approved study abroad program.
4. Through Advanced Placement (AP) credit. If students score three or higher on the AP Test in French, German, or Spanish, RIC will award 6 credits (equivalent to RIC language courses 113 and 114).
5. Through Early Enrollment Program credit for language courses 113 or 114, with a minimum grade of C.
6. By completing the CLEP Test in French, German, or Spanish, with a score on the Level I test of 50 or higher.
7. By completing the ACTFL Oral Proficiency Interview (OPI) and the written exam for languages for which there are no CLEP or AP Tests. Level: OPI (offered in 65 languages): Novice Mid to High. Written test: Novice High (offered in twelve languages).
8. By completing the SAT II Subject Test (scores vary according to language).
9. Foreign/international students may submit an official high school transcript from a non-English-speaking country of origin.

## GENERAL EDUCATION CATEGORIES

Courses that fulfill General Education requirements have the appropriate notation in the course description following credit hours:

Gen. Ed. Category **A** (Arts—Visual and Performing)  
 Gen. Ed. Category **AQSR** (Advanced Quantitative/Scientific Reasoning)  
 Gen. Ed. Category **C** (Connections)  
 Gen. Ed. Category **FYS** (First Year Seminar)  
 Gen. Ed. Category **FYW** (First Year Writing)  
 Gen. Ed. Category **H** (History)  
 Gen. Ed. Category **L** (Literature)  
 Gen. Ed. Category **M** (Mathematics)  
 Gen. Ed. Category **NS** (Natural Science)  
 Gen. Ed. Category **SB** (Social and Behavioral Sciences)

## TRANSFER STUDENTS

Transfer Students may determine their status with respect to General Education requirements by inquiring at the Office of Undergraduate Admissions or at the Office of the Dean of the Faculty of Arts and Sciences. The college's admissions website, at <http://www.ric.edu/admissions/Pages/Transfer-Students.aspx> contains useful information.

## GENERAL EDUCATION HONORS

To complete General Education Honors, students must take a minimum of five General Education courses in specially designed honors sections. Courses chosen normally include the Honors Core, which consists of Honors First Year Seminar, Honors First Year Writing, and Honors Connections (taken in the junior year). Other honors courses are offered in various disciplines as Distribution requirements. Although honors courses are reserved for students in the General Education Honors Program, 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.

## OUTCOMES FOR GENERAL EDUCATION

Each course in General Education addresses several outcomes. Students who complete the General Education program will encounter each outcome at least once at an introductory level. No introductory course can fully meet an outcome. Rather, every course introduces or develops several outcomes. Relevant outcomes are addressed at a higher level within the advanced work of the respective majors.

1. **Written Communication** — Students will understand the different purposes of writing and employ the conventions of writing in their major fields. Students will produce writing that is well organized, supported by evidence, demonstrates correct usage of grammar and terminology, and is appropriate to the academic context.
2. **Critical and Creative** — Thinking Students will be able to analyze and interpret information from multiple perspectives, question assumptions and conclusions, and understand the impact of biases, including their own, on thinking and learning.
3. **Research Fluency** — Students will demonstrate the ability to access, understand, evaluate, and ethically use information to address a wide range of goals or problems.
4. **Oral Communication** — Students will learn to speak in a clearly expressed, purposeful, and carefully organized way that engages and connects with their audience.

5. **Collaborative Work** — Students will learn to interact appropriately as part of a team to design and implement a strategy to achieve a team goal and to evaluate the process.
6. **Arts** — Students will demonstrate through performance, creation, or analysis an ability to interpret and explain the arts from personal, aesthetic, cultural and historical perspectives.
7. **Civic Knowledge** — Students will gain knowledge of social and political systems and of how civic engagement can change the environment in which we live.
8. **Ethical Reasoning** — Students will demonstrate an understanding of their own ethical values, other ethical traditions from diverse places and times and the process of determining ethical practice.
9. **Global Understanding** — Students will analyze and understand the social, historical, political, religious, economic, and cultural conditions that shape individuals, groups and nations and the relationships among them across time.
10. **Quantitative Literacy** — Students will demonstrate the ability to: (1) interpret and evaluate numerical and visual statistics; (2) develop models that can be solved by appropriate mathematical methods; and (3) create arguments supported by quantitative evidence and communicate them in writing and through numerical and visual displays of data, including words, tables, graphs and equations.
11. **Scientific Literacy** — Students will understand how scientific knowledge is uncovered through the empirical testing of hypotheses; be familiar with how data is analyzed, scientific models are made, theories are generated, and practical scientific problems are approached and solved; have the capacity to be informed about scientific matters as they pertain to living in this complex world; and be able to communicate scientific knowledge through speaking and writing.

## EXPERIENTIAL LEARNING

### A requirement for all undergraduate students at Rhode Island College.

Experiential learning is a process through which students develop and apply knowledge, skills, conceptual understanding and values to real-world problems or situations. The classroom, laboratory, studio or authentic real-world experiences—on campus and in the community—can serve as experiential learning settings. Through experiential learning, students are able to bridge the gap between theory and practice.

At Rhode Island College, our programs are designed to facilitate effective, vigorous, and flexible learning that will prepare our students for accomplishment, fulfillment, and self-realization in a swiftly changing world. Through an emphasis on experiential learning throughout the curriculum, we engage and require our students to learn through doing, and become more effective in whatever discipline they pursue.

#### Students at RIC encounter experiential learning in three main areas:

1. **Senior capstone courses:** These are required Senior experiences that range from creative projects, in-service experience, practicum, internships, or seminars (or other culminating courses). Seminars (and culminating courses) demand research, presentations and/or projects that allow students to show they understand the demands of

the major by utilizing the skills they have developed in their course of study.

2. **Other required courses in programs that emphasize experiential learning:** Not a culminating experience, but these courses highlight experiential learning, with an emphasis on hands-on learning activities, laboratory work (often doing original research), service-learning, volunteer experience, clinical skills, practicum, case studies, data collection and analysis, field work, creative production and performance, presentations, reflective discussion and active research.
3. **Not required but available:** Optional research (discipline based), internships, project work, field based courses, evidence-based practices, replication studies, simulation exercises, experimental techniques, self-exploration exercises and creative/performance projects.

The website has a link at <http://www.ric.edu/experientiallearning/> to show you a chart that contains program by program details of which experiential learning courses are required in each program, as well as other optional opportunities. This information can also be found on department websites.

#### Experiential Learning Outcomes

##### RIC aims to graduate students who are:

**Flexible:** Be resilient but adaptable to change, able to work under pressure, openly self-evaluate, and display thoughtful, thorough, and informed judgment in diverse situations and a changing environment.

**Effective:** Be able to fully integrate theory and practice within their discipline by utilizing those portable skills they have developed through their coursework. Such skills include critical thinking, oral communication, collaboration, research proficiency, and professional behavior.

**Aware:** Demonstrate self-awareness and social-awareness, and be able to work empathetically and effectively with people from diverse cultures and backgrounds.

**Self-directed:** Be able to integrate knowledge and skills learned in the classroom to identify and solve problems beyond the classroom, but also be able to assess, critique and improve their work through an understanding of how to develop new knowledge and skills where necessary.

# FACULTY OF ARTS AND SCIENCES

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## Undergraduate Degree Programs

Earl Simson, Dean

Joan Dagle, Associate Dean

Major	Degree	Concentration
Africana Studies (p. 66)	B.A.	
Anthropology (p. 67)	B.A.	
Art (Studio) (p. 68)	B.A. or B.F.A. B.A. or B.F.A. B.A. or B.F.A. B.A. or B.F.A. B.A. or B.F.A. B.A. or B.F.A. B.A. or B.F.A. B.A. or B.F.A.	Ceramics Digital Media Graphic Design Metalsmithing and Jewelry Painting Photography Printmaking Sculpture
Art Education* (p. 71)	B.S.	
Art Education* (p. 72)	B.F.A. B.F.A. B.F.A. B.F.A. B.F.A. B.F.A. B.F.A. B.F.A.	Ceramics Digital Media Graphic Design Metalsmithing and Jewelry Painting Photography Printmaking Sculpture
Art History (p. 69)	B.A.	
Biology** (p. 75)	B.S.	
Chemical Dependency/Addiction Studies (p. 77)	B.S.	
Chemistry** (p. 78)	B.A. B.A. B.S. B.S. B.S.	Environmental Chemistry Biochemistry Environmental Chemistry Professional Chemistry
Communication (p. 81)	B.A. B.A. B.A. B.A.	Mass Media Communication Public and Professional Communication Public Relations/Advertising Speech, Language, and Hearing Science
Computer Science (p. 83)	B.A.	
Computer Science (p. 83)	B.S.	
Dance Performance (p. 85)	B.A.	
English** (p. 86)	B.A. B.A.	Creative Writing
Environmental Studies (p. 88)	B.A.	

Film Studies (p. 91)	B.A.	
Gender and Women's Studies (p. 92)	B.A.	
Geography (p. 93)	B.A.	
Global Studies (p. 95)	B.A.	
Health Sciences (p. 97)	B.S. B.S.	Dental Hygiene Completion Food Safety
	B.S. B.S. B.S.	Human Services Medical Laboratory Sciences Respiratory Therapy Completion
History** (p. 99)	B.A. B.A.	Public History
Justice Studies (p. 103)	B.A.	
Liberal Studies (p. 106)	B.A.	
Mathematics** (p. 107)	B.A.	
Medical Imaging (p. 109)	B.S. B.S. B.S. B.S. B.S. B.S.	Certified RT Computed Tomography Certified Medical Imager Management Diagnostic Medical Sonography Magnetic Resonance Imaging Nuclear Medicine Technology Radiologic Technology
Modern Languages (p. 111)	B.A. B.A. B.A. B.A. B.A.	Francophone Studies French Latin American Studies Portuguese Spanish
<b>Music*</b> (p. 114)	B.A.	
<b>Music*</b> (p. 115)	B.M. B.M.	Music Education Performance
Philosophy (p. 119)	B.A.	
Physics** (p. 121)	B.S.	
Political Science (p. 122)	B.A.	
Psychology (p. 125)	B.A.	
Public Administration (p. 127)	B.A.	
Sociology (p. 128)	B.A.	
Theatre (p. 129)	B.A. B.A. B.A. B.A.	Design/Technical General Theatre Musical Theatre Performance

*\*Art education and music education are designed for students seeking grades pre-K–12 teaching certification.*

*\*\*Students seeking grades 7–12 teaching certification in these majors should see Secondary Education (p. 155).*



### Minors

Africana Studies (p. 66)

Anthropology (p. 67)

Art (p. 69)—Ceramics, Digital Media, Graphic Design, Metalsmithing and Jewelry, Painting, Photography, Printmaking, Sculpture

Art History (p. 69)

Behavioral Neuroscience (p. 125)

Biology (p. 75)

Chemistry (p. 80)

Communication (p. 82)

Computer Science (p. 84)

Creative Writing (p. 86)

Dance Performance (p. 85)

English (p. 86)

Environmental Studies (p. 89)

Film Studies (p. 91)

Francophone Studies (p. 112)

French (p. 112)

Gender and Women's Studies (p. 92)

Geography (p. 93)

Gerontology (p. 94)

Global Studies (p. 96)

History (p. 100)

International Nongovernmental Organizations Studies (p. 102)

Italian (p. 112)

Jazz Studies (p. 116)

Justice Studies (p. 103)

Labor Studies (p. 105)

Latin American Studies (p. 112)

Mathematics (p. 107)

Music (p. 116)

Philosophy (p. 119)

Physics (p. 121)

Political Science (p. 122)

Portuguese (p. 113)

Psychology (p. 125)

Public History (p. 100)

Rhetoric and Writing (p. 86)

Sociology (p. 128)

Spanish (p. 113)

Theatre (p. 130)

Professional preparation programs are offered in pre dental, prelaw, premedical, and preoptometry (p. 123).

– **PLEASE NOTE** – All undergraduate full-degree programs require the completion of at least 120 credit hours, including (1) General Education requirements, (2) the college writing requirement, (3) the college mathematics competency, and (4) the course requirements listed under each program.

**In addition, all Arts and Sciences majors and minors require a minimum GPA of 2.00 in the major and/or minor for graduation. Please note that individual majors/minors may have higher GPAs or specific grade requirements.**

For more details on graduation requirements, see Academic Policies and Requirements (p. 22).

**Graduate Degree Programs**

<b>Major</b>	<b>Degree</b>	<b>Concentration</b>
Art (p. 73)	M.A.	Art Education
Art (p. 70)	M.A.	Media Studies
Art Education* (p. 74)	M.A.T.	
Biology (p. 75)	M.A.	
English (p. 87)	M.A.	Creative Writing
History (p. 100)	M.A.	
Justice Studies (p. 104)	M.A.	
Mathematical Studies (p. 107)	M.A. M.A.	Mathematics Mathematics for the Professions
Music Education* (p. 117)	M.A.T.	
Music Education* (p. 117)	M.M.Ed.	
Psychology (p. 125)	M.A.	

*\*Art education and music education are designed for students seeking grades pre-K–12 teaching certification.*

## Africana Studies

Learning Goals (p. 342)

Director: Daniel Scott

Department Faculty: Professor Scott; Assistant Professor Bery

Students **must** consult with their assigned advisor before they will be able to register for courses.

### AFRICANA STUDIES B.A.

#### COURSE REQUIREMENTS

##### Courses

AFRI 200	Introduction to Africana Studies	4	F, Sp, Su (as needed)
AFRI 461	Seminar in Africana Studies	4	As needed
HIST 348	Africa under Colonial Rule -Or-	4	Annually
HIST 349	History of Contemporary Africa	4	Annually
<b>A MINIMUM OF 24 CREDIT HOURS OF COURSES from</b>			
AFRI 310	Martin Luther King and the Civil Rights Era	3	F
AFRI 320	Hip-Hop: A Global Perspective	3	As needed
AFRI 335	Race and Cyberspace	3	As needed
AFRI 350	Special Topics in Africana Studies	3	
AFRI 410	Seminar in Comparative Race Relations	3	Sp
AFRI 420	Comparative Slave Systems	3	As needed
AFRI 450	Special Topics in Africana Studies	3	
ANTH 205	Race, Culture, and Ethnicity: Anthropological Perspectives	4	Odd years
ART 461	Seminar in Art History	3	F, Sp
ENGL 326	Studies in African American Literature	4	As needed
ENGL 327	Studies in Multicultural American Literatures	4	As needed
ENGL 336	Reading Globally	4	As needed
HIST 334	African American History	4	Annually
HIST 348	Africa under Colonial Rule	4	Annually
HIST 349	History of Contemporary Africa	4	Annually
POL 333	Law and Politics of Civil Rights	4	Annually
POL 341	The Politics of Developing Nations	3	As needed
PSYC 351	Psychology of Human Diversity	4	Annually
PSYC 425	Community Psychology	4	F
SOC 208	The Sociology of Race and Ethnicity	4	F, Sp, Su
SOC 344	Race and Justice	4	F, Sp

Note: ART 461 and ENGL 336: When on Africana related topics.

**Total Credit Hours: 36**

## AFRICANA STUDIES MINOR

The minor in Africana studies consists of a minimum of 21 credit hours, as follows:

#### COURSE REQUIREMENTS

##### Courses

AFRI 200	Introduction to Africana Studies	4	F, Sp, Su (as needed)
AFRI 461	Seminar in Africana Studies	4	As needed
HIST 348	Africa under Colonial Rule -Or-	4	Annually
HIST 349	History of Contemporary Africa	4	Annually

#### CHOOSE THREE from

AFRI 310	Martin Luther King and the Civil Rights Era	3	F
AFRI 320	Hip-Hop: A Global Perspective	3	As needed
AFRI 335	Race and Cyberspace	3	As needed
AFRI 350	Special Topics in Africana Studies	3	
AFRI 410	Seminar in Comparative Race Relations	3	Sp
AFRI 420	Comparative Slave Systems	3	As needed
ANTH 205	Race, Culture, and Ethnicity: Anthropological Perspectives	4	Odd years
ART 461	Seminar in Art History	3	F, Sp
ENGL 326	Studies in African American Literature	4	As needed
ENGL 327	Studies in Multicultural American Literatures	4	As needed
ENGL 336	Reading Globally	4	As needed
HIST 334	African American History	4	Annually
HIST 348	Africa under Colonial Rule	4	Annually
HIST 349	History of Contemporary Africa	4	Annually
POL 333	Law and Politics of Civil Rights	4	Annually
POL 341	The Politics of Developing Nations	3	As needed
PSYC 351	Psychology of Human Diversity	4	Annually
PSYC 425	Community Psychology	4	F
SOC 208	The Sociology of Race and Ethnicity	4	F, Sp, Su
SOC 344	Race and Justice	4	F, Sp

Note: ART 461, ENGL 336: When on Africana related topics.

**Total Credit Hours: 21-24**

# Anthropology

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Learning Goals (p. 342)

Writing in the Discipline (p. 356)

## Department of Anthropology

**Department Chair:** Praveena Gullapalli

**Department Faculty: Professors** Baker, Bigler, Goodwin Gomez, Morenon; **Associate Professor** Gullapalli; **Assistant Professors** Edelman, Little, Pfeiffer

Students **must** consult with their assigned advisor before they will be able to register for courses.

## ANTHROPOLOGY B.A.

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### COURSE REQUIREMENTS

#### Courses

ANTH 101	Introduction to Cultural Anthropology	4	F, Sp
ANTH 102	Introduction to Archaeology	4	F, Sp
ANTH 103	Introduction to Biological Anthropology	4	Sp
ANTH 104	Introduction to Anthropological Linguistics	4	F
ANTH 233	Methods in Anthropology	4	Sp
ANTH 460	Seminar in Anthropology	4	F

#### FIVE ADDITIONAL COURSES in anthropology (20 credits)

Note: At least four of the five courses must be at the 300-level or above, and one of the five courses may be a 200-level anthropology course or a 300-level social science course. No more than 8 credit hours of independent study, internship, or directed readings may count toward major requirements. Only two General Education courses may be used to fulfill the requirements in the major.

Note: Connections courses cannot be used to satisfy these requirements.

**Total Credit Hours: 44**

## ANTHROPOLOGY MINOR

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### COURSE REQUIREMENTS

The minor in anthropology consists of a minimum of 19–20 credit hours (five courses), as follows:

#### Courses

ANTH 101	Introduction to Cultural Anthropology	4	F, Sp
ANTH 102	Introduction to Archaeology	4	F, Sp
ANTH 103	Introduction to Biological Anthropology	4	Sp
ANTH 104	Introduction to Anthropological Linguistics	4	F

AND ONE ADDITIONAL anthropology course at the 300-level or above (3-4 credits).

**Total Credit Hours: 19-20**

## Art

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Learning Goals (Studio Art) (p. 342)

Learning Goals (Art History) (p. 342)

Learning Goals (M.A. in Art with Concentration in Media Studies) (p. 348)

Writing in the Discipline (Studio Art) (p. 356)

Writing in the Discipline (Art History) (p. 357)

### Department of Art

**Department Chair:** Richard Whitten

**Department Faculty: Professors** Bockbrader, Bosch, Fisher, Kim, Martin, Montali, Russell, Whitten; **Associate Professors** Reilly, Seaman, Williams; **Assistant Professors** Bachman, Barboza-Gubo, Picard, Shipe, Wang

Prospective students should read the *Art Student Handbook* (available in the main office of Alex and Ani Hall) to become familiar with program requirements and policies. For additional information, call (401) 456-8054 or go to [www.ric.edu/art/Pages/Transfer-Students.aspx](http://www.ric.edu/art/Pages/Transfer-Students.aspx). Students **must** consult with their assigned advisor before they will be able to register for courses.

### STUDIO ART B.A.

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#### Admission Requirements

1. Completion of a plan of study approved by assigned advisor.
2. Completion of a Declaration of Major Form, indicating studio concentration.
3. Completion of all studio foundations courses, with a minimum grade of C.
4. If applicable, a positive portfolio review. **A portfolio review is not required for admission to the B.A. in studio art**, unless the student seeks program credit for art courses taken at another institution or credit for advanced placement courses. See Transfer Portfolio Guidelines at [www.ric.edu/art/Pages/Transfer-Students.aspx](http://www.ric.edu/art/Pages/Transfer-Students.aspx) or obtain guidelines in the main office of Alex and Ani Hall.

#### Retention Requirement

A minimum grade of C+ in all courses in the concentration.

#### COURSE REQUIREMENTS

##### Studio Foundations

ART 101	Drawing I: General Drawing	4	F, Sp
ART 104	Design I: Two-Dimensional Design	4	F, Sp
ART 105	Drawing II	3	F, Sp
ART 107	Foundations in Digital Media	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	4	F, Sp, Su
ART 232	Renaissance to Modern Art	4	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, Su

#### Courses in Concentration

Students select a studio concentration in ceramics, digital media, graphic design, metalsmithing and jewelry, painting, photography, printmaking, or sculpture.

Painting: X=1; Ceramics: X=2; Sculpture: X=3; Graphic Design: X=4; Metalsmithing and Jewelry: X=5; Photography: X=6; Printmaking: X=7; Digital Media: X=8.

	Studio I (one 200-level course)	3	
	Studio II (one 200- or 300-level course)	3	
ART 40X	Studio III	3	F, Sp
ART 42X	Studio IV	3	F, Sp
ART 44X	Studio V	3	F, Sp

#### Electives

	ONE COURSE in studio art	3	
	TWO COURSES in art or art education	6-8	

**Total Credit Hours: 61-63**

### STUDIO ART B.F.A.

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#### Admission Requirements

1. Completion of a plan of study approved by assigned advisor.
2. Completion of a Declaration of Major Form, indicating studio concentration.
3. Completion of a B.F.A. application.
4. Completion of all studio foundations courses, with a minimum cumulative grade point average of 2.50 and a minimum grade of C in each course.
5. Completion of the Studio I course in the concentration, with a minimum grade of B.
6. A positive portfolio review. The portfolio must include work from studio foundations courses and the introductory studio art course in the concentration. Portfolios are reviewed once per semester. Review dates are posted in Alex and Ani Hall.

*Note:* For information on transferring credit for courses taken at another institution or credit for advanced placement art courses, see Transfer Portfolio Guidelines at [www.ric.edu/art/Pages/Transfer-Students.aspx](http://www.ric.edu/art/Pages/Transfer-Students.aspx) or obtain guidelines in the main office of Alex and Ani Hall.

#### Retention Requirement

A minimum grade of B in all concentration courses.

#### COURSE REQUIREMENTS

##### Studio Foundations

ART 101	Drawing I: General Drawing	4	F, Sp
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ART 104	Design I: Two-Dimensional Design	4	F, Sp
ART 105	Drawing II	3	F, Sp
ART 107	Foundations in Digital Media	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	4	F, Sp, Su
ART 232	Renaissance to Modern Art	4	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, Su

**Courses in Concentration**

Students select a studio concentration in ceramics, digital media, graphic design, metalsmithing and jewelry, painting, photography, printmaking, or sculpture.

Painting: X=1; Ceramics: X=2; Sculpture: X=3; Graphic Design: X=4; Metalsmithing and Jewelry: X=5; Photography: X=6; Printmaking: X=7; Digital Media: X=8.

	Studio I (one 200-level course)	3	
	Studio II (one 200- or 300-level course)	3	
ART 400	Issues for the Studio Artist	4	F, Sp
ART 40X	Studio III	3	F, Sp
ART 41X	B.F.A. Studio III	3	F, Sp
ART 42X	Studio IV	3	F, Sp
ART 43X	B.F.A. Studio IV	3	F, Sp
ART 44X	Studio V	3	F, Sp
ART 45X	B.F.A. Studio V	3	F, Sp

**Studio Electives**

FIVE COURSES, at least one of which must be at the 400-level, chosen with consent of advisor.

Electives	15
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**Total Credit Hours: 80**

**ART HISTORY B.A.**

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**Admission Requirements**

Completion of a plan of study approved by assigned advisor and completion of a Declaration of Major Form.

**COURSE REQUIREMENTS**

**Courses**

ART 231	Prehistoric to Renaissance Art	4	F, Sp, Su
ART 232	Renaissance to Modern Art	4	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, Su
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
	-Or-		
ART 493	Reading and Research in Art History	3	As needed

ART 461, ART 493: May be repeated for credit with change in topic.

**Studio Foundations**

ART 101	Drawing I: General Drawing	4	F, Sp
ART 104	Design I: Two-Dimensional Design	4	F, Sp
ART 107	Foundations in Digital Media	3	F, Sp

Note: ART 101, ART 104: Substitutions may be made with consent of advisor and instructor of the substituted course.

**Cognates**

TWELVE CREDIT HOURS OF COURSES in related disciplines, such as history, music, literature, or languages, chosen with consent of advisor.

Note: Connections courses cannot be used to satisfy these requirements.

**Total Credit Hours: 61**

**ART MINOR**

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**COURSE REQUIREMENTS**

The minor in studio art consists of a minimum of 23 credit hours (seven courses), as follows:

**Courses**

ART 101	Drawing I: General Drawing	4	F, Sp
ART 104	Design I: Two-Dimensional Design	4	F, Sp
ART 105	Drawing II	3	F, Sp
ART 114	Design II: Three-Dimensional Design	3	F, Sp

**ONE COURSE from**

ART 107	Foundations in Digital Media	3	F, Sp
ART 204	Synthesis/Three-Dimensional Emphasis	3	F, Sp
ART 205	Synthesis/Two-Dimensional Emphasis	3	F, Sp

and one introductory-level and one upper-level studio art course for a total of 6-8 credits.

**Total Credit Hours: 23-25**

**ART HISTORY MINOR**

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**COURSE REQUIREMENTS**

The minor in art history consists of a minimum of 20 credit hours (six courses), as follows:

**Courses**

ART 231	Prehistoric to Renaissance Art	4	F, Sp, Su
ART 232	Renaissance to Modern Art	4	F, Sp, Su
ART 461	Seminar in Art History	3	F, Sp

**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, Su

and one additional course from either of the last two groups.

**Total Credit Hours: 20**

## **ART M.A.—WITH CONCENTRATION IN MEDIA STUDIES**

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**Admission Requirements**

1. A completed application form accompanied by a \$50 nonrefundable application fee.
2. Official transcripts of all undergraduate and graduate records.
3. An official report of scores on the Graduate Record Examination.
4. Three letters of recommendation.
5. A statement of purpose.
6. A representative portfolio of creative work in one of the following formats: Web address/URL, USB flash drive/storage device, CD, DVD, traditional portfolio (with physical examples of work), writing samples or a significant paper.
7. The Media Studies Admissions Committee may require an interview.

**COURSE REQUIREMENTS****Courses**

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	1-4	As needed
ELECTIVE	Elective	3-4	

Note: ARTM 579: Must be taken for 4 credits.

Note: Elective: ONE COURSE at the graduate level in art, communication, computer science, English, film studies, philosophy or theatre; or consent of director of media studies.

**B. Critical Studies**

ARTM 579	Media Studies Internship	1-4	As needed
ARTM 590	Directed Study in Media Studies	4	As needed
ARTM 691	Thesis in Media Studies	4	As needed

ELECTIVE Electives 6-8

Note: ART 579: Must be taken for 4 credits.

Note: Electives: TWO COURSES at the graduate level in art, communication, computer science, English, film studies, philosophy or theatre; or consent of director of media studies.

**Total Credit Hours: 34-36**

## Art Education

Writing in the Discipline (p. 357)

### Department of Art

**Department Chair:** Richard Whitten

**Art Education Coordinator:** Rebecca Shipe

**Art Education Program Faculty: Associate Professor**

Williams; **Assistant Professor** Shipe

Students **must** consult with their assigned advisor before they will be able to register for courses. The art education program, together with General Education courses, total more than 120 credit hours and may take longer than four years to complete.

### ART EDUCATION B.S.

#### Admission Requirements

Students apply to the art education program while enrolled in or after completing ARTE 303: Introduction to Art Education by completing the Feinstein School of Education and Human Development (FSEHD) online application (see link below) and following the FSEHD admission application instructions. The Department of Art forwards recommendations to FSEHD through this online application. Applicants are then formally accepted into both the FSEHD and to the teacher preparation program in art education.

For acceptance into the teacher preparation program in art education, **students must fulfill the following requirements by the end of the semester in which they apply for admission:**

1. **All FSEHD admission requirements.** Please refer to the FSEHD section of this catalog (p. 133) and see [www.ric.edu/feinsteinSchoolEducationHumanDevelopment/admission.php](http://www.ric.edu/feinsteinSchoolEducationHumanDevelopment/admission.php).
2. **Art education program-specific admission requirements:**
  - a. Completion of a plan of study approved by assigned advisor.
  - b. Completion of a Declaration of Major Form.
  - c. Completion of six studio foundations courses (ART 101, ART 104, ART 105, ART 107, ART 114, ART 204 or ART 205), with a minimum grade of B- in each course.
  - d. Completion of ARTE 303: Introduction to Art Education, with a minimum grade of B-.
  - e. Three letters of recommendation from art faculty: one from the student's 2-D or 3-D synthesis instructor, one from the student's ARTE 303 instructor, and one from another art studio or art history faculty member.
  - f. Submission of Art Content Portfolio.

*Note: For information on transferring credit for art studio courses taken at another institution or credit for advanced placement courses, see Transfer Portfolio Guidelines at [www.ric.edu/art/Pages/Transfer-Students.aspx](http://www.ric.edu/art/Pages/Transfer-Students.aspx) or obtain guidelines in the main office of Alex and Ani Hall.*

#### Retention Requirements

1. A minimum cumulative grade point average (GPA) of 2.75 each semester.
2. Completion of all required studio art and art history courses and all teacher education courses with a minimum grade of B-.

3. Completion of ARTE 404 and ARTE 405, with a minimum grade of B in each course.
4. In order to student teach, students must successfully complete the FSEHD and the art education program requirements for a Preparing to Teach Portfolio; students must then complete all Student Teaching requirements. See [www.ric.edu/feinsteinSchoolEducationHumanDevelopment/assessments.php](http://www.ric.edu/feinsteinSchoolEducationHumanDevelopment/assessments.php).

The Art Education Advisory Committee will review records of students who do not maintain this criteria. Such students may be dismissed from the program.

### COURSE REQUIREMENTS

#### Studio Foundations

ART 101	Drawing I: General Drawing	4	F, Sp
ART 104	Design I: Two-Dimensional Design	4	F, Sp
ART 105	Drawing II	3	F, Sp
ART 107	Foundations in Digital Media	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/Aesthetics

ART 231	Prehistoric to Renaissance Art	4	F, Sp, Su
ART 232	Renaissance to Modern Art	4	F, Sp, Su
PHIL 230	Aesthetics	4	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, Su
ART 338	History of Photography	3	Sp
ART 461	Seminar in Art History	3	F, Sp

#### Studio Art

ART 202	Painting I	3	F, Sp
ART 206	Ceramics I	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 at Studio Level II:**

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

-Or-

Level II digital media design or metalsmithing and jewelry or printmaking or sculpture by special arrangement and with consent of department chair 3

**ONE COURSE at Studio Level III:**

ART 40X Studio III 3 F, Sp

**Professional Courses**

ARTE 303 Introduction to Art Education 3 F, Sp  
 ARTE 404 Secondary Practicum in Art Education 3 F, Sp  
 ARTE 405 Elementary Practicum in Art Education 3 F, Sp  
 ARTE 426 Student Teaching in Art Education 10 F, Sp  
 ARTE 464 Student Teaching Seminar in Art Education 2 F, Sp  
 CEP 315 Educational Psychology 3 F, Sp, Su  
 FNED 346 Schooling in a Democratic Society 4 F, Sp, Su

**Total Credit Hours: 87**

## ART EDUCATION B.F.A.

### Admission Requirements

Students apply to the art education program while enrolled in or after completing ARTE 303: Introduction to Art Education by completing the Feinstein School of Education and Human Development (FSEHD) online application (see link below) and following the FSEHD admission application instructions. The Department of Art forwards recommendations to FSEHD through this online application. Applicants are then formally accepted into both the FSEHD and to the teacher preparation program in art education.

For acceptance into the teacher preparation program in art education, **students must fulfill the following requirements by the end of the semester in which they apply for admission:**

1. **All FSEHD admission requirements.** Please refer to the FSEHD section of this catalog (p. 133) and see [www.ric.edu/feinsteinSchoolEducationHumanDevelopment/admission.php](http://www.ric.edu/feinsteinSchoolEducationHumanDevelopment/admission.php).
2. **Art education program-specific admission requirements, as follows:**
  - a. Completion of a plan of study approved by assigned advisor.
  - b. Completion of a Declaration of Major Form, indicating studio concentration.
  - c. Completion of all studio foundations courses, with a minimum grade of B- in each course.

- d. Completion of ARTE 303: Introduction to Art Education, with a minimum grade of B-.
- e. Three letters of recommendation from art faculty: one from the student's 2-D or 3-D synthesis instructor, one from the student's ARTE 303 instructor, and one from another art studio or art history faculty member.
- f. Completion of the Studio I course in the concentration, with a minimum grade of B.
- g. Submission of a B.F.A. application.
- h. A positive portfolio review. The portfolio must include work from studio foundations courses and the introductory studio art course in the concentration. Portfolios are reviewed once per semester. Review dates are posted in Alex and Ani Hall.
- i. Submission of Art Content Portfolio.

*Note: For information on transferring credit for art studio courses taken at another institution or credit for advanced placement courses, see Transfer Portfolio Guidelines at [www.ric.edu/art/Pages/Transfer-Students.aspx](http://www.ric.edu/art/Pages/Transfer-Students.aspx) or obtain guidelines in the main office of Alex and Ani Hall.*

### Retention Requirements

1. A minimum cumulative grade point average (GPA) of 2.75 each semester.
2. A minimum grade of B in all studio concentration courses, and a minimum grade of B- in all other required studio and art history courses and in all teacher education courses.
3. Completion of ARTE 404 and ARTE 405, with a minimum grade of B in each course.
4. In order to student teach, students must successfully complete the FSEHD and the art education program requirements for a Preparing to Teach Portfolio; students must then complete all Student Teaching requirements. See [www.ric.edu/feinsteinSchoolEducationHumanDevelopment/assessments.php](http://www.ric.edu/feinsteinSchoolEducationHumanDevelopment/assessments.php).

The Art Education Advisory Committee will review records of students who do not maintain this criteria. Such students may be dismissed from the program.

### COURSE REQUIREMENTS

#### Studio Foundations

ART 101	Drawing I: General Drawing	4	F, Sp
ART 104	Design I: Two-Dimensional Design	4	F, Sp
ART 105	Drawing II	3	F, Sp
ART 107	Foundations in Digital Media	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

ART 231	Prehistoric to Renaissance Art	4	F, Sp, Su
ART 232	Renaissance to Modern Art	4	F, Sp, Su
ART 337	Twentieth-Century Art	3	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
ART 334	American Art and Architecture	3	F
ART 336	Nineteenth-Century European Art	3	F
ART 338	History of Photography	3	Sp

**Courses in Concentration**

Students select a studio concentration in ceramics, digital media, graphic design, metalsmithing and jewelry, painting, photography, printmaking, or sculpture.

Painting: X=1; Ceramics: X=2; Sculpture: X=3; Graphic Design: X=4; Metalsmithing and Jewelry: X=5; Photography: X=6; Printmaking: X=7; Digital Media: X=8.

	Studio I (one 200-level course)	3	
	Studio II (one 200- or 300-level course)	3	
ART 400	Issues for the Studio Artist	4	F, Sp
ART 40X	Studio III	3	F, Sp
ART 41X	B.F.A. Studio III	3	F, Sp
ART 42X	Studio IV	3	F, Sp
ART 43X	B.F.A. Studio IV	3	F, Sp
ART 44X	Studio V	3	F, Sp
ART 45X	B.F.A. Studio V	3	F, Sp

**Additional Studio Courses**

ART 202	Painting I	3	F, Sp
ART 206	Ceramics I	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

**Electives**

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

ARTE 303	Introduction to Art Education	3	F, Sp
ARTE 404	Secondary Practicum in Art Education	3	F, Sp
ARTE 405	Elementary Practicum in Art Education	3	F, Sp
ARTE 426	Student Teaching in Art Education	10	F, Sp
ARTE 464	Student Teaching Seminar in Art Education	2	F, Sp
CEP 315	Educational Psychology	3	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

**Total Credit Hours: 111**

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

*The M.A. in art with concentration in art education does not lead to teacher certification. Students interested in pre-K–12 art teacher certification should see the M.A.T. program in art education (p. 74).*

**Admission Requirements**

1. A completed online application, accompanied by a \$50 nonrefundable application fee. Graduate applications are available online at [www.ric.edu/graduatestudies/](http://www.ric.edu/graduatestudies/).
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 or the Miller Analogies Test.
5. A current résumé outlining educational, art and work experiences.
6. Three letters of recommendation attesting to the candidate's potential to do graduate work and potential to be successful in an art education career.
7. A bachelor's degree in art education or its equivalent, including 45 credit hours of art courses.
8. A representative portfolio of art work following the Art Education program's guidelines for portfolio submission, available from the art education graduate program director.
9. A statement of purpose.
10. An interview with the art education graduate program director.
11. A plan of study approved by the advisor and appropriate dean.

**COURSE REQUIREMENTS****Art and Art Education**

	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

**Professional Education Component**

FNED 502	Social Issues in Education	3	F, Sp, Su
SPED 531	Universal Design for Educating All Students	3	F, Sp

**Professional Concentration**

TWELVE CREDIT HOURS OF COURSES chosen from approved areas	12	
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**Research and Thesis**

ART 691	Thesis	3	As needed
ARTE 591	Readings and Research in Art Education	3	As needed

**Total Credit Hours: 36**

**ART EDUCATION M.A.T.**

*The M.A.T. in art education is designed for pre-K–12 art teacher certification.*

**Admission Requirements**

1. A completed online application, accompanied by a \$50 nonrefundable application fee. Graduate applications are available online at [www.ric.edu/graduatestudies/](http://www.ric.edu/graduatestudies/).
2. A current résumé outlining educational and work experiences and highlighting experiences with both art and children/youth.
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. Two Disposition Reference Forms: one from a faculty or supervisor of a child/youth-related activity and one from a work supervisor.
6. A written Statement of Educational Philosophy, with scored rubric, following the specific directions provided by the Feinstein School of Education and Human Development (FSEHD).
7. An interview with the art education graduate program director.
8. A minimum of 45 credit hours of studio art and art history courses.
9. A representative portfolio of art work following the Art Education program's guidelines for portfolio submission, available from the art education graduate program director.
10. Three letters of recommendation attesting to the candidate's potential to do graduate work and potential to be successful in an elementary and/or secondary level art teaching career.
11. A plan of study approved by the advisor and appropriate dean.

**COURSE REQUIREMENTS****Foundations Component**

CEP 552	Psychological Perspectives on Learning and Teaching	3	F, Su
FNED 546	Contexts of Schooling	4	F, Sp

**Professional Education Component**

ARTE 503	Graduate Introduction to Art Education	3	F, Sp
ARTE 504	Graduate Secondary Practicum in Art Education	3	F, Sp
ARTE 505	Graduate Elementary Practicum in Art Education	3	F, Sp
ARTE 515	Curriculum in Art Education	3	F
ARTE 525	Graduate Student Teaching in Art Education	10	F, Sp
ARTE 562	Graduate Seminar in Student Teaching in Art Education	2	F, Sp

**Academic Disciplines Component**

ART 560	Graduate Seminar in the Visual Arts	3	Sp
	-And- A MINIMUM OF TWO COURSES in studio art at the 400- or 500-level	6-8	

Note: If a student lacks sufficient background in art history, ceramics, design, digital media, drawing, metalsmithing and jewelry, painting, photography, printmaking or sculpture, additional art courses may be required.

**Research and Thesis**

ART 691	Thesis	3	As needed
ARTE 591	Readings and Research in Art Education	3	As needed

**Total Credit Hours: 46–48**

## Biology

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Learning Goals (B.S.) (p. 342)

Learning Goals (M.A.) (p. 348)

Learning Goals (Minor) (p. 343)

Writing in the Discipline (p. 358)

### Department of Biology

#### Mission Statement:

The mission of the Biology Department is to provide students with broad-based knowledge and experience in the investigative methods of life science. We support several curricula including general education, health sciences and undergraduate and graduate studies in biology. A faculty with diverse areas of expertise interacts closely with students in small classes, laboratories and field settings. We emphasize critical thinking skills and experiential learning while nurturing the intellectual development of our diverse student population. We foster scientific literacy such that our students make informed choices and act as responsible citizens.

**Department Chair:** Rebeka Merson

**Department Faculty:** Professor Merson; Associate Professors de Govenain, Govenar, Hall, Kinsey, Kolibachuk, Roberts, Sheridan, Spinette; Assistant Professors Britt, Conklin, Held, Hewins, Holmes, Montvilo, Patterson, Stilwell

Students **must** consult with their assigned advisor before they will be able to register for courses.

### BIOLOGY B.S.

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#### COURSE REQUIREMENTS

##### Courses

BIOL 111	Introductory Biology I	4	F, Sp, Su
BIOL 112	Introductory Biology II	4	F, Sp, Su
BIOL 213	Introductory Physiology of Plants and Animals	4	Sp
BIOL 221	Genetics	4	F
BIOL 241	Biology Research Colloquium	0.5	F, Sp
BIOL 318	Ecology	4	F
BIOL 320	Cell and Molecular Biology	4	Sp
BIOL 460	Biology Senior Seminar	3	F, Sp

Note: BIOL 241: (take twice for 0.5 credits each)

##### 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

(One of the two courses may consist of 3 or more credits in BIOL 491-494.)

##### Cognates

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
MATH 240	Statistical Methods I	4	F, Sp, Su
	-Or-		
BIOL 240	Biostatistics	4	Sp
MATH 209	Precalculus Mathematics	4	F, Sp, Su
	-Or-		
MATH 212	Calculus I	4	F, Sp, Su
PHYS 101	General Physics I	4	F, Su
	-And-		
PHYS 102	General Physics II	4	Sp, Su
	-Or-		
PHYS 200	Mechanics	4	F
	-And-		
PHYS 201	Electricity and Magnetism	4	Sp

Note: Students considering a double major in biology and chemistry should select PHYS 200 and PHYS 201.

**Total Credit Hours: 70-72**

### BIOLOGY MINOR

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#### COURSE REQUIREMENTS

The minor in biology consists of a minimum of 21 credit hours, as follows:

##### Courses

BIOL 111	Introductory Biology I	4	F, Sp, Su
BIOL 112	Introductory Biology II	4	F, Sp, Su
BIOL 213	Introductory Physiology of Plants and Animals	4	Sp

and a minimum of 9 additional credits from BIOL 221, BIOL 231 or any others at the 300-level or above.

**Total Credit Hours: 21-24**

### BIOLOGY M.A.

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#### Admission Requirements

1. A completed application form accompanied by a \$50 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.
5. A minimum of 6 credit hours of courses in physics.
6. A minimum of 16 credit hours of courses in chemistry, including organic chemistry.
7. An official report of scores on the Graduate Record Examination, including the general test and the subject test in biology. (This may be waived for RIC graduates in biology.)
8. Three letters of recommendation.
9. A faculty research advisor must be identified.
10. A plan of study approved by the advisor and appropriate dean.
11. An interview. (This may be waived for RIC graduates in biology.)

**Retention Requirements**

1. Students must maintain an overall graduate G.P.A. of 3.0 or above (B grade or better in each course).
2. Students must remain continuously enrolled in at least 1 credit of required coursework per semester (summer sessions are optional).

**COURSE REQUIREMENTS****Courses**

BIOL 560	Graduate Seminar	1	F
BIOL 651-654	Advanced Topics in Biology	1-4	F, Sp, Su
BIOL 691-696	Directed Research	1-6	F, Sp, Su
	ADDITIONAL COURSES in science at the graduate level	18- 21	
	WRITTEN THESIS based on the research done in BIOL 691-696		

Note: BIOL 560: Taken twice for a total of 2 credits.

Note: BIOL 691-696: 6 credit hours minimum

Note: Additional courses in science: 12 to 15 credit hours must be in biology for a total of 24 credit hours of biology courses.

**Total Credit Hours: 30**

## Chemical Dependency/Addiction Studies

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Learning Goals (p. 343)

Writing in the Discipline (p. 358)

**Department of Psychology**

**Department Chair:** Randi Kim

**Chemical Dependency/Addiction Studies Program Director:** Robin Montvilo

**Chemical Dependency/Addiction Studies Clinical Supervisor:** Beth Lewis

**Chemical Dependency/Addiction Studies Program Faculty:**

**Professors** Montvilo, Sugarman; **Associate Professors** Ladd, Lewis; **Assistant Professor** Spas

Students **must** consult with their assigned chemical dependency/addiction studies advisor before they will be able to register for courses.

## CHEMICAL DEPENDENCY/ADDICTION STUDIES B.S.

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### Admission Requirements

Students must have a minimum grade of B- in PSYC 217, PSYC 351, and PSYC 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 PSYC 425, PSYC 471, and PSYC 472. Enrollment in PSYC 471 and PSYC 472 requires prior admission into the chemical dependency/addiction studies program. In their junior year, students should file an application with the program director.

### COURSE REQUIREMENTS

#### Courses

PSYC 110	Introduction to Psychology	4	F, Sp, Su
PSYC 215	Social Psychology	4	F, Sp, Su
PSYC 217	Drugs and Chemical Dependency	4	F, Sp
PSYC 221	Research Methods I: Foundations	4	F, Sp, Su
PSYC 230	Human Development	4	F, Sp, Su
PSYC 251	Personality	4	F, Sp, Su
PSYC 320	Research Methods II: Behavioral Statistics	4	F, Sp
PSYC 345	Physiological Psychology	4	Annually
PSYC 351	Psychology of Human Diversity	4	Annually
PSYC 354	Abnormal Psychology	4	F, Sp
PSYC 425	Community Psychology	4	F
PSYC 452	Theories of Psychological Intervention	4	Sp
PSYC 471	Practicum in Chemical Dependency/Addiction Studies	4	F
PSYC 472	Internship in Chemical Dependency and Addiction Studies	4	Sp
PSYC 476	Research Methods III: Applied Lab	4	Annually

#### ONE COURSE from

PSYC 332	Adolescent Psychology	4	Annually
PSYC 335	Family Psychology	4	Annually
PSYC 339	Psychology of Aging	4	Annually

#### ONE COURSE from

PSYC 421	Behavior Modification	4	Annually
PSYC 422	Psychological Testing	4	Annually
PSYC 423	Psychology and the Law	4	Annually
PSYC 424	Health Psychology	4	Annually

**Total Credit Hours: 68**

## Chemistry

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Learning Goals (p. 343)

Writing in the Discipline (p. 358)

### Department of Physical Sciences

**Department Chair:** Sarah Knowlton

**Chemistry Program Faculty:** Professors Almeida, Cooley, Lamontagne, Knowlton, E. Magyar, J. Magyar, Williams Jr.; **Associate Professors** Leung; **Assistant Professor** Towle-Weicksel

Students **must** consult with their assigned advisor before they will be able to register for courses. This program also has specific retention requirements, which may be obtained from the advisor.

### CHEMISTRY B.A.

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#### COURSE REQUIREMENTS

##### Courses

CHEM 103	General Chemistry I -Or-	4	F, Sp, Su
CHEM 103H	Honors General Chemistry I	4	F
CHEM 104	General Chemistry II -Or-	4	F, Sp, Su
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 310	Biochemistry	3	F
CHEM 403	Inorganic Chemistry I	3	F
CHEM 404	Analytical Chemistry  -Or-	4	Sp (even years)
CHEM 416	Environmental Analytical Chemistry	4	Sp (odd years)
CHEM 405	Physical Chemistry I	3	F
CHEM 407	Physical Chemistry Laboratory I	1	F
<b>CHOOSE ONE OF THE OPTIONS below</b>			
CHEM 406	Physical Chemistry II  -Or-	3	Sp
CHEM 412	Inorganic Chemistry II -And-	2	Sp
CHEM 413	Inorganic Chemistry Laboratory	1	Sp
CHEM 414	-Or- Instrumental Methods of Analysis	4	Sp (odd years)
CHEM 418	-Or- Marine Environmental Chemistry  -Or-	4	Sp (even years)

CHEM 420	Biochemistry of Proteins and Nucleic Acids -Or-	3	F, Sp (odd years)
CHEM 425	Advanced Organic Chemistry -Or-	4	F (odd years)
CHEM 435	Pharmacology and Toxicology	3	As needed

Note: MATH 314 Calculus III is a prerequisite for CHEM 406.

##### Cognates

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

Note: PHYS 200, PHYS 201: in unusual circumstances, PHYS 101 and PHYS 102 may be substituted for PHYS 200 and PHYS 201, with consent of department chair.

Note: Prior to enrolling in any Chemistry course students must have completed the college mathematics competency.

**Total Credit Hours: 49-50**

#### COURSE REQUIREMENTS — CONCENTRATION IN ENVIRONMENTAL CHEMISTRY

##### Courses

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 310	Biochemistry	3	F
CHEM 403	Inorganic Chemistry I	3	F
CHEM 405	Physical Chemistry I	3	F
CHEM 407	Physical Chemistry Laboratory I	1	F
CHEM 416	Environmental Analytical Chemistry	4	Sp (odd years)
CHEM 418	Marine Environmental Chemistry	4	Sp (even years)
<b>Cognates</b>			
MATH 212	Calculus I	4	F, Sp, Su
MATH 213	Calculus II	4	F, Sp, Su
PHYS 200	Mechanics	4	F
PHYS 201	Electricity and Magnetism	4	Sp
PSCI 212	Introduction to Geology -Or-	4	F, Su
PSCI 217	Introduction to Oceanography	4	Sp

**Total Credit Hours: 54**

### CHEMISTRY B.S

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#### COURSE REQUIREMENTS — CONCENTRATION IN BIOCHEMISTRY

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

##### Courses

CHEM 103	General Chemistry I -Or-	4	F, Sp, Su
CHEM 103H	Honors General Chemistry I	4	F
CHEM 104	General Chemistry II	4	F, Sp, Su

CHEM 104H	-Or- Honors General Chemistry II	4	Sp
CHEM 205	Organic Chemistry I	4	F, Su
CHEM 206	Organic Chemistry II	4	Sp, Su
CHEM 310	Biochemistry	3	F
CHEM 403	Inorganic Chemistry I	3	F
CHEM 404	Analytical Chemistry	4	Sp (even years)
CHEM 416	-Or- Environmental Analytical Chemistry	4	Sp (odd years)
CHEM 405	Physical Chemistry I	3	F
CHEM 407	Physical Chemistry Laboratory I	1	F
CHEM 419	Biochemistry Mechanisms	3	Sp
CHEM 422	Biochemistry Laboratory	3	Sp
CHEM 491-493	Research in Chemistry	1	As needed

Note: CHEM 491, CHEM 492, CHEM 493: Research in Chemistry can be fulfilled through any combination of these courses. It is strongly suggested that students take research credits in multiple semesters, beginning in their junior year for a total of 3 credit hours.

**CHOOSE ONE OF THE OPTIONS below:**

CHEM 406	Physical Chemistry II	3	Sp
CHEM 408	-And- Physical Chemistry Laboratory II	1	Sp
CHEM 412	-Or- Inorganic Chemistry II	2	Sp
CHEM 413	-And- Inorganic Chemistry Laboratory	1	Sp
CHEM 414	-Or- Instrumental Methods of Analysis	4	Sp (odd years)
CHEM 418	-Or- Marine Environmental Chemistry	4	Sp (even years)
CHEM 425	-Or- Advanced Organic Chemistry	4	F (odd years)

**Cognates**

BIOL 111	Introductory Biology I	4	F, Sp, Su
BIOL 112	Introductory Biology II	4	F, Sp, Su
MATH 212	Calculus I	4	F, Sp, Su
MATH 213	Calculus II	4	F, Sp, Su
PHYS 200	Mechanics	4	F
PHYS 201	Electricity and Magnetism	4	Sp

Note: PHYS 200, PHYS 201: In unusual circumstances, PHYS 101 and PHYS 102 may be substituted for PHYS 200 and PHYS 201, with consent of department chair.

Note: Prior to enrolling in any Chemistry course students must have completed the college mathematics competency.

**Total Credit Hours: 66-67**

**COURSE REQUIREMENTS — CONCENTRATION IN ENVIRONMENTAL CHEMISTRY**

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

**Courses**

CHEM 103	General Chemistry I	4	F, Sp, Su
CHEM 103H	-Or- Honors General Chemistry I	4	F
CHEM 104	General Chemistry II	4	F, Sp, Su
CHEM 104H	-Or- Honors General Chemistry II	4	Sp
CHEM 205	Organic Chemistry I	4	F, Su
CHEM 206	Organic Chemistry II	4	Sp, Su
CHEM 310	Biochemistry	3	F
CHEM 403	Inorganic Chemistry I	3	F
CHEM 405	Physical Chemistry I	3	F
CHEM 407	Physical Chemistry Laboratory I	1	F
CHEM 414	Instrumental Methods of Analysis	4	Sp (odd years)
CHEM 416	Environmental Analytical Chemistry	4	Sp (odd years)
CHEM 418	Marine Environmental Chemistry	4	Sp (even years)
CHEM 491-493	Research in Chemistry	1	As needed

Note: CHEM 491, CHEM 492, CHEM 493: Research in Chemistry can be fulfilled through any combination of these courses. It is strongly suggested that students take research credits in multiple semesters, beginning in their junior year, for a total of 3 credit hours.

**CHOOSE one of the options below:**

CHEM 406	Physical Chemistry II	3	Sp
CHEM 408	-And- Physical Chemistry Laboratory II	1	Sp
CHEM 412	-Or- Inorganic Chemistry II	2	Sp
CHEM 413	-And- Inorganic Chemistry Laboratory	1	Sp
CHEM 420	-Or- Biochemistry of Proteins and Nucleic Acids	3	F, Sp (odd years)
CHEM 425	-Or- Advanced Organic Chemistry	4	F (odd years)

**Cognates**

BIOL 111	Introductory Biology I	4	F, Sp, Su
MATH 212	Calculus I	4	F, Sp, Su
MATH 213	Calculus II	4	F, Sp, Su
PHYS 200	Mechanics	4	F
PHYS 201	Electricity and Magnetism	4	Sp
PSCI 212	Introduction to Geology	4	F, Su

Note: PHYS 200, PHYS 201: In unusual circumstances, PHYS 101 and PHYS 102 may be substituted for PHYS 200 and PHYS 201, with consent of department chair.

Note: Prior to enrolling in any Chemistry course students must have completed the college mathematics competency.

**Total Credit Hours: 68-69**



**COURSE REQUIREMENTS — CONCENTRATION IN PROFESSIONAL CHEMISTRY**

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

**Courses**

CHEM 103	General Chemistry I	4	F, Sp, Su
	-Or-		
CHEM 103H	Honors General Chemistry I	4	F
CHEM 104	General Chemistry II	4	F, Sp, Su
	-Or-		
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 310	Biochemistry	3	F
CHEM 403	Inorganic Chemistry I	3	F
CHEM 404	Analytical Chemistry	4	Sp (even years)
	-Or-		
CHEM 416	Environmental Analytical Chemistry	4	Sp (odd 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 414	Instrumental Methods of Analysis	4	Sp (odd years)
CHEM 491-493	Research in Chemistry	1	As needed

Note: CHEM 491, CHEM 492, CHEM 493: Research in Chemistry can be fulfilled through any combination of these courses. It is strongly suggested that students take research credits in multiple semesters, beginning in their junior year for a total of 3 credit hours.

**CHOOSE one of the options below:**

CHEM 412	Inorganic Chemistry II	2	Sp
	-And-		
CHEM 413	Inorganic Chemistry Laboratory	1	Sp
	-Or-		
CHEM 418	Marine Environmental Chemistry	4	Sp (even years)
	-Or-		
CHEM 425	Advanced Organic Chemistry	4	F (odd years)

**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

Note: PHYS 200, PHYS 201: In unusual circumstances, PHYS 101 and PHYS 102 may be substituted for PHYS 200 and PHYS 201, with consent of department chair.

Note: Prior to enrolling in any Chemistry course students must have completed the college mathematics competency.

**Total Credit Hours: 64-65**

**CHEMISTRY MINOR****COURSE REQUIREMENTS**

The minor in chemistry consists of a minimum of 19 credit hours (five courses), as follows:

**Courses**

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

and one chemistry course at the 300 or 400-level (3-4 credits).

Note: Prior to enrolling in any Chemistry course students must have completed the college mathematics competency.

**Total Credit Hours: 19-20**

## Communication

Learning Goals (p. 343)

Writing in the Discipline (p. 359)

### Department of Communication

**Department Chair:** Robert Anthony Galvez

**Department Faculty:** **Professor Min;** **Associate Professors** Endress, Galvez, MacDonald, Magen, Olmsted, Palombo; **Assistant Professors** Auger, Kim, Knoth, Lemke, Parsons

Students **must** consult with their assigned advisor before they will be able to register for courses.

### COMMUNICATION B.A.

#### COURSE REQUIREMENTS

CHOOSE concentration A, B, C, or D below

##### A. Media Communication

COMM 208	Public Speaking	4	F, Sp
COMM 240	Mass Media and Society	4	F, Sp, Su
COMM 242	Message, Media, and Meaning	4	F, Sp
COMM 243	Preproduction for Digital Media	4	F, Sp
COMM 244	Digital Media Lab	4	F, Sp, Su
COMM 302	Writing for News and Public Relations	4	F, Sp
COMM 340	Media Ethics	4	Sp
COMM 343	Audio Production for Multimedia	4	F, Sp
COMM 345	Advanced Digital Media Production	4	F, Sp
COMM 347	Media Law	4	Sp
COMM 349	Media Theory and Research	4	F
COMM 492	Digital Media Practicum	4	F, Sp

##### THREE COURSES from

COMM 241	Introduction to Cinema and Video	4	F, Sp, Su
COMM 246	Television Production	4	F, Sp
COMM 344	Broadcast Journalism	4	Sp
COMM 346	Sports Reporting	4	F
COMM 348	Global Communication	4	F
COMM 351	Persuasion	4	F, Sp
COMM 443	Sports, Culture, and Media	4	Sp
COMM 479	Communication Internship	4	F, Sp, Su

**Total Credit Hours: 60**

##### B. Public and Professional Communication

COMM 208	Public Speaking	4	F, Sp
COMM 251	Research Methods in Communication	4	F, Sp
COMM 351	Persuasion	4	F, Sp
COMM 461	Public and Professional Capstone	4	Sp

##### SEVEN COURSES from

COMM 256	Human Communication and New Technology	4	Sp
COMM 330	Interpersonal Communication	4	F
COMM 332	Gender and Communication	4	F
COMM 333	Intercultural Communication	4	As needed

COMM 336	Health Communication	4	Sp
COMM 338	Communication for Health Professionals	4	Sp
COMM 353	Political Communication	4	Annually
COMM 354	Communication and Civic Engagement	4	Sp
COMM 356	Group Decision Making	4	Sp
COMM 359	Argumentation and Debate	4	F
COMM 412	Strategies in Fundraising and Development	4	As needed
COMM 452	Conflict Resolution	4	As needed
COMM 454	Organizational Communication	4	Annually
COMM 459	Debate Practicum	4	As needed
COMM 479	Communication Internship	4	F, Sp, Su

**Total Credit Hours: 44**

##### C. Public Relations/Advertising

COMM 208	Public Speaking	4	F, Sp
COMM 240	Mass Media and Society	4	F, Sp, Su
COMM 251	Research Methods in Communication	4	F, Sp
COMM 301	Public Relations	4	F, Sp
COMM 334	Advertising	4	F, Sp
COMM 357	Public Opinion and Propaganda	4	Sp
COMM 479	Communication Internship	4	F, Sp, Su

**CHOOSE Category a or b below**

##### a. Public Relations

COMM 302	Writing for News and Public Relations	4	F, Sp
COMM 311	Advanced Public Relations	4	F
COMM 312	Advanced News and Public Relations Writing	4	F, Sp
COMM 377	Public Relations Laboratory	4	Sp

##### b. Advertising

COMM 335	Advertising Research	4	F
COMM 337	Advertising Strategy	4	Sp
COMM 339	Advertising Creativity	4	F
COMM 376	Advertising Laboratory	4	Sp

##### THREE COURSES from

COMM 242	Message, Media, and Meaning	4	F, Sp
COMM 347	Media Law	4	Sp
COMM 351	Persuasion	4	F, Sp
COMM 454	Organizational Communication	4	Annually
MGT 201	Foundations of Management	3	F, Sp, Su
MKT 201	Introduction to Marketing	3	F, Sp, Su
MKT 334	Consumer Behavior	3	F, Sp

**Total Credit Hours: 53-56**

##### D. Speech, Language, and Hearing Science

COMM 208	Public Speaking	4	F, Sp
COMM 251	Research Methods in Communication	4	F, Sp
COMM 255	Introduction to Language	4	Sp
COMM 305	Introduction to Communication Disorders	3	F
COMM 319	Phonetics and Phonology	4	F
COMM 320	Speech and Language Development	4	F
COMM 323	Introduction to Audiology	3	F
COMM 325	Anatomy and Physiology: Speech and Hearing	4	Sp

COMM 421	Speech and Hearing Science	4	Sp
COMM 422	Language Processes	4	As needed
COMM 429	Introduction to the Clinical Process	3	As needed
COMM 479	-Or- Communication Internship	4	F, Sp, Su
<b>Cognates</b>			
BIOL 100	Fundamental Concepts of Biology	4	F, Sp, Su
MATH 240	Statistical Methods I	4	F, Sp, Su
PHYS 101	General Physics I	4	F, Su
CHEM 103	-Or- General Chemistry I	4	F, Sp, Su

**Total Credit Hours: 53-54**

## **COMMUNICATION MINOR**

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### **COURSE REQUIREMENTS**

The minor in communication consists of a minimum of 20 credit hours (six courses), as follows:

#### **Courses**

COMM 208	Public Speaking	4	F, Sp
COMM 240	Mass Media and Society	4	F, Sp, Su

AND FOUR ADDITIONAL COMMUNICATION COURSES, with at least two at the 300-level.

Note: Connections courses cannot be used to satisfy these requirements.

**Total Credit Hours: 20-24**

## Computer Science

Learning Goals (p. 344)

Writing in the Discipline (p. 360)

### Department of Mathematics and Computer Science

**Department Chair:** Christopher Teixeira

**Computer Science Program Faculty: Professors** Moskol, Sanders, Zhou; **Associate Professors** McDowell, Ravenscroft Jr., Sarawagi; **Assistant Professor** Roy

Students **must** consult with their assigned advisor before they will be able to register for courses. *Note:* Students may not count toward the major more than two courses with grades below C-.

## COMPUTER SCIENCE B.A.

### COURSE REQUIREMENTS

#### Courses

CSCI 211	Computer Programming and Design	4	F, Sp
CSCI 212	Data Structures	4	F, Sp
CSCI 312	Computer Organization and Architecture I	4	F, Sp
CSCI 313	Computer Organization and Architecture II	3	F, Sp
CSCI 325	Organization of Programming Language	3	Sp
CSCI 401	Software Engineering	3	Sp
CSCI 423	Analysis of Algorithms	4	Sp
CSCI 435	Operating Systems and Computer Architecture	3	F

#### THREE COURSES from

CSCI 305	Functional Programming	4	F
CSCI 415	Software Testing	4	F (even years)
CSCI 416	Human-Computer Interaction Design	4	As needed
CSCI 422	Introduction to Computation Theory	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	F (odd years)
CSCI 467	Computer Science Internship	4	As needed
CSCI 476	Advanced Topics in Computer Science	4	Sp

#### Cognates

MATH 212	Calculus I	4	F, Sp, Su
MATH 436	Discrete Mathematics	3	Sp

#### IT IS RECOMMENDED that students also take:

COMM 208	Public Speaking	4	F, Sp
ENGL 230	Writing for Professional Settings	4	F, Sp, Su
MATH 209	Precalculus Mathematics	4	F, Sp, Su
MATH 213	Calculus II	4	F, Sp, Su
MATH 315	Linear Algebra	4	F

**Total Credit Hours: 44-47**

## COMPUTER SCIENCE B.S.

### COURSE REQUIREMENTS

#### Courses

CSCI 211	Computer Programming and Design	4	F, Sp
CSCI 212	Data Structures	4	F, Sp
CSCI 312	Computer Organization and Architecture I	4	F, Sp
CSCI 313	Computer Organization and Architecture II	3	F, Sp
CSCI 325	Organization of Programming Language	3	Sp
CSCI 401	Software Engineering	3	Sp
CSCI 423	Analysis of Algorithms	4	Sp
CSCI 435	Operating Systems and Computer Architecture	3	F

#### THREE COURSES from

CSCI 305	Functional Programming	4	F
CSCI 415	Software Testing	4	F (even years)
CSCI 416	Human-Computer Interaction Design	4	As needed
CSCI 422	Introduction to Computation Theory	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	F (odd years)
CSCI 467	Computer Science Internship	4	As needed
CSCI 476	Advanced Topics in Computer Science	4	Sp

#### Cognates

ENGL 230	Writing for Professional Settings	4	F, Sp, Su
	-Or-		
ENGL 231	Writing for Digital and Multimedia Environments	4	As needed
MATH 212	Calculus I	4	F, Sp, Su
MATH 213	Calculus II	4	F, Sp, Su
MATH 240	Statistical Methods I	4	F, Sp, Su
	-Or-		
MATH 248	Business Statistics I	4	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	4	Sp
MATH 314	Calculus III	4	F, Sp
MATH 324	College Geometry	4	F, Sp
MATH 417	Introduction to Numerical Analysis	4	Sp (as needed)
MATH 418	Introduction to Operations Research	3	Sp (even years)
MATH 431	Number Theory	3	F, Sp
MATH 445	Advanced Statistical Methods	3	Sp

**ONE OF THE FOLLOWING TWO-COURSE SEQUENCES**

BIOL 111	Introductory Biology I	4	F, Sp, Su
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-And-

BIOL 112	Introductory Biology II	4	F, Sp, Su
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-Or-

CHEM 103	General Chemistry I	4	F, Sp, Su
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-And-

CHEM 104	General Chemistry II	4	F, Sp, Su
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-Or-

PHYS 200	Mechanics	4	F
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-And-

PHYS 201	Electricity and Magnetism	4	Sp
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**FOUR ADDITIONAL CREDIT HOURS in biology, chemistry, physical sciences, or physics at the 200-level or above.**

Note: Connections courses cannot be used to satisfy these requirements.

Note: Eight credit hours from BIOL 111; CHEM 103; MATH 212, MATH 240; or PHYS 200 may be counted toward the Natural Science and Mathematics categories of General Education.

**Total Credit Hours: 74-78****COMPUTER SCIENCE MINOR**

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**COURSE REQUIREMENTS**

The minor in computer science consists of a minimum of 21 credit hours (six courses), as follows:

**Courses**

CSCI 211	Computer Programming and Design	4	F, Sp
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CSCI 212	Data Structures	4	F, Sp
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CSCI 312	Computer Organization and Architecture I	4	F, Sp
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and three additional computer science courses (9-12 credits).

**Total Credit Hours: 21-24**

## Dance Performance

Learning Goals (p. 344)

**Department of Music, Theatre, and Dance**

**Department Chair:** Ian Greitzer

**Assistant Department Chair:** Alan Pickart

**Dance Program Faculty: Associate Professor** Cardente-Vessella

In order to major in dance performance, students must audition for and be accepted into the Rhode Island College Dance Company.

Students **must** consult with their assigned advisor before they will be able to register for courses.

### DANCE PERFORMANCE B.A.

#### COURSE REQUIREMENTS

##### Courses

DANC 110	Introductory Ballet	2	F
DANC 181	Dance Company I	1	Sp
DANC 210	Intermediate Ballet	2	Sp
DANC 215	Contemporary Dance and Culture	4	F, 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

Note: DANC 215: Fulfills the Arts—Visual and Performing category of General Education.

#### ONE OF THE FOLLOWING TWO-COURSE SEQUENCES

DANC 112	Introductory Jazz	2	F
	-And-		
DANC 212	Intermediate Jazz	2	Sp
	-Or-		
DANC 114	Introductory Tap Dance	2	F (odd years)
	-And-		
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, with consent of department chair.

Note: Connections courses cannot be used to satisfy these requirements.

##### Cognates

BIOL 108	Basic Principles of Biology	4	F, Sp, Su
BIOL 231	Human Anatomy	4	F, Sp, Su

HPE 411 Kinesiology 3 F

Note: BIOL 108: Fulfills the Natural Science category of General Education.

**Total Credit Hours: 62**

### DANCE PERFORMANCE MINOR

#### COURSE REQUIREMENTS

The minor in dance performance consists of 20–22 credit hours, as follows:

##### Courses

DANC 110	Introductory Ballet	2	F
	-And-		
DANC 210	Intermediate Ballet	2	Sp
	-Or-		
DANC 112	Introductory Jazz	2	F
	-And-		
DANC 212	Intermediate Jazz	2	Sp
DANC 215	Contemporary Dance and Culture	4	F, Sp
DANC 216	Intermediate Modern Dance	2	F
DANC 304	Choreography I	3	F (even years)
DANC 309	Dance History	3	Sp (odd years)
DANC 181	Dance Company I	1	Sp
	-And-		
DANC 281	Dance Company II	1	Sp
<b>or one course from the following:</b>			
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 324	Improvisation/Performance	2	As needed

and 2 to 3 additional credit hours of dance courses.

**Total Credit Hours: 20-22**

## English

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Learning Goals (B.A.) (p. 344)

Learning Goals (M.A.) (p. 348)

Writing in the Discipline (English) (p. 362)

Writing in the Discipline (Creative Writing) (p. 361)

### Department of English

**Department Chair:** Daniel Scott

**Department Faculty: Professors** Abbotson, Boren, J. Brown, S. Brown, Carriuolo, Dagle, Grund, Jalalzai, Kalinak, Potter, Reddy, Schapiro, Scott, Zornado; **Associate Professors** Anderson, Bohlinger, Caouette, Danforth, Duneer, Michaud, Shonkwiler; **Assistant Professors** Benson, Foreman, Hawk, Holl, Ostas, Shippers, Sibielski

Students **must** consult with their assigned advisor before they will be able to register for courses.

### ENGLISH B.A.

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#### COURSE REQUIREMENTS

##### Courses

ENGL 201	Literary Studies: Analysis	4	F, Sp
ENGL 202	Literary Studies: Theory and Criticism	4	F, Sp
ENGL 205	British Literature to 1700	4	As needed
ENGL 206	British Literature since 1700	4	As needed
	-Or-		
ENGL 207	American Literature, Beginnings to the present	4	F, Sp, Su
ENGL 460	Seminar in Major Authors and Themes	4	F, Sp

**TWENTY ADDITIONAL CREDIT HOURS in English at the 300- or 400-level, chosen in consultation with the student's advisor.**

##### Cognates

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

**Total Credit Hours: 40**

#### COURSE REQUIREMENTS FOR ENGLISH B.A.—WITH CONCENTRATION IN CREATIVE WRITING

##### Courses

ENGL 201	Literary Studies: Analysis	4	F, Sp
ENGL 202	Literary Studies: Theory and Criticism	4	F, Sp
ENGL 205	British Literature to 1700	4	As needed
ENGL 220	Introduction to Creative Writing	4	F, Sp
ENGL 460	Seminar in Major Authors and Themes	4	F, Sp

##### THREE COURSES from

ENGL 371	Advanced Creative Writing, Fiction	4	F, Sp
ENGL 372	Advanced Creative Writing, Poetry	4	F, Sp
ENGL 373	Advanced Creative Writing, Nonfiction Prose	4	As needed
ENGL 481	Advanced Workshop in Creative Writing	4	As needed

Note: ENGL 371, ENGL 372, ENGL 373: May be repeated for credit. Students must choose at least two different courses from this list.

**TWO ADDITIONAL COURSES in literature at the 300- or 400 level**

**Total Credit Hours: 40**

### ENGLISH MINOR

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#### COURSE REQUIREMENTS

The minor in English consists of a minimum of 20 credit hours (five courses), as follows:

##### Courses

ENGL 201	Literary Studies: Analysis	4	F, Sp
ENGL 202	Literary Studies: Theory and Criticism	4	F, Sp
	three 300- or 400-level English courses		

Note: 300 and 400-level English courses: at least two of which must be in literature and one of the two in literature before 1800.

**Total Credit Hours: 20**

### CREATIVE WRITING MINOR

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#### COURSE REQUIREMENTS

The minor in creative writing consists of a minimum of 20 credit hours (five courses), as follows:

##### Courses

ENGL 201	Literary Studies: Analysis	4	F, Sp
ENGL 220	Introduction to Creative Writing	4	F, Sp

##### THREE COURSES from

ENGL 371	Advanced Creative Writing, Fiction	4	F, Sp
ENGL 372	Advanced Creative Writing, Poetry	4	F, Sp
ENGL 373	Advanced Creative Writing, Nonfiction Prose	4	As needed
ENGL 375	Shoreline Production: Selection and Editing	2	F
	-And-		
ENGL 376	Shoreline Production: Design and Distribution	2	Sp
ENGL 481	Advanced Workshop in Creative Writing	4	As needed

**Total Credit Hours: 20**

### RHETORIC AND WRITING MINOR

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#### COURSE REQUIREMENTS

The minor in rhetoric and writing consists of a minimum of 20 credit hours (five courses), as follows:

##### Courses

ENGL 477	Internship in Rhetoric and Writing	4	As needed
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##### Two Courses from:

ENGL 230	Writing for Professional Settings	4	F, Sp, Su
ENGL 231	Writing for Digital and Multimedia Environments	4	As needed

ENGL 232	Writing for the Public Sphere	4	As needed
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**Two Courses from:**

ENGL 350	Topics Course in English	4	As needed
ENGL 378	Studies in Composition	4	As needed
ENGL 379	Studies in Rhetoric	4	As needed
ENGL 433	Modern English Grammar	4	As needed

ENGL 350: When on appropriate topic.

**Total Credit Hours: 20**

## **ENGLISH M.A.**

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### **Admission Requirements**

1. A completed application form accompanied by a \$50 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.
5. Three letters of recommendation, with at least two from English professors.
6. A plan of study approved by the advisor and appropriate dean.

### **COURSE REQUIREMENTS**

#### **Courses**

ENGL 501	Introduction to Graduate Study	3	F
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#### **TWENTY-SEVEN CREDIT HOURS OF COURSES in literature or theory at the graduate level.**

Note: For students electing the Thesis Plan, ENGL 591 and ENGL 592 are included in the 30-credit-hour total.

**Total Credit Hours: 30**

### **COURSE REQUIREMENTS FOR M.A. IN ENGLISH—WITH CONCENTRATION IN CREATIVE WRITING**

#### **Courses**

ENGL 501	Introduction to Graduate Study	3	F
ENGL 581	Workshop in Creative Writing	3	As needed
ENGL 591	Directed Reading	3	As needed
ENGL 592	Master's Thesis	3	As needed

#### **TWELVE CREDIT HOURS of graduate-level literature or theory courses.**

Note: ENGL 581 is taken for three semesters for a total of 9 hours.

**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, students take 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, students, 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 with concentration in creative writing), students take ENGL 591: Directed Reading in preparation for the writing of the thesis and ENGL 592: Master's Thesis in their final semesters of study toward the M.A. degree. During this time 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. 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 with concentration in 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.



## Environmental Studies

Learning Goals (p. 344)

**Director:** Mary Baker

Students **must** consult with their assigned advisor before they will be able to register for courses.

### Retention Requirements

A minimum cumulative grade point average of 2.0 in the Environmental Studies major.

## ENVIRONMENTAL STUDIES B.A.

### COURSE REQUIREMENTS

#### Foundation Courses

##### Introduction to Environmental Studies

ENST 200 Environmental Studies 4 F, Sp

##### Statistics

MATH 240 Statistical Methods I 4 F, Sp, Su

##### Professional Writing

ENGL 231 Writing for Digital and  
Multimedia Environments 4 As needed

-Or-  
ENGL 232 Writing for the Public  
Sphere 4 As needed

##### The Natural Environment

BIOL 100 Fundamental Concepts of  
Biology 4 F, Sp, Su

CHEM 105 General, Organic and  
Biological Chemistry I 4 F, Sp, Su

PSCI 212 Introduction to Geology 4 F, Su

-Or-  
PSCI 217 Introduction to  
Oceanography 4 Sp

##### The Cultural Environment

HIST 328 ONE COURSE from:  
History of the American  
West 4 As needed

HIST 358 Environmental History 4 Annually

ANTH 101 ONE COURSE from:  
Introduction to Cultural  
Anthropology 4 F, Sp

ANTH 102 Introduction to  
Archaeology 4 F, Sp

SOC 200 Society and Social  
Behavior 4 F, Sp

##### The Human-Environment Interface

PHIL 325 Environmental Ethics 3 Sp

POL 202 American Government 4 F, Sp, Su

-Or-  
POL 203 Global Politics 4 F, Sp

ECON 214 Principles of  
Microeconomics 3 F, Sp, Su

-Or-  
GEOG 301 Natural Resource  
Management 4 As needed

ANTH 214	Indigenous Cultures in the Amazonian Environment	4	Alternate years
COMM 240	Mass Media and Society	4	F, Sp, Su
GEOG 100	Introduction to Environmental Geography	4	F, Sp, Su
GEOG 201	Mapping Our Changing World	4	F, Sp
SOC 204	Urban Sociology	4	As needed
SUST 200	Introduction to Sustainability	4	F, Sp, Su

### Depth Courses

**FOUR COURSES, BUT NO MORE THAN TWO FROM ANY SINGLE DEPARTMENT/PROGRAM FROM:**

ANTH 307	Human Nature: Evolution, Ecology, and Behavior	4	F, Sp
ANTH 325	Cultures and Environments in South American	4	Alternate years
ANTH 334	Steamships and Cyberspace: Technology, Culture, Society	4	Alternate years
ANTH 338	Urban Anthropology	4	Alternate years
ENGL 315	Literature, Environment and Ecocriticism	4	Annually
GEOG 202	Geographic Information Systems I	4	Sp
GEOG 206	Disaster Management	4	F, Sp
GEOG 301	Natural Resource Management	4	As needed
GEOG 307	Coastal Geography	4	As needed
GEOG 338	People, Houses, Neighborhoods, and Cities	3	As needed
HIST 357	Public History	4	Annually
INGO 300	International Nongovernmental Organizations	4	F
INGO 301	Applied Development Studies	3	Sp
PHIL 320	Philosophy of Science	3	Sp (odd years)
POL 300	Methodology in Political Science	4	F, Sp
POL 301	Foundations of Public Administration	4	F
POL 341	The Politics of Developing Nations	3	As needed
POL 342	The Politics of Global Economic Change	4	Every third semester
POL 345	International Nongovernmental Organizations	4	F
POL 355	Policy Formation Process	4	Sp
PSCI 340	Field Methods in Geology	3	As needed
SOC 302	Social Research Methods I	4	F, Sp, Su
XXX 350	Appropriate topics from different departments	4	As needed

**Note: Cannot receive credit for INGO 300 and POL 345. GEOG 301 may not be taken for both Foundational and Depth credit.**

**Capstone**

Select one of the following: Seminar, Internship or Fieldcourse

**Seminar**

ENST 461	Environmental Studies Capstone Seminar	4	F
	-Or-		

**Internship**

INGO 303	Pre-Internship Seminar in International Nongovernmental Organizations	1	As needed
	-And-		
INGO 304	Internship in International Nongovernmental Organizations	1-4	As needed
	-Or-		

**Fieldcourse**

CHOOSE ONE from the following:

ANTH 482	Anthropology Field School: Archaeology	4-8	As needed
ANTH 483	Anthropology Field School: Biological Anthropology	4-8	As needed
ENST 462	Internship in Environmental Studies	4	F, Sp, Su
GEOG 463	Internship in Geography	4-6	F, Sp, Su
POL 327	Internship in State Government	4	Sp
POL 328	Field Experiences in the Public Sector	4	F, Sp, Su

Note: ANTH 482, ANTH 483 and GEOG 463 only require 4 credits to fulfill the requirement. INGO 304 requires all 3 credits to fulfill the requirement.

Note: If selecting the INGO options, both INGO 303 and INGO 304 MUST be completed.

Note: Students enrolled in the Environmental Studies program can only receive credit for ONE of the following courses: ENST 462, GEOG 463, INGO 304, POL 328.

Note: Program adds to 48-56 without general education courses.

**Total Credit Hours: 64-68**

**ENVIRONMENTAL STUDIES MINOR**

The minor on Environmental Studies consists of a minimum of 20 credit hours, as follows:

**COURSE REQUIREMENTS**

**Foundation Courses**

**Introduction to Environmental Studies**

ENST 200	Environmental Studies	4	F, Sp
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**The Natural Environment**

BIOL 100	ONE COURSE from: Fundamental Concepts of Biology	4	F, Sp, Su
CHEM 105	General, Organic and Biological Chemistry I	4	F, Sp, Su
PSCI 212	Introduction to Geology	4	F, Su
PSCI 217	Introduction to Oceanography	4	Sp

**The Human Environment**

**CHOOSE ONE COURSE** that cannot be counted in your major from:

ANTH 101	Introduction to Cultural Anthropology	4	F, Sp
ANTH 102	Introduction to Archaeology	4	F, Sp
ANTH 214	Indigenous Cultures in the Amazonian Environment	4	Alternate years
COMM 240	Mass Media and Society	4	F, Sp, Su
ECON 214	Principles of Microeconomics	3	F, Sp, Su
HIST 328	History of the American West	4	As needed
HIST 358	Environmental History	4	Annually
GEOG 100	Introduction to Environmental Geography	4	F, Sp, Su
GEOG 201	Mapping Our Changing World	4	F, Sp
GEOG 301	Natural Resource Management	4	As needed
PHIL 325	Environmental Ethics	3	Sp
POL 202	American Government	4	F, Sp, Su
POL 203	Global Politics	4	F, Sp
SOC 200	Society and Social Behavior	4	F, Sp
SOC 204	Urban Sociology	4	As needed
SUST 200	Introduction to Sustainability	4	F, Sp Su

**Depth Courses**

**CHOOSE TWO COURSES** from:

ANTH 307	Human Nature: Evolution, Ecology, and Behavior	4	F, Sp
ANTH 325	Cultures and Environments in South American	4	Alternate years
ANTH 334	Steamships and Cyberspace: Technology, Culture, Society	4	Alternate years
ANTH 338	Urban Anthropology	4	Alternate years
ENGL 315	Literature, Environment and Ecocriticism	4	Annually
GEOG 202	Geographic Information Systems I	4	Sp
GEOG 206	Disaster Management	4	F, Sp
GEOG 301	Natural Resource Management	4	As needed
GEOG 307	Coastal Geography	4	As needed
GEOG 338	People, Houses, Neighborhoods, and Cities	3	As needed
HIST 357	Public History	4	Annually
INGO 300	International Nongovernmental Organizations	4	F
INGO 301	Applied Development Studies	3	Sp
PHIL 320	Philosophy of Science	3	Sp (odd years)
POL 300	Methodology in Political Science	4	F, Sp
POL 301	Foundations of Public Administration	4	F
POL 341	The Politics of Developing Nations	3	As needed
POL 342	The Politics of Global Economic Change	4	Every third semester
POL 345	International Nongovernmental Organizations	4	F

POL 355	Policy Formation Process	4	Sp
PSCI 340	Field Methods in Geology	3	As needed
SOC 302	Social Research Methods I	4	F, Sp, Su
XXX 350*	Topics Course	3-4	

Note: Cannot receive credit for INGO 300 and POL 345. GEOG 301 may not be taken for both Foundational and Depth credit.

**Total Credit Hours: 20**

## Film Studies

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Learning Goals (p. 345)

Writing in the Discipline (p. 363)

**Director:** Vincent Bohlinger

Students **must** consult with their assigned advisor before they will be able to register for courses.

### FILM STUDIES B.A.

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#### COURSE REQUIREMENTS

##### Courses

FILM 116	Introduction to Film	4	F, Sp, Su
FILM 219	Methods of Film Analysis	4	Sp
FILM 220	History of Film I	4	F
FILM 221	History of Film II	4	Sp
FILM 454	Film Theory	4	Sp

##### TWO COURSES from

FILM 351	Major Directors	4	Alternate years
FILM 352	Film Genres	4	Alternate years
FILM 353	National Cinemas	4	Alternate years
FILM 354	Television Genres	4	Alternate years
FILM 355	New Media	4	Alternate years
FILM 450	Topics in the Study of Film	4	As needed

##### FOUR COURSES from

ENGL 337	Topics in the Aesthetics of Film	4	As needed
FILM 349	Visual Anthropology	4	Alternate years
FILM 351	Major Directors	4	Alternate years
FILM 352	Film Genres	4	Alternate years
FILM 353	National Cinemas	4	Alternate years
FILM 354	Television Genres	4	Alternate years
FILM 355	New Media	4	Alternate years
FILM 370	Screenwriting I	4	F
FILM 371	Screenwriting II	4	Sp
FILM 372	Preproduction: Word to Moving Image	4	F
FILM 373	Introduction to Film Production	4	Sp
FILM 374	Film Production: Narrative Form	4	Alternate years
FILM 375	Film Production: Documentary Form	4	Alternate years
FILM 376	Film Production: Experimental	4	As needed
FILM 377	Film Production: 2D Animation	4	As needed
FILM 378	Film Production: 3D Animation	4	As needed
FILM 379	Digital Audio Production	4	As needed
FILM 450	Topics in the Study of Film	4	As needed

**Total Credit Hours: 44**

## FILM STUDIES MINOR

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#### COURSE REQUIREMENTS

The minor in film studies consists of a minimum of 28 credit hours, as follows:

##### Courses

FILM 116	Introduction to Film	4	F, Sp, Su
FILM 219	Methods of Film Analysis	4	Sp
FILM 220	History of Film I	4	F
FILM 221	History of Film II	4	Sp

##### and a minimum of 12 credit hours from the following:

ENGL 337	Topics in the Aesthetics of Film	4	As needed
FILM 351	Major Directors	4	Alternate years
FILM 352	Film Genres	4	Alternate years
FILM 353	National Cinemas	4	Alternate years
FILM 354	Television Genres	4	Alternate years
FILM 355	New Media	4	Alternate years
FILM 370	Screenwriting I	4	F
FILM 371	Screenwriting II	4	Sp
FILM 372	Preproduction: Word to Moving Image	4	F
FILM 373	Introduction to Film Production	4	Sp
FILM 374	Film Production: Narrative Form	4	Alternate years
FILM 375	Film Production: Documentary Form	4	Alternate years
FILM 376	Film Production: Experimental	4	As needed
FILM 377	Film Production: 2D Animation	4	As needed
FILM 378	Film Production: 3D Animation	4	As needed
FILM 379	Digital Audio Production	4	As needed
FILM 450	Topics in the Study of Film	4	As needed
FILM 454	Film Theory	4	Sp

**Total Credit Hours: 28**

## Gender and Women's Studies

Learning Goals (p. 345)

Writing in the Discipline (p. 364)

**Director:** Leslie Schuster

**Department Faculty:** Professor Schuster; Assistant

**Professor** Okoomian

Retention Requirement for majors and minors: A minimum grade of C in GEND 200 and GEND 201.

### GENDER AND WOMEN'S STUDIES B.A.

#### COURSE REQUIREMENTS

##### Courses

GEND 200	Gender and Society	4	F, Sp
GEND 201	Introduction to Feminist Inquiry	4	Sp
GEND 352	Feminist Theory	4	F
GEND 400	Internship in Gender and Women's Studies	4	As needed
GEND 461	Seminar in Race, Gender, and Class	4	As needed

##### FIVE COURSES: Two of these courses must be on the topics of labor and class, race/ethnicity or sexuality studies.

GEND 350	Topics	4	As needed
GEND 353	The Holocaust: Women and Resistance	4	As needed
GEND 354	Teenagers in/and the Media	4	As needed
GEND 355	Women and Madness	4	Alternate years
GEND 356	Class Matters	4	F
GEND 357	Gender and Sexuality	4	F
GEND 358	Gender-Based Violence	4	Alternate years
GEND 458	Gender and Education	4	As needed
ART 461	Seminar in Art History	3	F, Sp
COMM 332	Gender and Communication	4	F
ENGL 324	Literature by Women	4	As needed
ENGL 326	Studies in African American Literature	4	As needed
FNED 346	Schooling in a Democratic Society	4	F, Sp, Su
HIST 314	Women in European History	4	As needed
HIST 333	American Gender and Women's History	4	Alternate years
POL 309	Gender and Politics in the U.S.	4	As needed
POL 333	Law and Politics of Civil Rights	4	Annually
PSYC 356	Psychology of Gender	4	Annually
SOC 342	Women, Crime, and Justice	4	F, Sp
XXX 350*	Topics Course	3-4	

Note: ENGL 326, FNED 346, GEND 353, GEND 356, GEND 357 and GEND 458: Labor and class, race/ethnicity or sexual studies are topics in these courses.

Note: \*Topics Course: (when on gender and women's studies topics)

**Total Credit Hours: 38-40**

## GENDER AND WOMEN'S STUDIES MINOR

#### COURSE REQUIREMENTS

The minor in gender and women's studies consists of a minimum of 18-20 credit hours (five courses) as follows:

##### Courses

GEND 200	Gender and Society	4	F, Sp
GEND 201	Introduction to Feminist Inquiry	4	Sp

##### THREE COURSES from

GEND 353	The Holocaust: Women and Resistance	4	As needed
GEND 354	Teenagers in/and the Media	4	As needed
GEND 355	Women and Madness	4	Alternate years
GEND 356	Class Matters	4	F
GEND 357	Gender and Sexuality	4	F
GEND 358	Gender-Based Violence	4	Alternate years
GEND 458	Gender and Education	4	As needed
ART 461	Seminar in Art History	3	F, Sp
COMM 332	Gender and Communication	4	F
ENGL 324	Literature by Women	4	As needed
ENGL 326	Studies in African American Literature	4	As needed
FNED 346	Schooling in a Democratic Society	4	F, Sp, Su
HIST 314	Women in European History	4	As needed
HIST 333	American Gender and Women's History	4	Alternate years
POL 309	Gender and Politics in the U.S.	4	As needed
POL 333	Law and Politics of Civil Rights	4	Annually
PSYC 356	Psychology of Gender	4	Annually
SOC 342	Women, Crime, and Justice	4	F, Sp
XXX 350*	Topics Course	3-4	

Note: \*Topics Course: (when on gender and women's studies topics)

**Total Credit Hours: 18-20**

## Geography

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Learning Goals (p. 345)

**Department of Political Science**

**Department Chair:** Thomas Schmeling

**Geography Program Director:** Mark Motte

**Geography Program Faculty:** Professor Motte; **Associate Professor** Dixon

Students **must** consult with their assigned advisor before they will be able to register for courses.

### GEOGRAPHY B.A.

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#### COURSE REQUIREMENTS

**Courses**

GEOG 100	Introduction to Environmental Geography	4	F, Sp, Su
	-Or-		
GEOG 205	Earth's Physical Environments	4	F, Sp
GEOG 101	Introduction to Geography	4	F, Sp, Su
GEOG 200	World Regional Geography	4	F, Sp
GEOG 201	Mapping Our Changing World	4	F, Sp
GEOG 202	Geographic Information Systems I	4	Sp
GEOG 460	Senior Seminar: Theory and Research	4	Sp
GEOG 463	Internship in Geography	4-6	F, Sp, Su

**FIFTEEN ADDITIONAL CREDIT HOURS OF COURSES in geography with the exception of GEOG 261.**

**Total Credit Hours: 43-45**

### GEOGRAPHY MINOR

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#### COURSE REQUIREMENTS

The minor in geography consists of a minimum of 19 credit hours, as follows:

**Courses**

GEOG 101	Introduction to Geography	4	F, Sp, Su
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and 15 credit hours of courses chosen in consultation with a geography advisor.

One interdisciplinary social science course at the 300- or 400-level may be included (see social science courses under Course Descriptions). Note: Connections courses cannot be used to satisfy these requirements.

**Total Credit Hours: 19**

## Gerontology

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Learning Goals (p. 345)

### Department of Sociology

**Gerontology Program Director:** Rachel Filinson

Students **must** consult with their assigned advisor before they will be able to register for courses.

## GERONTOLOGY MINOR

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### COURSE REQUIREMENTS

#### Courses

GRTL 314	Health and Aging	4	F, Sp, Su
	-Or-		
NURS 314	Health and Aging	4	F, Sp, Su
SOC 217	Aging and Society	4	F, Sp, Su
SOC 320	Law and the Elderly	3	Annually

#### Practicum experience through an established means, such as ONE COURSE from

NURS 223	Fundamentals of Nursing Practice	4	F, Sp
POL 327	Internship in State Government	4	Sp
POL 328	Field Experiences in the Public Sector	4	F, Sp, Su
SWRK 436	Fieldwork	4-7	F
SWRK 437	Advanced Fieldwork	4-7	Sp
SOC 315	Community	4	As needed

POL 327, POL 328, SOC 315: These courses should be selected by those who are not nursing nor social work majors.

#### TWO COURSES from

ANTH 308	Culture, Aging, and the Life Course	4	Alternate years
GRTL 303	Fountain of Age	4	As needed
	-Or-		
SOC 303	Fountain of Age	4	As needed
NURS 312	Death and Dying	3	Sp
HPE 451	Recreation and Aging	3	As needed
PSYC 339	Psychology of Aging	4	Annually
SOC 314	The Sociology of Health and Illness	4	Annually

**Total Credit Hours: 21-26**

## Global Studies

**Global Studies Program Director:** David Thomas

Students **must** consult with their assigned advisor before they will be able to register for courses.

### Retention Requirements

A minimum cumulative grade point average of 2.75 in the Global Studies major.

## GLOBAL STUDIES B.A.

### COURSE REQUIREMENTS

#### Core Courses

GLOB 200	Global Studies: Methods	4	F, Sp
GLOB 461	Seminar in Global Studies -And-	4	F, Sp
GLOB 356	The Atlantic World	4	As needed

(or other GLOB 35X course available)

#### Distribution Courses

##### World Geography

GEOG 200	World Regional Geography	4	F, Sp
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##### Global Historical Perspectives

#### ONE COURSE from:

HIST 307	Europe in the Age of Enlightenment	4	As needed
HIST 308	Europe in the Age of Revolution, 1789 to 1850	4	As needed
HIST 309	Europe in the Age of Nationalism, 1850 to 1914	4	As needed
HIST 310	Twentieth-Century Europe	4	As needed
HIST 312	Russia from Peter to Lenin	4	Alternate years
HIST 313	The Soviet Union and After	4	Alternate years
HIST 320	American Colonial History	4	Annually
HIST 321	The American Revolution	4	Annually
HIST 323	The Gilded Age and Progressive Era	4	Alternate years
HIST 324	Crises of American Modernity, 1914-1945	4	Annually
HIST 325	Superpower America 1945-1990	4	Annually
HIST 330	History of American Immigration	4	As needed
HIST 335	American Foreign Policy: 1945 to the Present	4	F
HIST 336	The United States and the Emerging World	4	Sp

#### ONE COURSE from:

HIST 341	The Muslim World in Modern Times, 1800 to the Present	4	Alternate years
HIST 342	Islam and Politics in Modern History	4	Alternate years
HIST 345	History of China in Modern Times	4	As needed
HIST 346	Japanese History through Art and Literature	4	Alternate years
HIST 348	Africa under Colonial Rule	4	Annually
HIST 349	History of Contemporary Africa	4	Annually
HIST 352	Colonial Latin America	4	Annually
HIST 353	Modern Latin America	4	Annually

#### Global Political Systems

POL 203	Global Politics -And-	4	F, Sp
<b>ONE COURSE from</b>			
POL 303	International Law and Organization	4	Sp
POL 341	The Politics of Developing Nations	3	As needed
POL 343	The Politics of Western Democracies	4	As needed
POL 345	International Nongovernmental Organizations	4	F
INGO 300	International Nongovernmental Organizations	4	F
POL 346	Foreign Policy	4	As needed

#### Global Economic Systems

#### Choose either A or B:

##### A:

ECON 214	Principles of Microeconomics	3	F, Sp, Su
ECON 215	Principles of Macroeconomics	3	F, Sp, Su
MATH 177	Quantitative Business Analysis I -And-	4	F, Sp, Su

#### ONE COURSE from:

ECON 421	International Economics	4	As needed
ECON 422	Economics of Developing Countries	4	As needed
ECON 437	Environmental Economics	4	As needed

##### B:

INGO 301	Applied Development Studies	3	Sp
POL 342	The Politics of Global Economic Change -And-	4	Every third semester

ONE upper level course on an economic topic in consultation with advisor.

#### Culture, Geography, Society

ANTH 101	Introduction to Cultural Anthropology	4	F, Sp
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#### ONE COURSE from:

ANTH 309	Medical Anthropology	4	Alternate years
ANTH 325	Cultures and Environments in South American Peoples and Cultures: Selected Regions	4	Alternate years
ANTH 327	Peoples and Cultures: Selected Regions	4	As needed
ANTH 333	Comparative Law and Justice	4	F, Sp
ANTH 334	Steamships and Cyberspace: Technology, Culture, Society	4	Alternate years
ANTH 338	Urban Anthropology	4	Alternate years
ANTH 461	Latinos in the United States	4	As needed
SOC 333	Comparative Law and Justice	4	F, Sp

#### ONE COURSE from:

ENGL 336	Reading Globally	4	As needed
FREN 313	Modern France and the Francophone World	4	Alternate years



GEOG 101	Introduction to Geography	4	F, Sp, Su
GEOG 337	Urban Political Geography	3	As needed
GEOG 338	People, Houses, Neighborhoods, and Cities	3	As needed
POL 337	Urban Political Geography	3	As needed
PORT 305	Lusophone African Literatures and Cultures	4	As needed
SPAN 313	Latin American Literature and Culture: From Eighteenth Century	4	Sp

**Total Credit Hours: 52-58**

## GLOBAL STUDIES MINOR

The minor consists of 22-24 credit hours or six courses, as follows:

### COURSE REQUIREMENTS

#### Core Courses

GLOB 200	Global Studies: Methods -And-	4	F, Sp
GLOB 356	The Atlantic World (or other GLOB 35X course available)	4	As needed

#### Courses

POL 203	Global Politics	4	F, Sp
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#### ONE COURSE from:

HIST 307	Europe in the Age of Enlightenment	4	As needed
HIST 308	Europe in the Age of Revolution, 1789 to 1850	4	As needed
HIST 309	Europe in the Age of Nationalism, 1850 to 1914	4	As needed
HIST 310	Twentieth-Century Europe	4	As needed
HIST 312	Russia from Peter to Lenin	4	Alternate years
HIST 313	The Soviet Union and After	4	Alternate years
HIST 320	American Colonial History	4	Annually
HIST 321	The American Revolution	4	Annually
HIST 323	The Gilded Age and Progressive Era	4	Alternate years
HIST 324	Crises of American Modernity, 1914-1945	4	Annually
HIST 325	Superpower America 1945-1990	4	Annually
HIST 330	History of American Immigration	4	As needed
HIST 335	American Foreign Policy: 1945 to the Present	4	F
HIST 336	The United States and the Emerging World	4	Sp
HIST 341	The Muslim World in Modern Times, 1800 to the Present	4	Alternate years
HIST 342	Islam and Politics in Modern History	4	Alternate years
HIST 345	History of China in Modern Times	4	As needed
HIST 346	Japanese History through Art and Literature	4	Alternate years
HIST 348	Africa under Colonial Rule	4	Annually
HIST 349	History of Contemporary Africa	4	Annually
HIST 352	Colonial Latin America	4	Annually
HIST 353	Modern Latin America	4	Annually

#### ONE COURSE from:

INGO 301	Applied Development Studies	3	Sp
POL 342	The Politics of Global Economic Change Or another 300 level course on a topic related to Global Economic Systems.	4	Every third semester

#### ONE COURSE from:

ANTH 101	Introduction to Cultural Anthropology	4	F, Sp
ANTH 309	Medical Anthropology	4	Alternate years
ANTH 325	Cultures and Environments in South American	4	Alternate years
ANTH 327	Peoples and Cultures: Selected Regions	4	As needed
ANTH 334	Steamships and Cyberspace: Technology, Culture, Society	4	Alternate years
ANTH 338	Urban Anthropology	4	Alternate years
ANTH 461	Latinos in the United States	4	As needed
ANTH 333	Comparative Law and Justice	4	F, Sp
ENGL 336	Reading Globally	4	As needed
FREN 313	Modern France and the Francophone World	4	Alternate years
GEOG 101	Introduction to Geography	4	F, Sp, Su
GEOG 337	Urban Political Geography	3	As needed
GEOG 338	People, Houses, Neighborhoods, and Cities	3	As needed
PORT 305	Lusophone African Literatures and Cultures	4	As needed
SOC 333	Comparative Law and Justice	4	F, Sp
SPAN 313	Latin American Literature and Culture: From Eighteenth Century	4	Sp
POL 337	Urban Political Geography	3	As needed

**Total Credit Hours: 22-24**

## Health Sciences

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Learning Goals (p. 345)

**Director:** Rebeka Merson

Students **must** consult with their assigned advisor before they will be able to register for courses.

### HEALTH SCIENCES B.S.

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#### COURSE REQUIREMENTS

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

##### A. Dental Hygiene Completion

Note: Prior dental hygienist licensure required for admission.

BIOL 231	Human Anatomy	4	F, Sp, Su
BIOL 335	Human Physiology	4	F, Sp, Su
CHEM 105	General, Organic and Biological Chemistry I	4	F, Sp, Su
CSCI 101	Introduction to Computers	3	F, Sp, Su
HPE 233	Social and Global Perspectives on Health Dynamics and Determinants of Disease	3	F, Sp
HPE 307	Dynamics and Determinants of Disease	3	F, Sp
HSCI 402	Current Topics in Dental Hygiene	4	As needed
HSCI 466	Evidence-Based Decision Making for Dental Hygiene	4	As needed
HSCI 494	Independent Study in Health Sciences	4	As needed
MATH 240	Statistical Methods I	4	F, Sp, Su
PSYC 110	Introduction to Psychology	4	F, Sp, Su
SOC 200	Society and Social Behavior	4	F, Sp
	Dental Hygiene Licensure	48	
	Transfer Credits		

**Total Credit Hours: 93**

##### B. Food Safety

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
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 310	Biochemistry	3	F
HPE 221	Nutrition	3	F, Sp
HSCI 100	Introduction to Food Safety	3	F
HSCI 102	Food Plant Sanitation	3	Sp
HSCI 202	Fundamentals of Food Processing	3	Sp
HSCI 300	Food Chemistry	3	F
HSCI 302	Hazard Analysis and Critical Control Points	3	Sp
HSCI 400	Quality Assurance of Food Products	3	F
HSCI 403	Food Borne Disease	3	F
HSCI 404	Food Microbiology	3	Sp
HSCI 405	Food Safety Case Study	1	Sp
HSCI 494	Independent Study in Health Sciences	4	As needed
MATH 212	Calculus I	4	F, Sp, Su
MATH 240	Statistical Methods I	4	F, Sp, Su
PHYS 110	Introductory Physics	4	Sp, F, Su

**Total Credit Hours: 79**

##### C. Human Services

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
<b>Either</b>			
CHEM 103	General Chemistry I	4	F, Sp, Su
	-And-		
CHEM 104	General Chemistry II	4	F, Sp, Su
	-Or-		
CHEM 105	General, Organic and Biological Chemistry I	4	F, Sp, Su
	-And-		
CHEM 106	General, Organic, and Biological Chemistry II	4	F, Sp, Su
COMM 338	Communication for Health Professionals	4	Sp
CSCI 101	Introduction to Computers	3	F, Sp, Su
HCA 201	Introduction to Health Care Systems	3	F, Sp
HCA 303	Health Policy and Contemporary Issues	3	Sp
HCA 402	Health Care Informatics	3	As needed
HPE 102	Personal Health	3	F, Sp, Su
HPE 233	Social and Global Perspectives on Health Dynamics and Determinants of Disease	3	F, Sp
HPE 307	Dynamics and Determinants of Disease	3	F, Sp
HSCI 105	Medical Terminology	2	F, Sp
HSCI 232	Human Genetics	4	F
HSCI 494	Independent Study in Health Sciences	4	As needed
MGT 201	Foundations of Management	3	F, Sp, Su
MATH 240	Statistical Methods I	4	F, Sp, Su
PHIL 206	Ethics	3	F, Sp, Su
PSYC 110	Introduction to Psychology	4	F, Sp, Su
PSYC 221	Research Methods I: Foundations	4	F, Sp, Su
PSYC 230	Human Development	4	F, Sp, Su
SOC 217	Aging and Society	4	F, Sp, Su
SOC 314	The Sociology of Health and Illness	4	Annually
<b>ONE COURSE from:</b>			
PSYC 335	Family Psychology	4	Annually
PSYC 339	Psychology of Aging	4	Annually
PSYC 345	Physiological Psychology	4	Annually
PSYC 424	Health Psychology	4	Annually
<b>Total Credit Hours: 88</b>			
<b>D. Medical Laboratory Sciences</b>			
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 310	Biochemistry	3	F
CSCI 101	Introduction to Computers	3	F, Sp, Su
MATH 209	Precalculus Mathematics	4	F, Sp, Su
MATH 240	Statistical Methods I	4	F, Sp, Su
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
PHYS 101	General Physics I	4	F, Su
PSYC 110	Introduction to Psychology	4	F, Sp, Su
SOC 200	Society and Social Behavior	4	F, Sp

**Total Credit Hours: 94**

#### **E. Respiratory Therapy Completion**

Note: Prior respiratory therapist licensure required for admission.

BIOL 231	Human Anatomy	4	F, Sp, Su
BIOL 335	Human Physiology	4	F, Sp, Su
CHEM 105	General, Organic and Biological Chemistry I	4	F, Sp, Su
CSCI 101	Introduction to Computers	3	F, Sp, Su
HPE 233	Social and Global Perspectives on Health	3	F, Sp, Su
HPE 307	Dynamics and Determinants of Disease	3	F, Sp
HSCI 232	Human Genetics	4	F
HSCI 402	Current Topics in Dental Hygiene	4	As needed
HSCI 466	Evidence-Based Decision Making for Dental Hygiene	4	As needed
HSCI 494	Independent Study in Health Sciences	4	As needed
MATH 240	Statistical Methods I	4	F, Sp, Su
PSYC 110	Introduction to Psychology	4	F, Sp, Su
SOC 200	Society and Social Behavior	4	F, Sp
	Respiratory Therapist Licensure Transfer Credits	42	

**Total Credit Hours: 91**

## History

Learning Goals (B.A.) (p. 345)

Learning Goals (M.A.) (p. 349)

Writing in the Discipline (p. 364)

### Department of History

**Department Chair:** David Espinosa

**Department Faculty: Professors** Benziger, Brown, Cvornyek, Dufour, Espinosa, Mendy, Olson, Schneider, Schuster; **Associate Professors** Christiansen, Golden, Hughes, Miller; **Assistant Professors** Blankenship, Kim, Kiser

Students **must** consult with their assigned advisor before they will be able to register for courses.

### HISTORY B.A.

#### COURSE REQUIREMENTS FOR B.A. IN HISTORY

##### Courses

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

##### Category A: U.S. History

HIST 201	U.S. History to 1877	4	F, Sp, Su
HIST 202	U.S. History from 1877 to the Present	4	F, Sp, Su
HIST 320	American Colonial History	4	Annually
HIST 321	The American Revolution	4	Annually
HIST 322	The Early American Republic	4	Annually
HIST 323	The Gilded Age and Progressive Era	4	Alternate years
HIST 324	Crises of American Modernity, 1914-1945	4	Annually
HIST 325	Superpower America 1945-1990	4	Annually
HIST 326	American Cultural History: The Nineteenth Century	4	As needed
HIST 327	Popular Culture in Twentieth Century America	4	Alternate years
HIST 328	History of the American West	4	As needed
HIST 329	Civil War and Reconstruction	4	As needed
HIST 330	History of American Immigration	4	As needed
HIST 331	Rhode Island History	4	Sp
HIST 332	The American Presidency	4	Annually
HIST 333	American Gender and Women's History	4	Alternate years
HIST 334	African American History	4	Annually
HIST 335	American Foreign Policy: 1945 to the Present	4	F
HIST 336	The United States and the Emerging World	4	Sp

##### Category B: Western History

HIST 300	History of Ancient Greece	4	Alternate years
HIST 301	Alexander and the Hellenistic World	4	As needed
HIST 302	The Roman Republic	4	As needed
HIST 303	The Roman Empire	4	As needed

HIST 304	Medieval History	4	As needed
HIST 305	The Age of the Renaissance	4	F
HIST 306	Protestant Reformations and Catholic Renewal	4	As needed
HIST 307	Europe in the Age of Enlightenment	4	As needed
HIST 308	Europe in the Age of Revolution, 1789 to 1850	4	As needed
HIST 309	Europe in the Age of Nationalism, 1850 to 1914	4	As needed
HIST 310	Twentieth-Century Europe	4	As needed
HIST 311	The Origins of Russia to 1700	4	Alternate years
HIST 312	Russia from Peter to Lenin	4	Alternate years
HIST 313	The Soviet Union and After	4	Alternate years
HIST 314	Women in European History	4	As needed
HIST 315	Western Legal Systems	4	As needed
HIST 316	Modern Western Political Thought	4	F
HIST 317	Politics and Society	4	Sp
HIST 318	Tudor-Stuart England	4	As needed
HIST 352	Colonial Latin America	4	Annually
HIST 353	Modern Latin America	4	Annually
HIST 358	Environmental History	4	Annually

##### Category C: Non-Western History

HIST 340	The Muslim World from the Age of Muhammad to 1800	4	Alternate years
HIST 341	The Muslim World in Modern Times, 1800 to the Present	4	Alternate years
HIST 342	Islam and Politics in Modern History	4	Alternate years
HIST 344	History of East Asia to 1600	4	As needed
HIST 345	History of China in Modern Times	4	As needed
HIST 346	Japanese History through Art and Literature	4	Alternate years
HIST 348	Africa under Colonial Rule	4	Annually
HIST 349	History of Contemporary Africa	4	Annually

**FIVE COURSES in a concentration focused on one of the following: a particular time period, region, or integrative thematic principle.**

Note: Connections courses cannot be used to satisfy these requirements.

**Total Credit Hours: 40**

#### COURSE REQUIREMENTS FOR B.A. IN HISTORY—WITH CONCENTRATION IN PUBLIC HISTORY AND A MINOR IN COMMUNICATION

##### Courses

COMM 208	Public Speaking	4	F, Sp
COMM 240	Mass Media and Society	4	F, Sp, Su
COMM 241	Introduction to Cinema and Video	4	F, Sp, Su
COMM 246	Television Production	4	F, Sp
COMM 333	Intercultural Communication	4	As needed
COMM 345	Advanced Digital Media Production	4	F, Sp
HIST 200	The Nature of Historical Inquiry	4	F, Sp
HIST 330	History of American Immigration	4	As needed
HIST 331	Rhode Island History	4	Sp

HIST 361	Seminar in History	4	F, Sp
HIST 363	Internship in Applied History	4-8	Annually
HIST 381	Workshop: History and the Elementary Education Teacher	1	F
HIST 390	Directed Study	4	As needed
	ONE COURSE at the 300-level in Western history	4	
	ONE COURSE at the 300-level in non-Western history	4	

Note: HIST 330, HIST 363, HIST 381: A 350 topics course on American immigration or American labor history may be substituted for this course.

Note: HIST 363: Students who have already earned a bachelor's degree MUST take this course for 5 credits; other students MUST take it for 4 credits.

Note: HIST 381: Students who have already earned a bachelor's degree MUST take this course for 1 credit; other students MUST take it for 2 credits.

#### FIVE COURSES from

HIST 320	American Colonial History	4	Annually
HIST 321	The American Revolution	4	Annually
HIST 322	The Early American Republic	4	Annually
HIST 323	The Gilded Age and Progressive Era	4	Alternate years
HIST 326	American Cultural History: The Nineteenth Century	4	As needed
HIST 333	American Gender and Women's History	4	Alternate years
HIST 334	African American History	4	Annually

Note: IT IS RECOMMENDED that students also take ANTH 102 and courses in Africana studies, anthropology, or gender and women's studies

**Total Credit Hours: 77-79**

## HISTORY MINOR

### COURSE REQUIREMENTS

The minor in history consists of a minimum of 20 credit hours (five courses), as follows:

#### Courses

HIST 200	The Nature of Historical Inquiry	4	F, Sp
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and four additional history courses, at least two at the 300-level, chosen in consultation with advisor.

Note: Connections courses cannot be used to satisfy these requirements.

**Total Credit Hours: 20**

## PUBLIC HISTORY MINOR

### COURSE REQUIREMENTS

The minor in public history consists of a minimum of 20 credit hours (six courses), as follows:

#### Courses

HIST 200	The Nature of Historical Inquiry	4	F, Sp
HIST 331	Rhode Island History	4	Sp
HIST 363	Internship in Applied History	4-8	Annually

HIST 381	Workshop: History and the Elementary Education Teacher	1	F
HIST 390	Directed Study	4	As needed
<b>and ONE COURSE from</b>			
HIST 320	American Colonial History	4	Annually
HIST 321	The American Revolution	4	Annually
HIST 326	American Cultural History: The Nineteenth Century	4	As needed
HIST 327	Popular Culture in Twentieth Century America	4	Alternate years
HIST 330	History of American Immigration	4	As needed

**Total Credit Hours: 21-25**

## HISTORY M.A.

### Admission Requirements

1. A completed application form accompanied by a \$50 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.
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

CHOOSE A or B 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	3-6	As needed

#### NINE ADDITIONAL CREDIT HOURS OF COURSES, with advisement, from

HIST 521	Topics in Comparative History	3	Sp
HIST 550	Topics in American History	3	As needed
HIST 551	Topics in Western History	3	As needed
HIST 552	Topics in Non-Western History	3	As needed
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

**Total Credit Hours: 30**

Note: Three credit hours of courses in a related discipline may be substituted for one of these courses, with advisor's consent.

**ORAL EXAMINATION on the thesis and the major field****B. Seminar 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

Note: HIST 561, HIST 562: (taken twice)

**NINE ADDITIONAL CREDIT HOURS OF COURSES, with advisement, from**

HIST 521	Topics in Comparative History	3	Sp
HIST 550	Topics in American History	3	As needed
HIST 551	Topics in Western History	3	As needed
HIST 552	Topics in Non-Western History	3	As needed
HIST 571	Graduate Reading Course in History	3	As needed

**Total Credit Hours: 30**

Note: Three credit hours of courses in a related discipline may be substituted for one of these courses, with advisor's consent.

## International Nongovernmental Organizations Studies

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**Director:** Robyn Linde

Students **must** consult with their assigned advisor before they will be able to register for courses.

### INTERNATIONAL NONGOVERNMENTAL ORGANIZATIONS STUDIES MINOR

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#### COURSE REQUIREMENTS

##### Courses

INGO 300	International Nongovernmental Organizations	4	F
INGO 301	Applied Development Studies	3	Sp
INGO 302	International Nongovernmental Organizations and Social Entrepreneurship	4	Sp
POL 203	Global Politics	4	F, Sp
<b>ONE COURSE from</b>			
ANTH 325	Cultures and Environments in South American	4	Alternate years
ANTH 327	Peoples and Cultures: Selected Regions	4	As needed
FREN 313	Modern France and the Francophone World	4	Alternate years
FREN 460	Seminar in French	3	Sp
HIST 348	Africa under Colonial Rule	4	Annually
HIST 349	History of Contemporary Africa	4	Annually
HIST 352	Colonial Latin America	4	Annually
HIST 353	Modern Latin America	4	Annually
NPST 400	Institute in Nonprofit Studies	4	Su
NPST 404	Communications and Resource Development for Nonprofits	3	Sp
POL 300	Methodology in Political Science	4	F, Sp
POL 303	International Law and Organization	4	Sp
POL 341	The Politics of Developing Nations	3	As needed
POL 342	The Politics of Global Economic Change	4	Every third semester
POL 344	Human Rights	4	Sp (alternate years)
POL 354	Interest Group Politics	4	F (alternate years)
PORT 304	Brazilian Literature and Culture	4	Alternate years
PORT 305	Lusophone African Literatures and Cultures	4	As needed
SPAN 313	Latin American Literature and Culture: From Eighteenth Century	4	Sp

Note: Substitutions may be made with consent of the program director.

**Total Credit Hours: 18-19**

## Justice Studies

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Learning Goals (p. 346)

Writing in the Discipline (p. 365)

### Department of Sociology

**Director of Justice Studies:** Jill Harrison

Students **must** consult with their assigned advisor before they will be able to register for courses.

## JUSTICE STUDIES B.A.

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### COURSE REQUIREMENTS

#### Courses

PHIL 206	Ethics	3	F, Sp, Su
POL 202	American Government	4	F, Sp, Su
PSYC 110	Introduction to Psychology	4	F, Sp, Su
SOC 207	Crime and Criminal Justice	4	F, Sp, Su

#### Research Methods

CHOOSE Option I, II, or III below

#### Option I

(For all justice studies majors, including those double majoring in justice studies and sociology)

SOC 302	Social Research Methods I	4	F, Sp, Su
SOC 404	Social Research Methods II	4	F, Sp, Su

#### Option II

(For students double majoring in justice studies and political science)

POL 300	Methodology in Political Science	4	F, Sp
SOC 302	Social Research Methods I	4	F, Sp, Su

#### Option III

(For students double majoring in justice studies and psychology)

PSYC 320	Research Methods II: Behavioral Statistics	4	F, Sp
SOC 302	Social Research Methods I	4	F, Sp, Su

#### Core Theory and Capstone

JSTD 466	Seminar in Justice Studies	4	F, Sp
POL 332	Civil Liberties in the United States	4	F, Sp
SOC 309	The Sociology of Delinquency and Crime	4	F, Sp

#### Core Choices

#### THREE COURSES from

ANTH 333	Comparative Law and Justice -Or- SOC 333	4	F, Sp
HIST 315	Western Legal Systems -Or- POL 315	4	As needed
PHIL 321	Social and Political Philosophy	3	F, Sp
POL 327	Internship in State Government -Or- POL 328	4	Sp
	Field Experiences in the Public Sector	4	F, Sp, Su

POL 335	Jurisprudence and the American Judicial Process	3	As needed
SOC 318	Law and Society	4	F, Sp
SOC 340	Law Enforcement: Theory and Application	4	F, Sp, Su
SOC 341	Corrections: Process and Theory	4	F, Sp, Su

POL 327: Double majors in justice studies and social work may choose SWRK 436.

#### Cognates

#### TWO COURSES from

JSTD 3XX	Topics in Justice Studies	4	
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
SOC 342	Women, Crime, and Justice	4	F, Sp
SOC 343	Juveniles and Justice	4	As needed
SOC 344	Race and Justice	4	F, Sp
SOC 345	Victimology	4	F, Sp, Su

**Total Credit Hours: 51-55**

## JUSTICE STUDIES MINOR

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### COURSE REQUIREMENTS

The minor in justice studies consists of 26–28 credit hours (seven courses), as follows:

#### Courses

POL 202	American Government	4	F, Sp, Su
POL 332	Civil Liberties in the United States	4	F, Sp
SOC 207	Crime and Criminal Justice	4	F, Sp, Su
SOC 309	The Sociology of Delinquency and Crime	4	F, Sp

#### THREE COURSES from the following:

ANTH 333	Comparative Law and Justice -Or- SOC 333	4	F, Sp
HIST 315	Western Legal Systems -Or- POL 315	4	As needed
JSTD 3XX	Topics in Justice Studies	4	
PHIL 321	Social and Political Philosophy	3	F, Sp
POL 335	Jurisprudence and the American Judicial Process	3	As needed
SOC 318	Law and Society	4	F, Sp
SOC 340	Law Enforcement: Theory and Application	4	F, Sp, Su
SOC 341	Corrections: Process and Theory	4	F, Sp, Su
SOC 342	Women, Crime, and Justice	4	F, Sp
SOC 343	Juveniles and Justice	4	As needed
SOC 344	Race and Justice	4	F, Sp

**Total Credit Hours: 26-28**



**JUSTICE STUDIES M.A.**

Learning Goals (p. 349)

**Admission Requirements**

1. A completed application form accompanied by a \$50 nonrefundable application fee.
2. A bachelors degree, if not applying for the combined B.A./M.A. program.
3. Official transcripts of all undergraduate and graduate records.
4. Prior course work in research methods and quantitative analysis, PLUS at least four undergraduate courses in sociology, a major in a related field, or substantial work experience in a justice-related field.
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) General Test.
7. Statement of professional goals including how the program will prepare the candidate for these goals.
8. Three letters of recommendation that address potential to succeed in a graduate program. Must include at least one letter from a professor in a social science course.
9. A plan of study approved by the advisor and appropriate dean.
10. An interview may be required.

**B.A./M.A. Admissions Option**

Students matriculated in the Rhode Island College undergraduate justice studies major may apply for a combined B.A./M.A. option. Such students will apply after completing 75 credits, including at least 20 credits in courses counted towards the Justice Studies major, and must have a minimum G.P.A. of 3.5. Application requirements include all of those listed above; however, the GRE may be waived for B.A./M.A. applicants. B.A./M.A. students are permitted to count 9 graduate credits towards their undergraduate requirements.

**COURSE REQUIREMENTS**

**Courses**

SOC 501	Professional Writing for Justice Services	4	F
SOC 504	Advanced Quantitative Analysis	4	Sp
SOC 509	Advanced Criminological Theory	4	F

**ONE COURSE from**

SOC 532	Advanced Qualitative Methods	4	Sp
SOC 533	Evaluation Research	4	F (odd years)

Or another research methods course in a related discipline selected with department chair's consent.

**EIGHT ELECTIVE CREDITS from**

SOC 450	Topics in Sociology	4	As needed
SOC 536	Current Legal Issues	4	Sp (even years)
SOC 551	Topics in Criminology	4	As needed
SOC 552	Topics in Stratification	4	Asneeded
SOC 553	Topics in the Sociology of Law	4	As needed
SOC 554	Topics in Social Problems	4	As needed

Relevant 400-500 level courses from other departments will be considered with approval from advisor.

**Choose A or B:**

**A. Thesis Plan**

SOC 592	Masters Thesis	3	As needed
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**Total Credit Hours: 30**

SOC 592 is to be taken twice for a total of 6 credits.

**B. Project Plan**

SOC 593	Final Project	3	As needed
	FOUR ELECTIVE CREDITS selected from the list above.	4	

**Total Credit Hours: 31**

## Labor Studies

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Learning Goals (p. 346)

**Program Director:** Robert Cvornyek

Students must consult with their assigned advisor before they will be able to register for courses.

### **LABOR STUDIES MINOR**

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The minor in labor studies consists of a minimum of 15 credit hours (five courses) chosen in consultation with program director.

*Note: Connections courses cannot be used to satisfy these requirements.*

## Liberal Studies

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**Program Director:** TBD

Students **must** consult with their assigned Liberal Studies advisor before they will be able to register for courses.

### LIBERAL STUDIES B.A.

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**Retention Requirement:** A 2.0 GPA across all courses counted toward the major is required for graduation.

#### COURSE REQUIREMENTS

##### Courses

LIBS 261 Introduction to Liberal Studies 4 Annually

LIBS 461 Liberal Studies Seminar 4 Annually

**ELEVEN ADDITIONAL COURSES chosen in consultation with a Liberal Studies Advisor.**

At least one course must come from each of the five areas listed below, and no more than three courses may come from any one area or department. At least five of the courses must be at the 300-level or above. Connections courses, and courses that have been used to fulfill the student's General Education requirements may not be counted toward the major.

##### Arts

Choose from courses in Art, Art History, Dance, Film Studies, Music and Theatre or any of the following courses:

COMM 241 Introduction to Cinema and Video 4 F, Sp, Su

ENGL 113 Approaches to Drama: Page to Stage 4 F, Sp

##### Humanities

Choose from courses in English (except ENGL 113), History, Modern Languages, Philosophy or any of the following courses:

COMM 208 Public Speaking 4 F, Sp

COMM 242 Message, Media, and Meaning 4 F, Sp

COMM 255 Introduction to Language 4 Sp

##### Mathematics

Choose from courses in Mathematics or Computer Science.

##### Natural and Physical Sciences

Choose from courses in Biology, Chemistry, Physical Science or Physics.

##### Social Sciences

Choose from courses in Africana Studies, Anthropology, Economics, Geography, International Non-Governmental Organizations, Non Profit Studies, Political Science, Psychology, Sociology, Gender and Women's Studies or any of the following courses:

COMM 240 Mass Media and Society 4 F, Sp, Su

COMM 330 Interpersonal Communication 4 F

COMM 332 Gender and Communication 4 F

COMM 333 Intercultural Communication 4 As needed

COMM 340 Media Ethics 4 Sp

COMM 347 Media Law 4 Sp

COMM 351 Persuasion 4 F, Sp

COMM 353 Political Communication 4 Annually

COMM 354 Communication and Civic Engagement 4 Sp

COMM 356 Group Decision Making 4 Sp

COMM 357 Public Opinion and Propaganda 4 Sp

COMM 359 Argumentation and Debate 4 F

**Total Credit Hours: 41-52**

## Mathematics

Learning Goals (B.A.) (p. 346)

Learning Goals (M.A.) (p. 349)

Writing in the Discipline (p. 367)

### Department of Mathematics and Computer Science

**Department Chair:** Christopher Teixeira

**Mathematics Program Faculty: Professors** Abrahamson, Humphreys, La Ferla, Moskol, Sullivan, Teixeira, Zhou; **Associate Professors** Christy, Costa, Gall, Harrop, Kovac, McDowell, Sarawagi, Sparks; **Assistant Professors** Andreozzi, Burke, Burr, Roy, Wang

Students **must** consult with their assigned advisor before they will be able to register for courses.

*Note: Students cannot count toward the major more than two courses with grades below C-.*

## MATHEMATICS B.A.

### COURSE REQUIREMENTS

#### Courses

MATH 212	Calculus I	4	F, Sp, Su
MATH 213	Calculus II	4	F, Sp, Su
MATH 300	Bridge to Advanced Mathematics	4	Sp
MATH 314	Calculus III	4	F, Sp
MATH 315	Linear Algebra	4	F
MATH 411	Calculus IV	4	F (odd years)
MATH 416	Ordinary Differential Equations	4	Sp (as needed)
	-Or-		
MATH 417	Introduction to Numerical Analysis	4	Sp (as needed)
MATH 432	Introduction to Abstract Algebra	4	Sp
MATH 441	Introduction to Probability	4	F
MATH 461	Seminar in Mathematics	3	Sp

#### TWO COURSES from

MATH 416	Ordinary Differential Equations	4	Sp (as needed)
	-Or-		
MATH 417	Introduction to Numerical Analysis	4	Sp (as needed)
MATH 418	Introduction to Operations Research	3	Sp (even years)
MATH 431	Number Theory	3	F, Sp
MATH 436	Discrete Mathematics	3	Sp
MATH 445	Advanced Statistical Methods	3	Sp

#### Cognates

CHOOSE category A or B below

#### Category A

ONE COURSE from

CHEM 405	Physical Chemistry I	3	F
CSCI 312	Computer Organization and Architecture I	4	F, Sp
CSCI 422	Introduction to Computation Theory	3	Sp (odd years).
CSCI 423	Analysis of Algorithms	4	Sp

ECON 314	Intermediate Microeconomic Theory and Applications	4	F
ECON 315	Intermediate Macroeconomic Theory and Analysis	4	Sp
MGT 249	Business Statistics II	3	F, Sp, Su
MKT 333	Market Research	3	F, Sp
PHIL 305	Intermediate Logic	4	Sp (even years).

#### Category B

PHYS 200	Mechanics	4	F
	and either		
CSCI 211	Computer Programming and Design	4	F, Sp
	-Or-		
PHYS 201	Electricity and Magnetism	4	Sp

Prior to enrolling in any mathematics course above 120, all students must have completed the College Mathematics Competency.

**Total Credit Hours: 48-54**

## MATHEMATICS MINOR

### COURSE REQUIREMENTS

The minor in mathematics consists of a minimum of 21 credit hours (six courses), as follows:

#### Courses

MATH 209	Precalculus Mathematics	4	F, Sp, Su
	-Or-		
MATH 240	Statistical Methods I	4	F, Sp, Su
MATH 212	Calculus I	4	F, Sp, Su
MATH 213	Calculus II	4	F, Sp, Su

and at least THREE additional mathematics courses at the 300-level or above, except MATH 409.

Prior to enrolling in any mathematics course above 120, all students must have completed the College Mathematics Competency.

**Total Credit Hours: 21-24**

## MATHEMATICAL STUDIES M.A.

### Admission Requirements

1. A completed application form accompanied by a \$50 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 30 credit hours of courses beyond precalculus mathematics.
5. An official report of scores on the Graduate Record Examination or Miller Analogies Test.
6. Three letters of recommendation.
7. A plan of study approved by the advisor and appropriate dean.

### BA/MA in Mathematical Studies Admission Option:

Undergraduate students matriculated at Rhode Island College can apply for conditional admission to the Master of Arts in Mathematical Studies program after completing 60 undergraduate credits. Students conditionally admitted to the M.A. program begin taking graduate courses after completing 90 undergraduate credits. Students who remain in good

standing and continue to meet admission requirements upon completion of the bachelors degree will be granted full admission to the M.A. program. Application requirements remain the same as above with the following exceptions: The GRE General Exam will be waived for B.A./M.A. applications if the applicant has a 3.0 G.P.A. overall, and grades of B or higher in all courses required for admission to the M.A. program. Applicants must complete M300 and at least 6 of the required 12 math courses for the B.A. program prior to taking graduate level courses.

### **COURSE REQUIREMENTS**

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 for a minimum of 12 credits, chosen with advisor's consent**

**TWO COURSES in a discipline approved by advisor and department for a minimum of 6 credits**

#### **Comprehensive Examination**

#### **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 for a minimum of 9 credits, chosen with advisor's consent**

**FOUR COURSES in mathematics or a related discipline such as accounting, economics, finance, mathematics education, or pedagogy, for a total of 12 credits, chosen with advisor's consent**

#### **Comprehensive Examination**

**Total Credit Hours: 30**

## Medical Imaging

Writing in the Discipline (p. 368)

**Co-Directors:** Eric Hall and Kenneth Kinsey

The medical imaging program at Rhode Island College is a joint program in conjunction with the Rhode Island Hospital School of Diagnostic Imaging. It is a comprehensive four-year program consisting of General Education and cognate courses at Rhode Island College followed by clinical education courses at the School of Diagnostic Imaging.

Clinical education courses are held at Rhode Island Hospital, Hasbro Children's Hospital, University of Orthopedics, The Miriam Hospital, and Rhode Island Medical Imaging. Students who successfully complete the program are eligible to take the appropriate national certification examination.

Students accepted into a medical imaging clinical program are responsible for obtaining certification in cardiopulmonary resuscitation (basic life support for the health care provider) prior to enrolling in clinical courses.

Students **must** consult with their assigned advisor before they will be able to register for courses.

### MEDICAL IMAGING B.S.

#### Admission Requirements for Concentrations in Diagnostic Medical Sonography, Magnetic Resonance Imaging, Nuclear Medicine Technology, and Radiologic Technology

##### Concentrators

1. Completion of the Enrollment Form signed by the program director.
2. Completion of all required courses, with a minimum grade of C in each course.
3. A minimum cumulative grade point average of 2.70.
4. An interview with the program director of the Rhode Island Hospital School of Diagnostic Imaging.

#### Admission Requirements for Concentrations in Certified Medical Imager Management

Prior licensure in Diagnostic Medical Sonography, Magnetic Resonance Imaging, Nuclear Medicine Technology or Radiologic Technology.

#### Retention Requirement for All Concentrations

A minimum grade of C in all required courses.

#### General Education Requirements for Concentration in Certified RT Computed Tomography

Students must complete the college's General Education requirements, with the following contingencies:

1. Students will take a required MATH course in the cognates for each program that will satisfy their General Education Mathematics category.
2. Students will receive transfer credit for NS 175, which will fulfill the Natural Science category.
3. Students will receive transfer credit for AQSR 175, which will fulfill the Advanced Quantitative/Scientific Reasoning category.

#### COURSE REQUIREMENTS

CHOOSE concentration A, B, C, D, E, or F below.

#### A. Certified RT Computed Tomography

CTSC 300	Principles of Computed Tomography	2	As needed
CTSC 301	Computed Tomography Physics and Radiation Protection	2	As needed
CTSC 407	Sectional Anatomy and Pathology	2	As needed
CTSC 432	Computed Tomography Clinical Practice	8	As needed

#### Cognates

COMM 338	Communication for Health Professionals	4	Sp
MATH 209	Precalculus Mathematics	4	F, Sp, Su

Note: MATH 209: Fulfills the mathematics category of General Education.

#### Electives

ELECTIVES		8-11	
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#### Radiologic Technology Certification Transfer Credits

TRANSFER CREDITS	60
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#### Total Credit Hours: 90-93

#### B. Certified Medical Imager Management

#### Cognates

BIOL 231	Human Anatomy	4	F, Sp, Su
BIOL 335	Human Physiology	4	F, Sp, Su
BIOL 348	Microbiology	4	F, Sp, Su
COMM 338	Communication for Health Professionals	4	Sp
MATH 209	Precalculus Mathematics	4	F, Sp, Su
MGT 201	Foundations of Management	3	F, Sp, Su

TWO COURSES in management at the 300-level or above	6
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Note: MATH 209 Fulfills the mathematics category of General Education.

#### Electives

ELECTIVES	0-30
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#### Medical Imager Certification Transfer Credits

TRANSFER CREDITS	30-60
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#### Total Credit Hours: 59-89

#### C. Diagnostic Medical Sonography

DMS 300	Introduction to Diagnostic Medical Sonography	4	Sp
DMS 301	Abdominal, Obstetrical, and Gynecological Sonography	3	Sp
DMS 303	Abdominal Sonography I	1.5	Su
DMS 305	Obstetrical and Gynecological Sonography I	1.5	Su
DMS 307	Sonographic Principles and Instrumentation I	1	F
DMS 310	Clinical Practice I	4.5	Sp
DMS 330	Clinical Practice II	8.5	Su
DMS 333	Abdominal Sonography II	1.5	F
DMS 335	Obstetrical and Gynecological Sonography II	1.5	F

DMS 337	Sonographic Principles and Instrumentation II	1	Sp
DMS 403	Abdominal Sonography III	1.5	Sp
DMS 405	Obstetrical and Gynecological Sonography III	1.5	Sp
DMS 410	Clinical Practice III	8.5	F
DMS 430	Clinical Practice IV	8.5	Sp
RADT 201	Orientation to Medical Imaging	1	F, Sp
RADT 255	Patient Care Interventions for Allied Health	1	Su, Sp
<b>Cognates</b>			
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
CHEM 105	General, Organic and Biological Chemistry I	4	F, Sp, Su
COMM 338	Communication for Health Professionals	4	Sp
MATH 209	Precalculus Mathematics	4	F, Sp, Su
PHYS 110	Introductory Physics	4	Sp, F, Su

**Total Credit Hours: 79****D. Magnetic Resonance Imaging**

MRI 301	Introduction to Magnetic Resonance Imaging	5	Sp
MRI 309	Clinical Observation	3.5	Sp
MRI 310	Clinical Practice I	8.5	Su
MRI 311	Cross Sectional Anatomy and Imaging Procedures I	3	Su
MRI 321	Physical Principles I	3	Su
MRI 410	Clinical Practice II	8.5	F
MRI 411	Cross Sectional Anatomy and Imaging Procedures II	3	F
MRI 420	Clinical Practice III	8.5	Sp
MRI 421	Physical Principles II	3	F
MRI 430	Registry Review	2	Sp
MRI 455	MRI Pathology	1.5	Sp
RADT 201	Orientation to Medical Imaging	1	F, Sp
RADT 255	Patient Care Interventions for Allied Health	1	Su, 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
CHEM 105	General, Organic and Biological Chemistry I	4	F, Sp, Su
COMM 338	Communication for Health Professionals	4	Sp
MATH 209	Precalculus Mathematics	4	F, Sp, Su
PHYS 110	Introductory Physics	4	Sp, F, Su

**Total Credit Hours: 79.5****E. Nuclear Medicine Technology**

NMT 231	Clinical Observation	3.5	Sp
NMT 301	Introduction to Nuclear Medicine Technology	4	Sp
NMT 311	Radiation Safety and Radiation Physics	2	Sp
NMT 321	Diagnostic Nuclear Medicine Procedures I	3	Sp
NMT 332	Clinical Diagnostic Procedures I	8.5	Su
NMT 402	Instrumentation and Radiobiology	2	F
NMT 405	Radiopharmacy	1	Su

NMT 421	Diagnostic Nuclear Medicine Procedures II	3	Su
NMT 425	Diagnostic Nuclear Medicine Procedures III	3	F
NMT 430	Registry Review	2	Sp
NMT 431	Clinical Diagnostic Procedures II	8.5	F
NMT 432	Clinical Diagnostic Procedures III	6.5	Sp
RADT 201	Orientation to Medical Imaging	1	F, Sp
RADT 255	Patient Care Interventions for Allied Health	1	Su, Sp
CTSC 300	Principles of Computed Tomography	2	As needed
CTSC 301	Computed Tomography Physics and Radiation Protection	2	As needed
CTSC 407	Sectional Anatomy and Pathology	2	As needed

**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
CHEM 105	General, Organic and Biological Chemistry I	4	F, Sp, Su
COMM 338	Communication for Health Professionals	4	Sp
MATH 209	Precalculus Mathematics	4	F, Sp, Su
PHYS 110	Introductory Physics	4	Sp, F, Su

**Total Credit Hours: 83****F. Radiologic Technology**

RADT 201	Orientation to Medical Imaging	1	F, Sp
RADT 255	Patient Care Interventions for Allied Health	1	Su, Sp
RADT 301	Introduction to Radiologic Technology	3.5	Su
RADT 305	Skeletal Anatomy	3	F
RADT 306	Radiographic Procedures I	3	F
RADT 307	Radiographic Procedures II	3	Sp
RADT 308	Radiographic Procedures III	3	Su
RADT 309	Clinical Education I	3.5	F
RADT 310	Clinical Education II	3.5	Sp
RADT 320	Principles of Radiography I	3	Sp
RADT 321	Principles of Radiography II	3	Su
RADT 330	Radiation Physics I	3	Sp
RADT 411	Clinical Education III	8	F
RADT 412	Clinical Education IV	8	Sp
RADT 425	Ethics/Critical Thinking and Problem Solving	3	Sp
RADT 431	Radiation Physics II	3	F
RADT 461	Registry Review	3	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
CHEM 105	General, Organic and Biological Chemistry I	4	F, Sp, Su
COMM 338	Communication for Health Professionals	4	Sp
MATH 209	Precalculus Mathematics	4	F, Sp, Su
PHYS 110	Introductory Physics	4	Sp, F, Su

**Total Credit Hours: 86.5**

## Modern Languages

Learning Goals (p. 346)

Writing in the Discipline (p. 369)

### Department of Modern Languages

**Department Chair:** Maricarmen Margenot

**Department Faculty: Professor Juzyn Associate Professors** Margenot, Oliveira; **Assistant Professor** Basile, Falangola

Students **must** consult with their assigned advisor before they will be able to register for courses.

### Language Courses

The Department of Modern Languages offers elementary and intermediate courses in Arabic, French, German, Greek, Italian, Japanese, Latin, Portuguese, and Spanish. Placement for language study is determined by the student's performance in course work or, for French, German, Portuguese and Spanish, by their score on the modern languages online test at: [www.ric.edu/modernlanguages/placement.php](http://www.ric.edu/modernlanguages/placement.php). Students who demonstrate proficiency on the CEEB or the College Level Examination Program tests are granted credit toward graduation in accordance with Rhode Island College policy.

Elementary courses (101 and 102) and intermediate courses (113 and 114) may be offered in languages not listed in this catalog. 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.

Elementary courses 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 102, 113, or 114. For fulfillment of the Second Language Requirement see the section on General Education.

### Internship

The Department of Modern Languages strongly encourages students to undertake internship experiences as part of their undergraduate education. Every semester, the department offers twelve-week internships for students in all modern languages concentrations. Students are placed in area agencies, organizations, and companies where they have the opportunity to use the language of their concentration. In order to participate in an internship, students must register for MLAN 320.

## MODERN LANGUAGE B.A.

### COURSE REQUIREMENTS

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

#### A. Francophone Studies

FREN 201	Advanced French: Conversation and Composition	4	F
FREN 202	Advanced French: Composition and Conversation	4	Sp
FREN 313	Modern France and the Francophone World	4	Alternate years
FREN 324	Survey of French Literature from 1789 to the Present	4	Alternate years
FREN 420	Applied Grammar	3	Alternate

FREN 460	Seminar in French	3	Sp
HIST 348	Africa under Colonial Rule	4	Annually
HIST 349	History of Contemporary Africa	4	Annually
MLAN 360	Seminar in Modern Languages	3	Sp

#### Cognates

ARBC 101	Elementary Arabic I	4	F, Sp
ARBC 102	Elementary Arabic II	4	F, Sp

#### Total Credit Hours: 41

Note: ARBC 101, ARBC 102: May be substituted for another language spoken in Francophone Africa

#### B. French

FREN 201	Advanced French: Conversation and Composition	4	F
FREN 202	Advanced French: Composition and Conversation	4	Sp
FREN 313	Modern France and the Francophone World	4	Alternate years
FREN 323	Survey of French Literature from the Middle Ages to 1789	4	Alternate years
FREN 324	Survey of French Literature from 1789 to the Present	4	Alternate years
FREN 420	Applied Grammar	3	Alternate years
FREN 460	Seminar in French	3	Sp
MLAN 360	Seminar in Modern Languages	3	Sp

**THREE ADDITIONAL COURSES** in French at the 300-level or above (9 credits)

#### Cognates

TWO COURSES in another foreign language 8

#### Total Credit Hours: 46

#### C. Latin American Studies

ANTH 101	Introduction to Cultural Anthropology	4	F, Sp
HIST 352	Colonial Latin America	4	Annually
HIST 353	Modern Latin America	4	Annually
LAS 363	Seminar: Topics in Latin American Studies	3	Alternate years
MLAN 360	Seminar in Modern Languages	3	Sp

#### ONE COURSE from

ANTH 325	Cultures and Environments in South American	4	Alternate years
ANTH 461	Latinos in the United States	4	As needed
MLAN 320	Internship in Modern Languages	1-4	As needed
POL 203	Global Politics	4	F, Sp
POL 317	Politics and Society	4	Sp
POL 341	The Politics of Developing Nations	3	As needed
-Or-	a 400-level Spanish or Portuguese course in Latin American literature As needed film, culture, etc.	3	



**CHOOSE Track 1 or Track 2****Track 1: Brazil**

PORT 201	Conversation and Composition	4	F
PORT 202	Composition and Conversation	4	Sp
PORT 304	Brazilian Literature and Culture	4	Alternate years
	ONE ADDITIONAL COURSE in Portuguese at the 300-level or above	3-4	
	Cognates: TWO COURSES in Spanish	6-8	

**Track 2: Spanish-Speaking Latin America**

SPAN 201	Conversation and Composition	4	F, Sp
SPAN 202	Composition and Conversation	4	F, Sp
SPAN 312	Latin American Literature and Culture: Pre-Eighteenth Century	4	F
SPAN 313	Latin American Literature and Culture: From Eighteenth Century	4	Sp
	Cognates: TWO COURSES in Portuguese	6-8	

**Total Credit Hours: 42-46****D. Portuguese**

MLAN 360	Seminar in Modern Languages	3	Sp
PORT 201	Conversation and Composition	4	F
PORT 202	Composition and Conversation	4	Sp
PORT 301	Portuguese Literature and Culture I	4	Alternate years
PORT 302	Portuguese Literature and Culture II	4	Alternate years
PORT 304	Brazilian Literature and Culture	4	Alternate years
PORT 305	Lusophone African Literatures and Cultures	4	As needed
PORT 420	Applied Grammar	3	Alternate years

**THREE ADDITIONAL COURSES** in Portuguese at the 300-level or above (9-12 credits)**Cognates**

TWO COURSES in another foreign language	8
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**Total Credit Hours: 47-50****E. Spanish**

MLAN 360	Seminar in Modern Languages	3	Sp
SPAN 201	Conversation and Composition	4	F, Sp
SPAN 202	Composition and Conversation	4	F, Sp
SPAN 310	Spanish Literature and Culture: Pre-Eighteenth Century	4	F
SPAN 311	Spanish Literature and Culture: From Eighteenth Century	4	Sp

SPAN 312	Latin American Literature and Culture: Pre-Eighteenth Century	4	F
SPAN 313	Latin American Literature and Culture: From Eighteenth Century	4	Sp
SPAN 420	Applied Grammar	3	Sp
SPAN 460	Seminar in Spanish	3	Sp

**TWO ADDITIONAL COURSES** in Spanish at the 300-level or above (6-8 Credits)**Cognates**

TWO COURSES in another foreign language	8
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**Total Credit Hours: 47-49****FRANCOPHONE STUDIES MINOR****REQUIREMENTS**

The minor in Francophone studies consists of any 6 courses from the Francophone studies concentration, chosen with the consent of the advisor.

**FRENCH MINOR****REQUIREMENTS**

The minor in French consists of 18-20 credit hours, as follows:

**Courses**

FREN 201	Advanced French: Conversation and Composition	4	F
FREN 202	Advanced French: Composition and Conversation	4	Sp

and 10-12 credit hours of additional courses in French at the 300-level or above.

**Total Credit Hours: 18-20****ITALIAN MINOR****REQUIREMENTS**

The minor in Italian consists of 18-20 credit hours, as follows:

**Courses**

ITAL 201	Conversation and Composition	4	F
ITAL 202	Composition and Conversation	4	Sp

and 10-12 credit hours of additional courses in Italian at the 300-level or above.

**Total Credit Hours: 18-20****LATIN AMERICAN STUDIES MINOR****REQUIREMENTS**

The minor in Latin American studies consists of any 6 courses from one of the two tracks in the Latin American Studies concentration, chosen with the consent of the advisor.

## PORTUGUESE MINOR

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### REQUIREMENTS

The minor in Portuguese consists of 18-20 credit hours, as follows:

#### Courses

PORT 201	Conversation and Composition	4	F
PORT 202	Composition and Conversation	4	Sp

and 10-12 credit hours of additional courses in Portuguese at the 300-level or above.

**Total Credit Hours: 18-20**

## SPANISH MINOR

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### REQUIREMENTS

The minor in Spanish consists of 18-20 credit hours, as follows:

#### Courses

SPAN 201	Conversation and Composition	4	F, Sp
SPAN 202	Composition and Conversation	4	F, Sp

and 10-12 credit hours of additional courses in Spanish at the 300-level or above.

**Total Credit Hours: 18-20**

## Music

Learning Goals (p. 347)

Writing in the Discipline (Music) (p. 369)

Writing in the Discipline (Music Education) (p. 371)

Writing in the Discipline (Music Performance) (p. 372)

### Department of Music, Theatre, and Dance

**Department Chair:** Ian Greitzer

**Assistant Department Chair:** Alan Pickart

**Music Program Faculty: Professors** Coffman, Foley, Franzblau, Mack, Stillman, Sumerlin; **Associate Professors** Breene, Greitzer, Guilbault, Kregler; **Assistant Professor** Shabalin

Students **must** consult with their assigned advisor before they will be able to register for courses.

An audition is required for acceptance into all music majors. Students must achieve a minimum grade of C in all required music courses.

Additional admission and retention requirements may be obtained from the advisor.

## MUSIC B.A.

### COURSE REQUIREMENTS

#### Music Theory

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

#### Sight Singing and Ear Training

MUS 113	Basic Rhythm	1	F, Sp
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)
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#### Performance

##### SIX SEMESTERS of

MUS 091	Student Recital Series		F, Sp
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##### SIX SEMESTERS of

MUS 161–163	Large Ensembles (in one major ensemble)	3	
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Note: Choose one major ensemble.

##### SIX SEMESTERS of

MUS 270–286	Applied Music		
MUS 288	Harp	2	F, Sp, Su
MUS 289	Harpichord	2	F, Sp, Su

Note: Choose one instrument.

##### TWO SEMESTERS of

MUS 164–166	Chamber Ensembles	1	F, Sp
	-Or-		
MUS 268	Opera Workshop	1	F, Sp

Note: Students must pass Freshman Applied Music Proficiency upon completion of the second semester of Applied Music.

#### Capstone Course

PFA 461	Senior Seminar	3	Sp
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### CHOOSE CONCENTRATION A, B, C, OR D BELOW

#### A. General Music

**NINE CREDIT HOURS of music courses at the 300- or 400-level, chosen with advisor's consent**

Music courses at the 300- or 400-level	9
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**Total Credit Hours: 61**

#### B. Music Composition

##### THREE COURSES from

MUS 305	Form and Analysis	3	F (odd years)
MUS 307	Composition	3	F (even years)
MUS 314	Twentieth-Century Music	3	Sp (even years)
MUS 321	Orchestration	3	Sp (odd years)
MUS 323	Counterpoint	3	Sp (even years)
MUS 360	Seminar in Music Literature	2	Sp
MUS 390	Directed Study	3	As needed
MUS 458	Twentieth-Century Theory	3	As needed
MUS 490	Independent Study in Music	3	As needed
MUS 491	Independent Study I	3	As needed
MUS 494	Independent Study II	3	As needed

**Total Credit Hours: 60–61**

#### C. Music History

##### THREE COURSES from

MUS 305	Form and Analysis	3	F (odd years)
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)
MUS 360	Seminar in Music Literature	2	Sp
MUS 390	Directed Study	3	As needed
MUS 458	Twentieth-Century Theory	3	As needed
MUS 490	Independent Study in Music	3	As needed
MUS 491	Independent Study I	3	As needed
MUS 494	Independent Study II	3	As needed

**Total Credit Hours: 60-61**

#### D. Music Theory

**THREE COURSES from concentration B above**

THREE COURSES from 8-9  
concentration B above

**Total Credit Hours: 60-61**

### MUSIC IN MUSIC EDUCATION B.M.

#### COURSE REQUIREMENTS

##### Music Theory

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

##### Sight Singing and Ear Training

MUS 113	Basic Rhythm	1	F, Sp
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

##### 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)

##### Class Instruments

MUS 104	Class Piano I	2	F, Sp
MUS 105	Class Piano II	2	F, Sp
MUS 106	Class Strings	1	Sp
MUS 107	Class Voice	1	Sp
MUS 110	Brass Class	1	F
MUS 111	Woodwinds Class	1	Sp
MUS 112	Percussion Class	1	F
MUS 308	Fundamentals of Conducting	2	F

Note: (1) All students are required to take MUS 169. (2) Voice majors are required take MUS 210 and MUS 211.

#### Applied Music

MUS 494	Independent Study II	3	As needed
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#### SEVEN SEMESTERS of each of the following groups:

MUS 091	Student Recital Series		F, Sp
MUS 161-163	Large Ensembles	0.5	F, Sp
MUS 270-286 or 288-289	Applied Music (in one instrument)	14	

#### ONE SEMESTER in a second major ensemble

Note: Students must pass Freshman Applied Music Proficiency upon completion of the second semester of Applied Music.

#### Related Requirements

##### TWO SEMESTERS of either

MUS 164-166	Chamber Ensembles	1	F, Sp
	-Or-		
MUS 268	Opera Workshop	1	F, Sp

MUS 164-166: Keyboard majors may substitute 1 credit hour of MUS 164 for 1 credit hour of MUS 366.

#### Professional Courses

CEP 315	Educational Psychology	3	F, Sp, Su
FNED 346	Schooling in a Democratic Society	4	F, Sp, Su
MUSE 212	Introduction to Music Education	1	F
MUSE 412	Practicum in Music Education I	4	Sp
MUSE 413	Practicum in Music Education II	4	F
MUSE 414	Practicum in Music Education III	4	Sp
MUSE 424	Student Teaching in Music Education	10	F, Sp
MUSE 460	Student Teaching Seminar in Music Education	2	F, Sp

**Total Credit Hours: 89**

### MUSIC IN PERFORMANCE B.M.

#### COURSE REQUIREMENTS

##### Music Theory

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

##### Sight Singing and Ear Training

MUS 113	Basic Rhythm	1	F, Sp
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
MUS 360	Seminar in Music Literature	2	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)

**Class Instruments**

MUS 104	Class Piano I	2	F, Sp
MUS 105	Class Piano II	2	F, Sp
MUS 308	Fundamentals of Conducting	2	F

Note: (1) All students are required to take MUS 169. (2) Voice majors are required to take MUS 210 and MUS 211.

**Applied Music**

MUS 391	Junior Recital		F, Sp, Su
MUS 493	Senior Recital-Music Performance Majors		F, Sp, Su

**EIGHT SEMESTERS of each of the following groups**

MUS 091	Student Recital Series		F, Sp
MUS 161-163	Large Ensembles (in one ensemble)	4	
MUS 370-388	Applied-Music (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	1	
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

**Total Credit Hours: 75**

**MUSIC MINOR****COURSE REQUIREMENTS**

The minor in music consists of a minimum of 18 credit hours, as follows:

**Courses**

MUS 205	Music History and Literature I	3	F
MUS 206	Music History and Literature II	3	Sp
MUS 230	Music Theory I	3	F
MUS 231	Sight Singing and Ear Training I	1	F
MUS 232	Music Theory II	3	Sp
MUS 233	Sight Singing and Ear Training II	1	Sp

and 4 credit hours from applied music and/or ensembles.

Note: MUS 201, MUS 203, and music education courses may not be elected in the minor.

**Total Credit Hours: 18**

**JAZZ STUDIES MINOR****COURSE REQUIREMENTS**

The minor in jazz studies consists of a minimum of 22 credit hours (five courses), as follows:

**Courses**

MUS 225	History of Jazz	4	F, Sp
MUS 238	Jazz Theory I	3	F
MUS 239	Jazz Theory II	3	As needed

4 credit hours of MUS 168.

8 credit hours of MUS 287 (p. 291).

**Total Credit Hours: 22**

## Music Education

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Learning Goals (M.A.T.) (p. 349)

Learning Goals (M.M.Ed.) (p. 349)

### Department of Music, Theatre, and Dance

**Department Chair:** Ian Greitzer

**Assistant Department Chair:** James Taylor Jr.

**Music Education Program Faculty: Professors** Coffman, Foley, Franzblau, Mack, Markward, Stillman, Sumerlin; **Associate Professors** Greitzer, Guilbault, Kregler; **Assistant Professor** Breene

### MUSIC EDUCATION M.A.T.

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#### Admission Requirements

1. A completed application form accompanied by a \$50 nonrefundable application fee. Graduate applications are available online at: [ric.edu/feinsteinschooleducationhumandevlopment](http://ric.edu/feinsteinschooleducationhumandevlopment).
2. A current résumé.
3. Official transcripts of all undergraduate and graduate records.
4. A baccalaureate degree in music or at least 50 credit hours of music.
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 ETS Major Field Test: MUSIC (4AMF).
7. Two Disposition Reference Forms: one from a faculty or supervisor of a child/youth-related activity, and one from a work supervisor.
8. Two letters of recommendation.
9. A written statement of educational philosophy, with scored rubric.
10. An interview with the music education graduate program director.
11. Evidence of musicianship.
12. A plan of study approved by the advisor and appropriate dean.

Note: Additional courses may be required for certification, depending on a student's educational background and the results of their entrance examinations. Additional courses may include class instruments, conducting, large and small ensembles, theory, history, literature, applied music, and non-Western music.

#### COURSE REQUIREMENTS

##### Foundations Component

CEP 552	Psychological Perspectives on Learning and Teaching	3	F, Su
FNED 546	Contexts of Schooling	4	F, Sp

##### Academic Disciplines Component

MUS 505	Systems of Musical Analysis	3	F (even years)
MUS 560	Seminar in Music Literature	3	Sp (even years)

##### Professional Education Component

MUSE 412	Practicum in Music Education I	4	Sp
MUSE 413	Practicum in Music Education II	4	F
MUSE 414	Practicum in Music Education III	4	Sp

MUSE 501	Research Techniques in Music Education	3	Sp (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 526	Student Teaching in Music Education	10	F
MUSE 560	Student Teaching Seminar in Music Education	2	F

#### Comprehensive Examination

**Total Credit Hours: 46**

### MUSIC EDUCATION M.M.ED.

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**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 \$50 nonrefundable application fee. Graduate applications are available online at: [ric.edu/feinsteinschooleducationhumandevlopment](http://ric.edu/feinsteinschooleducationhumandevlopment).
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 or Miller Analogies Test.
5. An official report of scores on the Praxis II Music: Content Knowledge Test (5113).
6. Three letters of recommendation.
7. A baccalaureate degree in music or at least 50 credit hours of music.
8. Teacher certification in music.
9. Evidence of musicianship.
10. An interview.
11. A plan of study approved by the advisor and appropriate dean.

#### COURSE REQUIREMENTS

##### Foundations Component

FNED 502	Social Issues in Education	3	F, Sp, Su
SPED 531	Universal Design for Educating All Students	3	F, Sp

##### Music Education

MUSE 501	Research Techniques in Music Education	3	Sp (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)
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MUS 560	Seminar in Music Literature	3	Sp (even years)
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**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		As needed

Note: MUS 591: Students electing this course must also enroll in at least two semesters of applied music, MUS 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

Note: A thesis/graduate project or recital is required of each student. Thesis/graduate projects vary. Topics must be approved by the departmental graduate committee. The recital is available only to students who clearly exhibit advanced musicianship. Recitals must also be approved by the departmental graduate committee.

**Total Credit Hours: 36**

## Philosophy

Learning Goals (p. 347)

Writing in the Discipline (p. 374)

### Department of Philosophy

**Department Chair:** Aaron Smuts

**Department Faculty:** Professor Shogenji; Associate Professors

Rawson, Rudolph-Larrea, Smuts; **Assistant Professors** Berg, Duncan

Students **must** consult with their assigned advisor before they will be able to register for courses.

### PHILOSOPHY B.A.

#### COURSE REQUIREMENTS

##### Logic

PHIL 205 Introduction to Logic 4 F, Sp, Su

-Or-  
PHIL 305 Intermediate Logic 4 Sp (even years)

##### History

PHIL 351 Plato, Aristotle, and Greek Philosophy 4 F

PHIL 356 Descartes, Hume, Kant and Modern Philosophy 4 Sp

##### TWO COURSES from

PHIL 300 American Philosophy 3 As needed

PHIL 353 Epicureans, Stoics, Sceptics and Hellenistic Philosophy 3 Sp (even years)

PHIL 355 Augustine, Aquinas and Medieval Philosophy 3 As needed

PHIL 357 Hegel, Nietzsche and Nineteenth-Century Philosophy 3 F (even years)

PHIL 358 Existentialism and Phenomenological Philosophy 3 Sp (odd years)

PHIL 359 Frege, Russell, Wittgenstein and Analytic Philosophy 3 F (odd years)

##### Ethics

PHIL 306 Contemporary Ethical Theory 3 F

##### Epistemology

##### ONE COURSE from

PHIL 311 Knowledge and Truth 3 Sp (even years)

PHIL 320 Philosophy of Science 3 Sp (odd years)

##### Metaphysics

##### ONE COURSE from

PHIL 330 Metaphysics 3 F (even years)

PHIL 333 Philosophy of Mind 3 F (odd years)

##### Seminar

PHIL 460 Seminar in Philosophy 4 Annually

**Total Credit Hours: 31**

## PHILOSOPHY MINOR

### COURSE REQUIREMENTS FOR MINOR IN PHILOSOPHY

The minor in philosophy consists of a minimum of 18 credit hours in philosophy, with at least two courses at the 300-level. The courses chosen should form a coherent program.

### COURSE REQUIREMENTS FOR MINOR IN LOGICAL AND ETHICAL REASONING

The minor in logical and ethical reasoning consists of a minimum of 18 credit hours, with at least two courses at the 300 level, as follows:

#### Courses

PHIL 205 Introduction to Logic 4 F, Sp, Su

-Or-  
PHIL 220 Logic and Probability in Scientific Reasoning 4 F, Sp

-Or-  
PHIL 305 Intermediate Logic 4 Sp (even years)

PHIL 206 Ethics 3 F, Sp, Su

-Or-  
PHIL 306 Contemporary Ethical Theory 3 F

#### REMAINING CREDIT HOURS are made up of additional choices from the five courses above and/or from:

PHIL 200 Introduction to Philosophy 3 F, Sp, Su

PHIL 321 Social and Political Philosophy 3 F, Sp

PHIL 322 Philosophy of Law 3 Sp

PHIL 325 Environmental Ethics 3 Sp

POL 204 Introduction to Political Thought 4 F, Sp

POL 208 Introduction to the Law 3 F, Sp

### COURSE REQUIREMENTS FOR MINOR IN HISTORY OF PHILOSOPHICAL THOUGHT

The minor in history of philosophical thought consists of a minimum of 18 credit hours, as follows:

#### Courses

##### AT LEAST FOUR COURSES from:

PHIL 300 American Philosophy 3 As needed

PHIL 351 Plato, Aristotle, and Greek Philosophy 4 F

PHIL 353 Epicureans, Stoics, Sceptics and Hellenistic Philosophy 3 Sp (even years)

PHIL 355 Augustine, Aquinas and Medieval Philosophy 3 As needed

PHIL 356 Descartes, Hume, Kant and Modern Philosophy 4 Sp

PHIL 357 Hegel, Nietzsche and Nineteenth-Century Philosophy 3 F (even years)

PHIL 358 Existentialism and Phenomenological Philosophy 3 Sp (odd years)

PHIL 359 Frege, Russell, Wittgenstein and Analytic Philosophy 3 F (odd years)



**REMAINING CREDIT HOURS are made up of additional choices from the eight courses above and/or from:**

HIST 305	The Age of the Renaissance	4	F
HIST 306	Protestant Reformations and Catholic Renewal	4	As needed
HIST 307	Europe in the Age of Enlightenment	4	As needed
HIST 316	Modern Western Political Thought	4	F
HIST 340	The Muslim World from the Age of Muhammad to 1800	4	Alternate years
HIST 344	History of East Asia to 1600	4	As needed
PHIL 200	Introduction to Philosophy	3	F, Sp, Su
PHIL 201	Introduction to Eastern Philosophy	3	F, Sp, Su
POL 316	Modern Western Political Thought	4	F

**COURSE REQUIREMENTS FOR MINOR IN PRINCIPLES OF KNOWLEDGE AND REALITY**

The minor in principles of knowledge and reality consists of a minimum of 18 credit hours, as follows:

**Courses**

PHIL 205	Introduction to Logic	4	F, Sp, Su
	-Or-		
PHIL 220	Logic and Probability in Scientific Reasoning	4	F, Sp
	-Or-		
PHIL 305	Intermediate Logic	4	Sp (even years)
PHIL 311	Knowledge and Truth	3	Sp (even years)
	-Or-		
PHIL 320	Philosophy of Science	3	Sp (odd years)
PHIL 330	Metaphysics	3	F (even years)
	-Or-		
PHIL 333	Philosophy of Mind	3	F (odd years)

**REMAINING CREDIT HOURS are made up of additional choices from the seven courses above and/or from:**

BIOL 111	Introductory Biology I	4	F, 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
MATH 139	Contemporary Topics in Mathematics	4	F, Sp, Su
PHIL 200	Introduction to Philosophy	3	F, Sp, Su
PHYS 101	General Physics I	4	F, Su
PHYS 102	General Physics II	4	Sp, Su
PHYS 110	Introductory Physics	4	Sp, F, Su
PSYC 110	Introduction to Psychology	4	F, Sp, Su
PSYC 341	Perception	4	Annually
PSYC 349	Cognitive Psychology	4	Annually

Notes: Connections courses cannot be used to satisfy these requirements. No minor in the Philosophy Department may be declared in combination with a Philosophy major or with any of the other minors in the Philosophy Department.

# Physics

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Learning Goals (p. 347)

**Department of Physical Sciences**

**Department Chair:** Sarah Knowlton

**Physics Program Faculty:** Professors Rivers, Snowman; Associate Professor Del Vecchio; Assistant Professors Padmanabhan, Young

Students **must** consult with their assigned advisor before they will be able to register for courses.

## PHYSICS B.S.

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### COURSE REQUIREMENTS

#### Courses

PHYS 200	Mechanics	4	F
PHYS 201	Electricity and Magnetism	4	Sp
PHYS 307	Quantum Mechanics I	4	F (even years)
PHYS 311	Thermodynamics	4	F (odd years)
PHYS 312	Mathematical Methods in Physics	3	Sp
PHYS 313	Junior Laboratory	3	Sp
PHYS 401	Advanced Electricity and Magnetism I	4	F (odd years)
PHYS 403	Classical Mechanics	4	F (even years)
PHYS 413	Senior Laboratory	3	Sp

#### ONE COURSE from

PHYS 315	Optics	4	F (odd years)
PHYS 320	Analog Electronics	4	F (even years)
PHYS 321	Digital Electronics	4	Sp (odd years)

#### TWO COURSES from

PHYS 309	Nanoscience and Nanotechnology	4	F (odd years)
PHYS 402	Advanced Electricity and Magnetism II	3	Sp (even years)
PHYS 407	Quantum Mechanics II	3	Sp (odd years)
PHYS 409	Solid State Physics	3	F (even years)
PHYS 411	Statistical Mechanics	3	As needed

#### Cognates

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	4	Sp (as needed)

**Total Credit Hours: 67-68**

## PHYSICS MINOR

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### COURSE REQUIREMENTS

The minor in physics consists of a minimum of 17 credit hours, at least nine of which must be at the 300-level or above.

*Note: Connections courses cannot be used to satisfy these requirements.*

## Political Science

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Learning Goals (p. 347)

Writing in the Discipline (p. 374)

### Department of Political Science

**Department Chair:** Thomas Schmeling

**Department Faculty: Professors** Hofhansel, Leazes Jr., Weiner;  
**Associate Professors** Brophy-Baermann, Linde, Oppenlander, Perrotta,  
Schmeling, Weil

A 2.0 GPA in the major at graduation is required for the B.A. in political science. Students **must** consult with their assigned advisor before they will be able to register for courses.

### POLITICAL SCIENCE B.A.

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#### COURSE REQUIREMENTS

##### Required Courses

POL 202	American Government	4	F, Sp, Su
POL 203	Global Politics	4	F, Sp
POL 204	Introduction to Political Thought	4	F, Sp
POL 300	Methodology in Political Science	4	F, Sp
POL 308	Current Political Controversy	4	F, Sp

**AT LEAST SIX ADDITIONAL political science courses at the 300-level or above**

Note: POL 208 may also be taken to fulfill part of this requirement.

##### At least two courses must be from the following:

POL 301	Foundations of Public Administration	4	F
POL 306	State and Local Government	4	Every third semester
POL 307	Political Behavior	4	F (even years)
POL 309	Gender and Politics in the U.S.	4	As needed
POL 318	Crises of Liberalism	4	F
POL 331	Courts and Public Policy	4	F
POL 333	Law and Politics of Civil Rights	4	Annually
POL 342	The Politics of Global Economic Change	4	Every third semester
POL 345	International Nongovernmental Organizations	4	F
POL 346	Foreign Policy	4	As needed
POL 353	Parties and Elections	4	F, of election years
POL 354	Interest Group Politics	4	F (alternate years)
POL 355	Policy Formation Process	4	Sp
POL 358	The American Congress	4	Every third semester
POL 359	Politics and the Media	4	As needed

Note: It is recommended that these courses be taken following POL 300 and POL 308.

#### 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, and 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 POL 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 POL 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.

**Total Credit Hours: 40-44**

### POLITICAL SCIENCE MINOR

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#### COURSE REQUIREMENTS

The minor in political science consists of a minimum of 18 credit hours, as follows:

##### Courses

TWO COURSES from:

POL 202	American Government	4	F, Sp, Su
POL 203	Global Politics	4	F, Sp
POL 204	Introduction to Political Thought	4	F, Sp

and additional Political Science courses at the 300- or 400-level, with the exception of PBAD 325.

**Total Credit Hours: 18**

# **Predental, Premedical, Preoptometry, Preveterinary Preparation**

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## **Premedical, Predental, and Preoptometry Advisor**

Elaine Magyar

## **Preveterinary Advisor**

Edythe Anthony

To qualify for admission to dental, medical, optometry, or veterinary school, students must present a strong liberal arts background, show competency in writing, competency 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 schools require the results of the student's performance on standardized tests of verbal and quantitative analytical abilities, knowledge in certain content areas, and analytical and critical thinking.

Beginning in the freshman year, students interested in dental, medical, optometry, or veterinary school should consult with the appropriate preprofessional advisor concerning a plan of study and application procedures to a professional school. 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 following courses: BIOL 111, BIOL 112; CHEM 103, CHEM 104, CHEM 205, CHEM 206, CHEM 310; PHYS 101, PHYS 102; and two or three courses in advanced biology, chosen in consultation with the appropriate advisor. Premedical students should also take PSYC 110 and SOC 200 in preparation for the MCAT. It is strongly recommended that students take mathematics sequences through calculus as well as intermediate or advanced courses in modern foreign languages.

Each year the faculty is able to nominate several students who are Rhode Island residents as candidates for the Early Identification Program of the Alpert Medical School at Brown University. Students who are accepted into this competitive program and successfully complete their undergraduate coursework at Rhode Island College can be accepted into Brown's medical school upon graduation. Complete details are available from the premedical advisor.

## **Prelaw Preparation**

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### **Prelaw Advisor**

Thomas Schmeling

### **Choosing a major**

Students considering law school should choose a major based on their interest in the subject and their ability to perform well in the major courses. No specific major is officially required or recommended as preparation for law school. Special “pre-law majors” are not recommended by law schools, and students in such majors may actually be less likely to be admitted to law school than are others.

Pre-law students should focus on developing the skills that law students and lawyers need: logical and critical reasoning, written and oral communication, and the ability to read and understand complex documents. Quantitative reasoning skills are also important for some areas of law. Although any major is acceptable, liberal arts majors in particular are designed to develop these skills. Liberal arts students also tend to score high on the Law School Admissions Test.

Whatever major you choose, it is useful to take a selection of elective courses that sharpen your skills and deepen your understanding of people and society. Include some of the following in your studies: Political Science (particularly American Government and the legal system), Philosophy (Introduction to Logic is strongly advised), History (especially American History), Economics, English (especially courses that focus on writing), and other social sciences such as Psychology, Sociology, and Anthropology.

### **Grades**

Your grade point average will be an important factor in determining your admission to law school. Work hard and do as well as you can. Having a major you really enjoy will help here. Law schools do recognize that it's harder to get high grades in some majors than in others.

### **The LSAT**

Another important factor in law school admission is performance on the Law School Admissions Test (LSAT). All law schools require applicants to submit their LSAT scores. The LSAT is given four times a year at test sites in Rhode Island. Students who wish to enter law school in the fall should typically take the LSAT in October or December of the preceding year. More information on the LSAT can be found on the website of the Law School Admissions Council: <http://www.lsac.org>.

### **Recommendations**

A final consideration in law school admissions will be your letters of recommendation. Visit your professors during office hours and let them get to know you. Letters from professors who know you well and with whom you have had several courses will help the most. Letters from employers who know you well are also useful.

### **The Pre-Law Advisor and Club**

The College Pre-Law Advisor provides individual advising and organizes pre-law events on and off-campus. A student-run pre-law club has also been organized through Student Community Government. For contact information, see the top of this page.

## Psychology

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Learning Goals (B.A.) (p. 348)

Learning Goals (M.A.) (p. 350)

Writing in the Discipline (p. 376)

### Department of Psychology

**Department Chair:** Randi Kim

**Department Faculty: Professors** Agatstein, Anderson, Goldfield, Kim, Malloy, Marco, Montvilo, Sugarman; **Associate Professors** Cook, Dottolo, Ladd, Lewis, Simson; **Assistant Professors** Griswold, Lacasse, Marcotte, Nitenson, Smith, Spas

Students **must** consult with their assigned advisor before they will be able to register for courses. A minimum GPA of 2.0 in the psychology major is required to graduate.

### PSYCHOLOGY B.A.

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#### COURSE REQUIREMENTS

##### Courses

PSYC 110	Introduction to Psychology	4	F, Sp, Su
PSYC 215	Social Psychology	4	F, Sp, Su
PSYC 221	Research Methods I: Foundations	4	F, Sp, Su
PSYC 230	Human Development	4	F, Sp, Su
PSYC 251	Personality	4	F, Sp, Su
PSYC 320	Research Methods II: Behavioral Statistics	4	F, Sp

##### \*ONE COURSE from

PSYC 331	Child Psychology	4	Annually
PSYC 332	Adolescent Psychology	4	Annually
PSYC 335	Family Psychology	4	Annually
PSYC 339	Psychology of Aging	4	Annually

##### \*ONE COURSE from

PSYC 341	Perception	4	Annually
PSYC 344	Learning	4	Annually
PSYC 345	Physiological Psychology	4	Annually
PSYC 347	Social Cognition	4	Sp (even years)
PSYC 349	Cognitive Psychology	4	Annually

##### \*ONE COURSE from

PSYC 351	Psychology of Human Diversity	4	Annually
PSYC 354	Abnormal Psychology	4	F, Sp
PSYC 356	Psychology of Gender	4	Annually

Note: PSYC 360 may be substituted for any of the required courses listed below the asterisk, with consent of the department chair.

##### ONE COURSE from

PSYC 421	Behavior Modification	4	Annually
PSYC 422	Psychological Testing	4	Annually
PSYC 423	Psychology and the Law	4	Annually
PSYC 424	Health Psychology	4	Annually
PSYC 425	Community Psychology	4	F
PSYC 426	Internship in Psychology	4	F, Sp

##### ONE COURSE from

PSYC 473	Research Methods III: Developmental Lab	4	Annually
PSYC 475	Research Methods III: Personality/Social Lab	4	Annually
PSYC 476	Research Methods III: Applied Lab	4	Annually

PSYC 477	Research Methods III: Cognitive/Brain Science Lab	4	As needed
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**Total Credit Hours: 44**

### PSYCHOLOGY MINOR

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#### COURSE REQUIREMENTS

The minor in psychology consists of 24 credit hours, as follows:

##### Courses

PSYC 110	Introduction to Psychology	4	F, Sp, Su
PSYC 215	Social Psychology	4	F, Sp, Su
PSYC 221	Research Methods I: Foundations	4	F, Sp, Su
PSYC 230	Human Development	4	F, Sp, Su
PSYC 251	Personality	4	F, Sp, Su
<b>ONE COURSE from</b>			
PSYC 341	Perception	4	Annually
PSYC 344	Learning	4	Annually
PSYC 345	Physiological Psychology	4	Annually
PSYC 347	Social Cognition	4	Sp (even years)

PSYC 349	Cognitive Psychology	4	Annually
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**Total Credit Hours: 24**

### BEHAVIORAL NEUROSCIENCE MINOR

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The minor in behavioral neuroscience consists of 24 credit hours, as follows:

#### COURSE REQUIREMENTS

##### Courses

BIOL 108	Basic Principles of Biology	4	F, Sp, Su
-Or-			
BIOL 112	Introductory Biology II	4	F, Sp, Su
-Or-			
CHEM 104	General Chemistry II	4	F, Sp, Su
-Or-			
CHEM 105	General, Organic and Biological Chemistry I	4	F, Sp, Su
PSYC 110	Introduction to Psychology	4	F, Sp, Su
PSYC 221	Research Methods I: Foundations	4	F, Sp, Su
PSYC 345	Physiological Psychology	4	Annually
PSYC 445	Behavioral Neuroscience	4	Annually

**Total Credit Hours: 24**

### PSYCHOLOGY M.A.

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#### Admission Requirements

1. A completed application form accompanied by a \$50 nonrefundable application fee.
2. Official transcripts of all undergraduate and graduate records.
3. Prior course work in research methods and statistics, PLUS in at least three of the following areas: cognitive/physiological psychology (includes cognition, neuroscience, related courses), developmental psychology, learning, personality theory, and social psychology. Minimum 75th percentile score on the GRE Psychology subject test may be substituted for the three additional courses. An official report of the GRE Psychology subject test scores must be submitted if choosing this option.

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) General Test.
6. Statement of professional goals including how the program will prepare the candidate for these goals.
7. Three letters of recommendation that address potential to succeed in a graduate program. Must include at least one letter from a psychology professor or from a professional within psychology or related field.
8. A plan of study approved by the advisor and appropriate dean.
9. An interview may be required.

**B.A./M.A. in Psychology Admission Option:**

Undergraduate students matriculated at Rhode Island College can apply for conditional admission to the Master of Arts in Psychology program after completing 60 undergraduate credits. Students conditionally admitted to the M.A. program begin taking graduate courses after completing 90 undergraduate credits. If the student remains in good standing and continues to meet admission requirements upon completion of the undergraduate degree, they are changed to full admission to the M.A. program. Application requirements remain the same as above with the following exceptions: The GRE General Exam will be waived for B.A./M.A. applications if the applicant has a 3.0 GPA overall, and grades of B or higher in all courses required for admission to the M.A. program. Students under the BA/MA admissions plan must complete the coursework required for admission and the 47x lab requirement prior to starting graduate level coursework. B.A./M.A. students may count up to 9 graduate credits toward their undergraduate degree.

**COURSE REQUIREMENTS**

**Course**

PSYC 500	Research Design and Analysis I	3	F
PSYC 501	Research Design and Analysis II	3	Sp
PSYC 538	Seminar in Child and Adolescent Development	3	Sp (even years)
PSYC 549	Cognition	3	F (even years)
PSYC 556	Seminar in Personality Theory	3	F (odd years)
PSYC 558	Seminar in Social Psychology	3	Sp (odd years)
PSYC 560	Current Issues in Psychology	3	As needed
PSYC 599	Master's Thesis	3	As needed

Note: PSYC 599: Must be taken for a total of 6 credits.

Note: PSYC 500, PSYC 501: These courses must be completed within the first three semesters

**THREE ADDITIONAL CREDITS at the 400- and 500-level, with consent of advisor.**

Courses from other departments may be considered.

**Total Credit Hours: 30**

## Public Administration

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Writing in the Discipline (p. 375)

### Department of Political Science

**Department Chair:** Thomas Schmeling

**Director of Public Administration:** Francis Leazes Jr.

The major in public administration is designed for students who seek employment in federal, state, local, or nonprofit agencies and organizations, and for those applying for admission to graduate programs in public administration, public affairs, or public policy. A GPA of 2.0 in the major is required to graduate with a B.A. in public administration. Students **must** consult with their assigned advisor before they will be able to register for courses.

### PUBLIC ADMINISTRATION B.A.

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#### COURSE REQUIREMENTS

##### Courses

CIS 251	Computers in Management	3	F, Sp, Su
PBAD 325	Politics of Public Management	4	Sp
POL 202	American Government	4	F, Sp, Su
POL 301	Foundations of Public Administration	4	F
POL 331	Courts and Public Policy	4	F
POL 355	Policy Formation Process	4	Sp

##### ONE COURSE from

POL 327	Internship in State Government	4	Sp
POL 328	Field Experiences in the Public Sector	4	F, Sp, Su

##### ONE COURSE from

GEOG 202	Geographic Information Systems I	4	Sp
POL 300	Methodology in Political Science	4	F, Sp

##### Cognates

**THREE ADDITIONAL COURSES** (9-12 credits) at the 300 or 400-level taken outside of the political science department offerings and chosen in consultation with the public administration director. The cognate requirement can be satisfied by completing a dual major, a minor, or a college-approved, credit-bearing certificate program.

**Total Credit Hours: 40-43**

### PUBLIC ADMINISTRATION B.A.-M.P.A.

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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.

### PUBLIC ADMINISTRATION M.P.A.

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The Master of Public Administration 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

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Writing in the Discipline (p. 376)

Learning Goals (p. 348)

### Department of Sociology

**Department Chair:** Mikaila M. L. Arthur

**Department Faculty: Professors** Ciambrone, Clark, Filinson, Jackson, Niklas; **Associate Professors** Arthur, Harrison; **Assistant Professor** Bery, Chaudhuri, Harkness, Nopper, Ramos

Students **must** consult with their assigned advisor before they will be able to register for courses.

## SOCIOLOGY B.A.

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### COURSE REQUIREMENTS

#### Courses

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 for a total of 15-16 credits.

*Note: Connections courses cannot be used to satisfy these requirements.*

#### Cognate

MATH 240	Statistical Methods I	4	F, Sp, Su
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**Total Credit Hours: 39-40**

## SOCIOLOGY MINOR

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### COURSE REQUIREMENTS

The minor in sociology consists of six courses for a minimum of 22 credit hours:

#### Courses

SOC 300	Classical Sociological Theories	4	F, Sp
SOC 302	Social Research Methods I	4	F, Sp, Su
<b>ONE COURSE from</b>			
SOC 200	Society and Social Behavior	4	F, Sp
SOC 202	The Family	4	F, Sp, Su
SOC 204	Urban Sociology	4	As needed
SOC 207	Crime and Criminal Justice	4	F, Sp, Su
SOC 208	The Sociology of Race and Ethnicity	4	F, Sp, Su
SOC 217	Aging and Society	4	F, Sp, Su

One additional sociology course (Connections courses do not count toward minor).

At least 6 more credit hours at the 300- and 400-levels.

**Total Credit Hours: 22**

## Theatre

Learning Goals (p. 348)

### Department of Music, Theatre, and Dance

**Department Chair:** Ian Greitzer

**Assistant Department Chair:** Alan Pickart

**Theatre Program Faculty: Professors** Abernathy, Pickart, Taylor Jr., Wilson Jr.; **Assistant Professor** de Gannes

Students **must** consult with their assigned advisor before they will be able to register for courses.

## THEATRE B.A.

### COURSE REQUIREMENTS

#### Courses

THTR 105	Introduction to Theatre	3	F, Sp
THTR 110	Fundamentals of Theatrical Design and Production	3	F, Sp
THTR 178	Theatre Production I	1	F, Sp
THTR 222	The Actor's Self: Improvisation and Technique	3	F, Sp
THTR 278	Theatre Production II	1	F, Sp
THTR 440	History of Theatre: Origins to 1800	4	Annually
THTR 441	History of Theatre: 1800 to the Present	4	Annually
THTR 460	Seminar in Theatre	3	Sp

Note: THTR 178: (must be taken in 2 semesters)

Note: THTR 222: Students who select the design/technical concentration are not required to take THTR 222.

Note: THTR 278: Students who select the musical theatre concentration are not required to take THTR 278.

### CHOOSE CONCENTRATION A, B, C, OR D BELOW

#### A. Design/Technical

THTR 091	Portfolio Review		F, Sp
THTR 217	Fundamentals of Stage Management	3	Sp
THTR 228	Basic Design Principles for Theatre	3	F
THTR 230	Stagecraft	3	Sp
THTR 231	Scenography	3	Sp
THTR 232	Technical Theatre Principles	3	Sp
THTR 233	Architecture and Décor	3	Sp
THTR 330	Theatrical Design Concepts	3	F
THTR 378	Theatre Production III	1	F, Sp
THTR 478	Theatre Production IV	1	F, Sp

Note: THTR 378, THTR 478: (must be taken 2 semesters)

#### FOUR COURSES from

THTR 411	Technical Direction	3	As needed
THTR 412	Scene Design for the Theatre	3	As needed
THTR 413	Sound Design for the Theatre	3	As needed
THTR 414	Costume for the Theatre	3	F
THTR 415	Lighting for Theatre and Dance	3	As needed
THTR 416	Makeup for the Stage, Film, and Television	3	Annually

THTR 417	Stage Management for Theatre and Dance	3	As needed
THTR 418	Scenic Painting	3	As needed
THTR 425	Fundamentals of Directing	3	Annually
THTR 480	Workshop in Theatre	3	As needed
THTR 490	Independent Study in Theatre	3	As needed
THTR 491	Independent Study I	3	As needed
THTR 492	Independent Study II	3	As needed
THTR 493	Special Problems in Design	3	As needed

**Total Credit Hours: 57**

#### B. General Theatre

##### ONE COURSE from

THTR 220	Voice and Articulation for the Performer	3	As needed
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	Annually
THTR 321	Character Study: Transformation	3	Annually
THTR 425	Fundamentals of Directing	3	Annually
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	As needed
THTR 412	Scene Design for the Theatre	3	As needed
THTR 414	Costume for the Theatre	3	F
THTR 415	Lighting for Theatre and Dance	3	As needed
THTR 416	Makeup for the Stage, Film, and Television	3	Annually
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

**Total Credit Hours: 49-51**

##### TWO ADDITIONAL COURSES in theatre with the exception of THTR 261.

#### Cognates

TWELVE CREDIT HOURS OF COURSES from	Art, communication, dance, English, film studies, health education, music, physical education, and/or psychology.	12	
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**Total Credit Hours: 49-51**

Note: Connections courses cannot be used to satisfy these requirements.

#### C. Musical Theatre

An audition is required for acceptance into the musical theatre concentration.

THTR 220	Voice and Articulation for the Performer	3	As needed
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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	Annually
THTR 321	Character Study: Transformation	3	Annually
THTR 416	Makeup for the Stage, Film, and Television	3	Annually
THTR 424	Auditioning Techniques	3	Annually
THTR 425	Fundamentals of Directing	3	Annually
THTR 480	Workshop in Theatre	3	As needed

**Cognates**

DANC 110	Introductory Ballet	2	F
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		F, Sp
MUS 203	Elementary Music Theory	4	F, Sp, Su
MUS 204	Sight Singing and Ear Training	1	Sp
MUS 274	Voice	2	F, Sp, Su

**Total Credit Hours: 66**

Note: MUS 203 may be counted toward the Arts—Visual and Performing category of General Education.

Note: MUS 091: (must be taken six semesters)

Note: MUS 174: (must be taken in four semesters)

Note: MUS 274: (must be taken in two semesters)

**D. Performance**

An audition is required for acceptance into the theatre performance concentration.

THTR 220	Voice and Articulation for the Performer	3	As needed
THTR 221	Movement for the Actor	3	F, Sp
THTR 320	Character Study: Psychological Realism	3	Annually
THTR 321	Character Study: Transformation	3	Annually
THTR 416	Makeup for the Stage, Film, and Television	3	Annually
THTR 424	Auditioning Techniques	3	Annually

**FOUR COURSES from**

THTR 302	Oral Interpretation	3	As needed
THTR 346	Musical Theatre Performance	3	Sp (even years)
THTR 422	Period Styles of Acting I	3	As needed
THTR 423	Period Styles of Acting II	3	As needed
THTR 425	Fundamentals of Directing	3	Annually
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	Art, communication, dance, English, film studies,	12	
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**HOURS OF COURSES from** health education, music, physical education, or psychology including ONE COURSE from the Arts—Visual and Performing category of General Education (excluding THTR 240) and ONE COURSE from the Social and Behavioral Sciences category of General Education.

**Total Credit Hours: 64**

Note: Connections courses cannot be used to satisfy these requirements.

**THEATRE MINOR****COURSE REQUIREMENTS**

The minor in theatre consists of a minimum of 19 credit hours (seven courses), as follows:

**Courses**

THTR 105	Introduction to Theatre	3	F, Sp
THTR 110	Fundamentals of Theatrical Design and Production	3	F, Sp
THTR 378	Theatre Production III	1	F, Sp

and four additional theatre courses (at least two of which must be at the 300- or 400-level).

Note: Connections courses cannot be used to satisfy these requirements.

**Total Credit Hours: 19-23**

# FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

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## Undergraduate Degree Programs

(see also Undergraduate Certificate Programs (p. 49))

Gerri August, Co-Dean

Julie Horwitz, Co-Dean

Joan Ford, Director, Office of Partnerships and Placements

	<b>Degree</b>	<b>Concentration</b>
Community Health and Wellness (p. 136)	B.S.	Community and Public Health Education Health and Aging Recreation and Leisure Studies Wellness and Movement Studies Women's Health
Early Childhood Education (p. 139)	B.S. B.S.	Concentration in Teaching (Certification for PreK–Grade 2) Concentration in Community Programs
	<b>Degree</b>	<b>Content Major</b>
Elementary Education (p. 144)	B.A. B.A. B.A. B.A. B.A.	English (Certification for Grades 1–6) General Science (Certification for Grades 1–6) Mathematics (Certification for Grades 1–6) Multidisciplinary Studies (Certification for Grades 1–6) Social Studies (Certification for Grades 1–6)
	<b>Degree</b>	<b>Major</b>
Health Education (p. 150)	B.S.	
Physical Education (p. 152)	B.S.	
Secondary Education (p. 155)	B.A. B.A. B.A. B.A. B.A. B.A. B.A. B.A.	Biology Chemistry English General Science History Mathematics Physics Social Studies
Special Education (p. 161)	B.S. B.S. B.S. B.S.	Mild/Moderate Disabilities, Elementary School Level Mild/Moderate Disabilities, Secondary School Level Severe Intellectual Disabilities, Ages Three to Twenty-One *Deaf/Hard of Hearing, Ages Three to Twenty-One <i>*Pending RIDE approval.</i>
	<b>Degree</b>	<b>Teaching Concentration</b>
Technology Education (p. 167)	B.S. B.S.	Concentration in Teaching Concentration in Applied Technology
World Languages Education (p. 167)	B.A.	French, Portuguese, Spanish
Youth Development (p. 170)	B.A.	

*Note: For undergraduate art and music teacher certification programs, see Art Education B.S. (p. 71), Art Education B.F.A. (p. 72) or Music B.M.-with concentration in Music Education (p. 115) under Faculty of Arts and Sciences.*

*Also Note: Honors programs are offered in early childhood, elementary, secondary, and special education. A minor is offered in coaching. A specialized program is available in adapted physical education, and an endorsement program is available in middle-school education.*

– **PLEASE NOTE** –

*All undergraduate full-degree programs require the completion of at least 120 credit hours, including (1) General Education requirements, (2) the college writing requirement, (3) the college mathematics competency, and (4) the course requirements listed under each program. For more details on graduation requirements, see Academic Policies and Requirements (p. 22).*

### Graduate Degree Programs

(see also Graduate Certificate Programs (p. 51))

Major	Degree	Concentration
Advanced Studies in Teaching and Learning (p. 135)	M.Ed.	
Counseling (p. 138)	M.A.	School Counseling ( <i>This program is undergoing redesign and is not accepting applications. We anticipate this process taking two years.</i> )
Counseling (p. 138)	M.S.	Clinical Mental Health Counseling
Early Childhood Education (p. 140)	M.Ed.	
Education Doctoral Program (p. 142)	Ph.D.	
Educational Leadership M.Ed. (p. 143)	M.Ed.	( <i>This program is undergoing redesign and is not accepting applications. We anticipate this process taking two years.</i> )
Elementary Education (p. 148)	M.A.T.	
Elementary Education (p. 148)	M.Ed.	
Health Education (p. 150)	M.Ed.	Health Education
Reading (p. 153)	M.Ed.	
School Psychology (p. 154)	M.A./C.A.G.S.	
Secondary Education (p. 160)	M.A.T.	Biology ( <i>This program is undergoing redesign and is not accepting applications at this time.</i> )
	M.A.T.	English
	M.A.T.	History ( <i>This program is undergoing redesign and is not accepting applications at this time.</i> )
	M.A.T.	Mathematics
	M.A.T.	Pedagogy ( <i>This program is not currently accepting applications.</i> )
Special Education (p. 162)	M.Ed.	Early Childhood, Birth through Grade 2
	M.Ed.	Exceptional Learning Needs
	M.Ed.	Severe Intellectual Disabilities (SID)
	M.Ed.	Special Education Certification
	M.Ed.	Urban Multicultural Special Education
Teaching English as a Second Language (p. 166)	M.Ed.	
World Languages Education (p. 169)	M.A.T.	French
	M.A.T.	Portuguese
	M.A.T.	Spanish

*Note: For graduate art and music teacher certification programs see M.A.T. in art education (p. 74) or M.A.T. in music education (p. 117) under the School of the Faculty of Arts and Sciences.*

## GENERAL INFORMATION

Learning Goals (p. 351)

### 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. For more information on the Admissions Portfolio requirements for all undergraduate teacher preparation programs, see [www.ric.edu/feinsteinschooleducationhumandevlopment/Pages/Unit-Assessment-System.aspx](http://www.ric.edu/feinsteinschooleducationhumandevlopment/Pages/Unit-Assessment-System.aspx).

The instructions for the online application for early childhood, elementary, secondary, special education, and all PK/K–12 programs are updated twice each year. See Admission Application Instructions at [www.ric.edu/feinsteinSchoolEducationHumanDevelopment/Pages/Admission-Requirements.aspx](http://www.ric.edu/feinsteinSchoolEducationHumanDevelopment/Pages/Admission-Requirements.aspx). Further information may be obtained from the office of the dean of the Feinstein School of Education and Human Development (Horace Mann 105) and from the Office of Academic Support and Information Services (OASIS) or from the appropriate department.

Students interested in the art education or music education program should contact the department chair as soon as they are admitted to the college for information about the required courses in the program and the requirements for admission to the program.

Most applicants acquire and complete the application materials while they are enrolled in FNED 346 (p. 253): Schooling in a Democratic Society. This course is a prerequisite for admission to teacher preparation programs. Basic skills tests are required for admission and should be completed before or during enrollment in FNED 346 (p. 253). Transfer students must complete these tests as soon as possible. See #5 for information about test requirements.

### 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 (can be also see found in the Admissions Portfolio section of the FSEHD Assessment System at [www.ric.edu/feinsteinschooleducationhumandevlopment/Pages/Unit-Assessment-System.aspx](http://www.ric.edu/feinsteinschooleducationhumandevlopment/Pages/Unit-Assessment-System.aspx)):

1. Completion of at least 24 credit hours at 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.
2. A minimum GPA of 2.75 in all college courses taken at RIC prior to admission to a teacher preparation program.
3. Completion of the college mathematics competency.
4. Completion of FSEHD writing requirement: FYW 100 or FYW 100P, with a minimum grade of B. This requirement may also be satisfied by (1) passing the equivalent of a First Year Writing 100 course, with a minimum grade of B; (2) earning a minimum score of 59 on the College Level Examination Program/College Composition

Exam (CLEP); or (3) earning a score of 4 or 5 on the Advanced Placement Test for English Language and Composition.

5. Completion of the assessment of basic skills tests as described at [www.ric.edu/feinsteinschooleducationhumandevlopment/Pages/Assessment-of-Basic-Skills-Test-Requirement.aspx](http://www.ric.edu/feinsteinschooleducationhumandevlopment/Pages/Assessment-of-Basic-Skills-Test-Requirement.aspx). Test registration information and test preparation is available at OASIS. Additional information and registration can be found on the ETS website at [www.ets.org/praxis](http://www.ets.org/praxis). Individuals with disabilities and nonnative speakers of English should read the Special Registration Options section on the ETS Web site for information on requesting alternative test administration.
6. Completion of FNED 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.
7. Submission of the FNED 346 Faculty Reference Form, a Disposition Reference Form that instructor submits through MyRIC. Refer to Admissions Portfolio section of the FSEHD Assessment System.
8. Submission of the FNED 346 Service Learning Supervisor Reference Form, a Disposition Reference Form submitted through online link or as hard copy. Refer to Admissions Portfolio section of the FSEHD Assessment System.
9. Fulfillment of all additional requirements that a department may have for admission to a particular teacher preparation program. Information about these requirements is available in the teacher education department to which the candidate is applying.
10. A Background Criminal Investigation (BCI) is required of each FSEHD applicant. Because of RI General Law 16-12-3, "Every teacher shall aim to implant and cultivate in the minds of all children committed to his care the principles of morality and virtue," each applicant must respond to a series of questions in the application. While answering yes to any of the questions may not bar a student from acceptance and subsequent field experiences, FSEHD cannot guarantee placements in school settings; a school has the right to prevent a student from entering. The Rhode Island Department of Education (RIDE) also has the right to refuse a request for a student-teaching permit and/or teacher certification. How any school and RIDE choose to address the charges on a BCI is beyond the control of FSEHD.

### Admission Procedures to Undergraduate Teacher Preparation Programs

The Admission Committee in the respective departments evaluates the information provided in the application and makes a recommendation to the associate dean about the applicant's admission to a teacher preparation program.

The associate dean reviews the recommendation of the department. If the associate dean and the department committee concur, an email is sent to the applicant's RIC email address, regarding the 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.

Students accepted to a teacher preparation program are called teacher candidates. A teacher candidate who wishes to transfer to, or add another program within the school must inform the advisor or department chair of the 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 within 60 days of receiving the denial letter. The appeal may be based on policy or procedure and should be sent to the associate dean of the Feinstein School of Education and Human Development. Any applicant initiating an appeal must provide additional and substantiating evidence to support the appeal. Subsequent appeals should follow Rhode Island College policy for student appeals (see the Rhode Island College Student Handbook at [www.ric.edu/studentlife/Pages/handbook.aspx](http://www.ric.edu/studentlife/Pages/handbook.aspx)).

### Community Service Requirement

The Feinstein School of Education and Human Development requires all teacher candidates in undergraduate teacher preparation programs (undergraduate, second degree) to participate in 25 hours of documented 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. See [www.ric.edu/communityservice/Pages/default.aspx](http://www.ric.edu/communityservice/Pages/default.aspx).

### 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 the Teacher Candidate Work Sample and other Student Teaching portfolio requirements 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. Scroll down to the Preparing to Teach Portfolio section: [www.ric.edu/feinsteinSchoolEducationHumanDevelopment/Pages/Unit-Assessment-Systems.aspx](http://www.ric.edu/feinsteinSchoolEducationHumanDevelopment/Pages/Unit-Assessment-Systems.aspx).

### Retention Requirement

All FSEHD candidates are required to maintain an overall GPA of 2.75 throughout their chosen program.

### Admission Requirements to Graduate (M.A., M.S., M.Ed., C.A.G.S., and C.G.S.) Programs

Learning Goals (Advanced Degree) (p. 351)

Admission to the Feinstein School of Education and Human Development master's level programs is determined by the quality of the total application. Applicants must submit the materials listed below to the associate dean of graduate studies as a measure of their potential for success in graduate-level studies.

1. **A completed online application form accompanied by a \$50 nonrefundable application fee.** Graduate school information and the application are available online at [www.ric.edu/graduatestudies/Pages/default.aspx](http://www.ric.edu/graduatestudies/Pages/default.aspx).
2. **Official transcripts of all undergraduate and graduate records.**
3. **A bachelor's degree with a minimum cumulative grade point average (GPA) of 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 submission of other evidence of academic potential.

4. **A teaching certificate** (for all school-related programs, except school psychology and health education).
5. **An official report of scores on the Graduate Record Examination or the Miller Analogies Test**, except C.G.S. candidates and C.A.G.S. in mental health counseling candidates.
6. **Three Candidate Reference Forms** accompanied by **three letters of recommendation**.
7. **A Professional Goals Essay.**
8. **A Performance-Based Evaluation.**

See individual programs for additional program-specific requirements.

# Advanced Studies in Teaching and Learning

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## Department of Educational Studies

**Department Chair:** Gerri August

### Advanced Studies in Teaching and Learning Graduate Program

**Director:** Julie Horwitz

### Advanced Studies in Teaching and Learning Program Faculty:

**Professors** Bigler, Bogad; **Associate Professors** August, Horwitz, Johnson, Tiskus

## ADVANCED STUDIES IN TEACHING AND LEARNING M.ED.

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### Admission Requirements

1. Completion of all Feinstein School of Education and Human Development admission requirements (p. 133).
2. Three years of teaching experience (middle or high school) 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. An official report of scores on the Praxis II content test in the certification area may be required.
4. An interview.

### COURSE REQUIREMENTS

#### Foundations Component

SED 561	Socio-cultural Theory, Education Policy, and Pedagogy	3	F
SED 562	Inquiry into Classroom Practice	3	Sp
SED 563	Educational Measurement and Assessment	3	Su
SED 564	Learning Theory and Student Engagement	3	F
SED 565	Disciplinary Literacy and Curriculum Research	3	Sp
INST 516	Integrating Technology into Instruction	3	F, Sp

Note: Students who have not taken Special Education 433 or its equivalent are required to take Special Education 531.

#### Academic Disciplines Component

**TWELVE CREDIT HOURS OF COURSES** at the graduate level in the 12 academic fields 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.

#### Comprehensive Assessment

**Total Credit Hours: 30**



## Community Health and Wellness

### Department of Health and Physical Education

**Department Chair:** Robin Kirkwood Auld

**Community Health and Wellness Program Director:** Carol Cummings

**Community Health and Wellness Program Faculty: Professor** Castagno; **Associate Professors** Auld, Cummings, Tunncliffe; **Assistant Professors** Clark, England-Kennedy, Fisher, Heath, Pepin

Students must consult with their assigned advisor before they will be able to register for courses. Students must present current certification in basic first aid, adult-child-infant CPR, and AED in order to enroll in an internship.

### COMMUNITY HEALTH AND WELLNESS B.S.

#### Retention Requirements

1. A minimum cumulative GPA of 2.75 each semester.
2. A minimum grade of B- in all other required program courses, except for BIOL 108, BIOL 231, BIOL 335, and PSYC 110 or PSYC 215, which, when needed, require a minimum grade of C.

#### COURSE REQUIREMENTS

##### Core Courses

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
ENGL 230	Writing for Professional Settings -Or-	4	F, Sp, Su
MKT 201	Introduction to Marketing	3	F, Sp, Su
HPE 102	Personal Health	3	F, Sp, Su
HPE 205	Conditioning for Personal Fitness	3	F, Sp
HPE 221	Nutrition	3	F, Sp
HPE 233	Social and Global Perspectives on Health	3	F, Sp, Su
HPE 303	Community Health	3	F, Sp
HPE 406	Program Development in Health Promotion	3	Sp or as needed
HPE 410	Stress Management	3	F, Sp
PSYC 215	Social Psychology	4	F, Sp, Su

Note: BIOL 231, BIOL 335: Students concentrating in recreation and leisure studies do not take BIOL 231 and BIOL 335.

Note: PSYC 215: Students concentrating in wellness and movement studies or women's health may take either PSYC 215 or PSYC 110.

##### Concentrations

Choose Concentration A, B, C, D, or E below.

##### A. Community and Public Health Education

COMM 208	Public Speaking	4	F, Sp
HPE 101	Human Sexuality	3	F, Sp, Su
HPE 202	Principles of Health Education	3	F, Sp
HPE 300	Concepts of Teaching	3	F, Sp
HPE 307	Dynamics and Determinants of Disease	3	F, Sp
HPE 419	Practicum in Community Health	3	F
HPE 426	Internship in Community Health	10	F, Sp, Su

HPE 429	Seminar in Community Health	2	F, Sp, Su
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##### ONE COURSE from

GEND 200	Gender and Society	4	F, Sp
SOC 200	Society and Social Behavior	4	F, Sp
SOC 202	The Family	4	F, Sp, Su

##### ONE COURSE from

ANTH 309	Medical Anthropology	4	Alternate years
HCA 201	Introduction to Health Care Systems	3	F, Sp
PSYC 424	Health Psychology	4	Annually
SOC 314	The Sociology of Health and Illness	4	Annually

##### TWO COURSES from

COMM 330	Interpersonal Communication	4	F
COMM 351	Persuasion	4	F, Sp
ENGL 230	Writing for Professional Settings	4	F, Sp, Su
GEND 354	Teenagers in/and the Media	4	As needed
GEND 356	Class Matters	4	F
GRTL 314	Health and Aging	4	F, Sp, Su
NURS 314	Health and Aging	4	F, Sp, Su
HPE 431	Drug Education	3	F, Sp
MKT 201	Introduction to Marketing	3	F, Sp, Su
MKT 329	Global Marketing	3	F, Sp
MKT 334	Consumer Behavior	3	F, Sp

##### Total Credit Hours: 84-88

Note: ENGL 230, MKT 201: Students cannot double-count this course if taken as a Core Course option

##### B. Health and Aging

COMM 208	Public Speaking	4	F, Sp
HPE 101	Human Sexuality	3	F, Sp, Su
HPE 202	Principles of Health Education	3	F, Sp
HPE 300	Concepts of Teaching	3	F, Sp
HPE 307	Dynamics and Determinants of Disease	3	F, Sp
HPE 419	Practicum in Community Health	3	F
HPE 426	Internship in Community Health	10	F, Sp, Su
HPE 429	Seminar in Community Health	2	F, Sp, Su
SOC 217	Aging and Society	4	F, Sp, Su

##### ONE COURSE from

GRTL 314	Health and Aging	4	F, Sp, Su
NURS 312	Death and Dying	3	Sp
NURS 314	Health and Aging	4	F, Sp, Su

##### TWO COURSES from

ANTH 308	Culture, Aging, and the Life Course	4	Alternate years
HPE 451	Recreation and Aging	3	As needed
PSYC 339	Psychology of Aging	4	Annually
SOC 314	The Sociology of Health and Illness	4	Annually

##### Total Credit Hours: 85-88

**C. Recreation and Leisure Studies**

HPE 151	Introduction to Recreation in Modern Society	3	As needed
HPE 243	Motor Development and Motor Learning	3	F, Sp
HPE 251	Recreation Delivery Systems	3	As needed
HPE 253	Introduction to Therapeutic Recreation	3	As needed
HPE 301	Principles of Teaching Activity	3	F, Sp
HPE 323	Teaching in Adventure Education	3	F, Sp
HPE 351	Leadership and Supervision of Recreation	3	As needed
HPE 356	Recreation Practicum	4	As needed
HPE 427	Internship in Movement Studies and Recreation	10	F, Sp, Su
HPE 430	Seminar in Movement Studies and Recreation	2	F, Sp, Su
HPE 451	Recreation and Aging	3	As needed

**TWO COURSES from**

ANTH 308	Culture, Aging, and the Life Course	4	Alternate years
HPE 252	Camping and Recreational Leadership	3	As needed
HPE 278	Coaching Skills and Tactics	3	F, Sp
HPE 307	Dynamics and Determinants of Disease	3	F, Sp
HPE 404	School Health and Physical Education Leadership	3	Sp
PSYC 339	Psychology of Aging	4	Annually

**Total Credit Hours: 78-81****D. Wellness and Movement Studies**

HPE 140	Foundations of Wellness and Health Promotion	3	F, Sp
HPE 201	Prevention and Care of Athletic Injuries	3	Sp
HPE 243	Motor Development and Motor Learning	3	F, Sp
HPE 278	Coaching Skills and Tactics	3	F, Sp
HPE 301	Principles of Teaching Activity	3	F, Sp
HPE 411	Kinesiology	3	F
HPE 420	Physiological Aspects of Exercise	3	F
HPE 421	Practicum in Movement Studies and Assessment	3	F
HPE 427	Internship in Movement Studies and Recreation	10	F, Sp, Su
HPE 430	Seminar in Movement Studies and Recreation	2	F, Sp, Su

**TWO COURSES from**

HPE 151	Introduction to Recreation in Modern Society	3	As needed
HPE 247	Rhythmic Movement	3	Sp
HPE 307	Dynamics and Determinants of Disease	3	F, Sp
HPE 308	The Science of Coaching	3	Sp
HPE 323	Teaching in Adventure Education	3	F, Sp
HPE 404	School Health and Physical Education Leadership	3	Sp
HPE 408	Coaching Applications	3	F
HPE 451	Recreation and Aging	3	As needed

SOC 217	Aging and Society	4	F, Sp, Su
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**Total Credit Hours: 82-84****E. Women's Health**

COMM 208	Public Speaking	4	F, Sp
GEND 200	Gender and Society	4	F, Sp
HPE 101	Human Sexuality	3	F, Sp, Su
HPE 202	Principles of Health Education	3	F, Sp
HPE 300	Concepts of Teaching	3	F, Sp
HPE 307	Dynamics and Determinants of Disease	3	F, Sp
HPE 419	Practicum in Community Health	3	F
HPE 426	Internship in Community Health	10	F, Sp, Su
HPE 429	Seminar in Community Health	2	F, Sp, Su
SOC 342	Women, Crime, and Justice	4	F, Sp
SOC 345	Victimology	4	F, Sp, Su

**ONE COURSE from**

COMM 332	Gender and Communication	4	F
GEND 354	Teenagers in/and the Media	4	As needed
GEND 357	Gender and Sexuality	4	F
GEND 458	Gender and Education	4	As needed
PSYC 356	Psychology of Gender	4	Annually
HPE 323	Teaching in Adventure Education	3	F, Sp
SOC 202	The Family	4	F, Sp, Su

**Total Credit Hours: 86-88**

## Counseling

### Department of Counseling, Educational Leadership, and School Psychology

**Department Chair:** Monica Darcy

**Counseling Graduate Program Director:** Monica Darcy

**Counseling Program Faculty:** Professor Boisvert; Associate

**Professors** Brabeck, Darcy, Dukes, Kene; **Assistant Professors** Crossley, Tortolani

### COUNSELING M.A.

#### CONCENTRATION IN SCHOOL COUNSELING

THIS PROGRAM IS UNDERGOING REDESIGN AND NOT ACCEPTING APPLICATIONS. FOR INFORMATION, CONTACT DEAN DON HALQUIST AT [DHALQUIST@RIC.EDU](mailto:DHALQUIST@RIC.EDU).

### CLINICAL MENTAL HEALTH COUNSELING M.S.

#### Admission Requirements

1. Completion of all Feinstein School of Education and Human Development admission requirements (p. 133).
2. A minimum of 6 credit hours of course work in psychology or related field.
3. A Performance-Based Evaluation of professional work or volunteer experience.
4. A current résumé.
5. A group and/or individual interview with CEP counseling faculty.

#### Retention Requirements

1. A minimum cumulative grade point average of 3.25 each semester. Grades below a B are not considered of graduate quality and are of limited application to degree work.
2. A minimum grade of B- in CEP 531 or CEP 532 or their equivalent. Students who receive a grade below a B- 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 CEP 538, CEP 539, CEP 610, CEP 611, CEP 683 and CEP 684 is required. Students who receive a grade below a B in any of these courses must meet with the program director. If it is recommended that the student continue in the program, the student must retake the course.
4. A satisfactory rating on the assessment portfolio.
5. Failure to meet any one of the above requirements is sufficient cause for dismissal from the program.

#### COURSE REQUIREMENTS

##### Foundations Component

CEP 509	Professional Orientation and Ethical Practice	3	F, Sp, Su
CEP 531	Human Development across Cultures	3	F, Sp, Su
CEP 532	Theories and Methods of	3	F, Sp, Su

CEP 534	Counseling Quantitative Measurement and Test Interpretation	3	F, 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, Su
CEP 543	Clinical Assessment and Case Problems	3	F, Sp
CEP 544	Family Counseling Theory and Practice	3	Sp
CEP 553	-Or- Counseling Children and Adolescents	3	Sp
CEP 554	Research Methods in Applied Settings	3	F, Sp
CEP 612	Cross-Cultural Counseling	3	F, Su
CEP 648	Assessment and Treatment of Co-Occurring Disorders	3	Su
CEP 656	Crisis Assessment and Intervention	3	F, Su
CEP	Elective	3	

##### Practicum Component

CEP 538	Practicum I: Introduction to Counseling Skills	3	F, Su
CEP 539	Practicum II: Clinical Interviewing and Treatment Planning	3	Sp
CEP 683	Practicum III: Advanced Counseling Skills	3	F
CEP 684	Practicum IV: Advanced Clinical Interventions	3	Sp

##### Internship Component

CEP 610	Advanced Clinical Internship I	3	F
CEP 611	Advanced Clinical Internship II	3	Sp

##### Comprehensive Exam

**Total Credit Hours: 60**

### C.G.S. IN ADVANCED COUNSELING

The C.G.S. in Advanced Counseling is a certificate program which enables students who already have a master's degree, which is fewer than 60 credits, to obtain 60 credits needed for licensure as a mental health counselor in the State of Rhode Island. Students will be able to take from 15-27 credits depending on the number of credits they need for licensure. Core courses in counseling practica and internship (a total of 12 credits) will be required of all C.G.S. candidates. Other credits are determined based on the needs of the candidate (see "C.G.S. in Advanced Counseling (p. 51)" for a full description.

## Early Childhood Education

Writing in the Discipline (p. 379)

**Department Chair:** Patricia Cordeiro

**Early Childhood Education Graduate Program Director:** Mary Ellen McGuire-Schwartz

**Early Childhood Undergraduate Program Coordinator:** Leslie Sevey

**Early Childhood Program Faculty: Associate Professor** McGuire-Schwartz, Sevey; **Assistant Professor** Zoll

Students **must** consult with their assigned advisor before they will be able to register for courses.

### EARLY CHILDHOOD EDUCATION B.S.

#### CONCENTRATION IN TEACHING

##### Program Admission Requirements

Admission to program is dependent upon prior admission into the FSEHD.

Students will select a concentration and follow the same core program of coursework until the final semester of the program where they will either complete a student teaching experience or an internship. Concentration options include:

- Concentration in Teaching (certification Pre-K through Grade 2)
- Concentration in Community Programs

##### Fifth-Year Master's Program Option

Applicants to this program will have the option of applying to the fifth-year master's program in early childhood special education, which will fulfill the requirements for Early Childhood Special Education Certification.

##### Concentration in Teaching Admission Requirements

Admission requires the successful completion of FYW 100 or FYW 100P (with a B or better), PSYC 110 (with a C or better), and ECED 290, SPED 300, and FNED 346 (with a B- or better), completion of community service learning requirement and an overall GPA of 2.75. Candidates are also required to submit current valid BCIs at various times throughout the program in order to participate in practicum experiences.

##### Retention Requirements

1. A minimum overall GPA of 2.75 each semester.
2. A minimum grade of B- in all professional and major courses.
3. Recommendation to continue from course instructors and clinical instructors.

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.

##### Course Requirements

###### Cognates

ECED 290 Early Childhood Education and Social Work 3 F

MATH 143 Mathematics for Elementary School Teachers I 4 F, Sp, Su

MATH 144 Mathematics for Elementary School Teachers II 4 F, Sp, Su

PSYC 110 Introduction to Psychology 4 F, Sp, Su

Note: MATH 144, PSYC 110: Count toward General Education requirements.

##### Professional Courses

ARTE 340 Methods and Materials in Art Education 2 F, Sp, Su

CEP 315 Educational Psychology 3 F, Sp, Su

ECED 439 Student Teaching in Early Childhood Settings 9 Sp

ECED 469 Best Practices in Early Childhood Settings 3 Sp

FNED 346 Schooling in a Democratic Society 4 F, Sp, Su

HPE 345 Wellness for the Young Child 3 Sp, Su

MUSE 241 Methods and Materials in Music Education 2 F, Sp, Su

SPED 300 Introduction to the Characteristics and Education of Children and Youth with Disabilities 4 F, Sp

SPED 310 Principles and Procedures of Behavior Management for Children and Youth with Disabilities 4 F, Sp

SPED 310 Principles and Procedures of Behavior Management for Children and Youth with Disabilities 4 F, Sp

SPED 415 Early Childhood Developmental Screening and Assessment 3 F

SPED 415 Early Childhood Developmental Screening and Assessment 3 F

##### Major

ECED 301 Developmental Approaches to Teaching and Learning 3 F

ECED 302 Early Childhood Development, Birth to Eight 3 F

ECED 303 Creating an Early Childhood Learning Community 3 Sp

ECED 332 Building Family, School, and Community Partnerships 3 Sp

ECED 419 Early Care and Education, Birth to Three Years 3 F

ECED 420 Mathematics, Prekindergarten through Second Grade 3 Sp

ECED 423 Developmental Literacy and the Language Arts I 4 Sp

ECED 425 Developmental Literacy and the Language Arts II 4 F

ECED 429 Early Childhood Social Studies and Science 4 F

TESL 300 Promoting Early Childhood Dual Language Development 3 F

TESL 300 Promoting Early Childhood Dual Language Development 3 F

TESL 300 Promoting Early Childhood Dual Language Development 3 F

##### Total Credit Hours: 85

Program adds to 77 credit hours without general education courses.

**CONCENTRATION IN COMMUNITY PROGRAMS**

*Note: This program does not lead to RIDE teaching certification.*

**Admission Requirements**

Admission requires the successful completion of FYW 100 or FYW 100P (with a B or better), PSYC 110 (with a C or better), and ECED 290, SPED 300, and FNED 346 (with a B- or better), completion of community service learning requirement and an overall GPA of 2.75. Candidates are also required to submit current, valid BCI's at various times throughout the program in order to participate in practicum experiences.

**Retention Requirements**

1. A minimum overall GPA of 2.75 each semester.
2. A minimum grade of B- in all professional and major courses.
3. Recommendation to continue from course instructors and clinical instructors.

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.

**Course Requirements****Cognates**

CEP 315	Educational Psychology	3	F, Sp, Su
ECED 290	Early Childhood Education and Social Work	3	F
MATH 143	Mathematics for Elementary School Teachers I	4	F, Sp, Su
MATH 144	Mathematics for Elementary School Teachers II	4	F, Sp, Su
PSYC 110	Introduction to Psychology	4	F, Sp, Su
MATH 144, PSYC 110: Count toward General Education requirements.			

**Professional Courses**

ARTE 340	Methods and Materials in Art Education	2	F, Sp, Su
ECED 440	Building Collaborative Relationships Through Coaching	3	Sp
ECED 449	Early Childhood Community Program Internship	6	Sp, F
FNED 346	Schooling in a Democratic Society	4	F, Sp, Su
HPE 345	Wellness for the Young Child	3	Sp, Su
MUSE 241	Methods and Materials in Music Education	2	F, Sp, Su
SPED 300	Introduction to the Characteristics and Education of Children and Youth with Disabilities	4	F, Sp
SPED 310	Principles and Procedures of Behavior Management for Children and Youth with Disabilities	4	F, Sp
SPED 415	Early Childhood Developmental Screening and Assessment	3	F

**Major**

ECED 301	Developmental Approaches to Teaching and Learning	3	F
ECED 302	Early Childhood Development, Birth to Eight	3	F
ECED 303	Creating an Early Childhood Learning Community	3	Sp
ECED 332	Building Family, School, and Community Partnerships	3	Sp
ECED 419	Early Care and Education, Birth to Three Years	3	F
ECED 420	Mathematics, Prekindergarten through Second Grade	3	Sp
ECED 423	Developmental Literacy and the Language Arts I	4	Sp
ECED 425	Developmental Literacy and the Language Arts II	4	F
ECED 429	Early Childhood Social Studies and Science	4	F
TESL 300	Promoting Early Childhood Dual Language Development	3	F

**Total Credit Hours: 82**

Program adds to 74 credit hours without general education courses.

**EARLY CHILDHOOD EDUCATION M.ED.****Admission Requirements**

1. Completion of all Feinstein School of Education and Human Development admission requirements (p. 133).
2. Teacher certification in elementary education, early childhood education, or an appropriate field.
3. An interview may be required.  
*Note: The teaching certification requirement may be waived under special circumstances and with special considerations.*

**COURSE REQUIREMENTS****Foundations Component**

ELED 510	Research Methods, Analysis, and Applications	3	F, Sp, Su
FNED 502	Social Issues in Education	3	F, Sp, Su

**Professional Education Component**

ECED 502	Curriculum, Developmental Play, and Programs	3	F
ECED 503	Infants and Toddlers in Early Care and Education Programs	3	F
ECED 505	Early Childhood Education and Development Issues	3	Sp
ECED 512	Working with Families: Building Home-School Partnerships	3	Sp
ECED 580	Workshop: -Or-	3	
ECED 661	Directing Early Care and Education Programs	3	Sp

ECED 662	Seminar in Early Childhood Education Research	3	F
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Note: ECED 580: Only with consent of advisor.

**Electives**

**TWO COURSES from**

ECED 509	Emergent Literacy— Infants through Grade Two	3	As needed
ELED 504	Mathematics in the Elementary School	3	F, Sp
ELED 508	Language Arts in the Elementary School	3	Su
ELED 518	Science in the Elementary School	3	F, Sp
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, Su

Note: ECED 509: Students who have never completed a course in beginning reading **must** take this course.

**TWO COURSES from**

SPED 513	Orientation to the Education of Young Children with Special Needs	3	Su
SPED 516	Programs for Young Children with Disabilities	3	Sp
SPED 534	Involvement of Parents and Families Who Have Children with Disabilities	3	F, Sp

Note: SPED 513: Students who have never completed a special education course **must** take this course.

**Comprehensive Assessment**

**Total Credit Hours: 36**

## Education Doctoral Program

**RIC Co-Director:** Janet Johnson

**URI Co-Director:** Julie Coiro

**RIC Faculty:** August, Battle, Benson, Brell, Bigler, Bogad, Castagno, DuFour, Eagle, Goodrow, Halquist, Horwitz, Johnson, Kochanek, LaCava, Lynch, McKamey, Ramocki, Schuster

**URI Faculty:** Adamy, Branch, Brand, Buena de Mesquita, Byrd, Ciccomascolo, Clapham, Coiro, Deeney, DeGroot, Fastovsky, Fogleman, He, Hicks, Kern, Kovarsky, Moore, Seitsinger, Shim, Vaccaro, Willis

### EDUCATION PH.D.

#### 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 course work in research, foundations, and curriculum from a regionally accredited college or university.
3. A curriculum vitae.
4. Official transcripts of all undergraduate and graduate course work.
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.
7. A personal statement.
8. A research statement.
9. Three letters of recommendation.
10. An interview.

#### COURSE REQUIREMENTS

##### Core Seminars

EDP 610	Core Seminar I: Issues and Problems in Educational Inquiry and Foundations	3	F
EDP 611	Core Seminar I: Issues and Problems in Educational Inquiry and Foundations	3	Sp
EDP 620	Core Seminar II: Issues and Problems in Human Development, Learning, and Teaching	3	F
EDP 621	Core Seminar II: Issues and Problems in Human Development, Learning, and Teaching	3	Sp
EDP 630	Core Seminar III: Issues and Problems in Organizational Theory, Leadership, and Policy Analysis	3	F
EDP 631	Core Seminar III: Issues and Problems in Organizational Theory, Leadership, and Policy Analysis	3	Sp

##### Field-based Research Experiences

EDP 612	Introduction to Qualitative Research	3	F
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EDP 613	Introduction to Quantitative Research	4	Sp
EDP 622	Community Service Learning	2	Sp
EDP 623	Research Design	3	F
EDP 641	Field Research Seminar	1	F, Sp

Note: EDP 641 must be taken four semesters for a total of 4 credit hours.

##### Specialization Courses

EDC 661	Language and Thinking in Schools	3	As needed
EDC 662	Writing for Presentations and Publications	3	As needed
EDC 664	Social Justice in Higher Education	3	As needed
EDC 670	Theory Construction in the Social Sciences	3	As needed
EDC 681	Culture and Discourse in Education	3	As needed
EDC 682	Discourse Analysis in Education Research	3	As needed
EDC 684	Data Analysis: A Hands-On Approach	3	As needed
EDC 685	Survey Design	3	As needed
EDP 692-693	Directed Readings and Research Problems	1-3	As needed

Students must take up to 12 credit hours of specialization courses. They can choose from this list or other graduate offerings from RIC or URI with the permission of their major professor.

##### Dissertation and Defense

EDP 699	Doctoral Dissertation Research	12	As needed
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Note: EDP 699: A minimum of 12 credit hours is required for this course.

##### Comprehensive Examination

**Total Credit Hours: 58**

## **Educational Leadership**

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**Department of Counseling, Educational Leadership, and School Psychology**

**Department Chair:** Monica Darcy

**Educational Leadership Graduate Program Director:** Monica Darcy

**Educational Leadership Program Faculty:** Associate Professor Snyder; Assistant Professor Kunkel;

### **EDUCATIONAL LEADERSHIP M.ED.**

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THIS PROGRAM IS UNDERGOING REDESIGN AND NOT ACCEPTING APPLICATIONS.

FOR INFORMATION, CONTACT DEAN DON HALQUIST AT [DHALQUIST@RIC.EDU](mailto:DHALQUIST@RIC.EDU).



## Elementary Education

Writing in the Discipline (p. 379)

### Department of Elementary Education

**Department Chair:** Carolyn Obel-Omia

**B.A. in Elementary Education Program Coordinator:** Patricia Cordeiro

**B.S. in Elementary Education Program Coordinator:** Linda Capalbo

**Elementary Education Program Faculty: Professors** Goodrow, Halquist, Henshaw, Kniseley, Lawrence, McGuire-Schwartz; **Associate Professors** Cotti, Horn, Obel-Omia, Sevey; **Assistant Professors** Capalbo, Zoll

Students in elementary education are awarded either a B.A. or a B.S. degree.

- The B.A. is awarded to students choosing a content major (Multidisciplinary Studies, English, General Science, Mathematics, or Social Studies).
- The B.S. is awarded to students electing a teaching concentration in special education.

### ELEMENTARY EDUCATION B.A.

Some programs, including the middle grades certification program, will total more than 120 credits and may take longer than four years to complete.

#### Retention Requirements

1. A minimum overall GPA of 2.75 each semester.
2. A minimum grade of B- in ELED 300, and recommendation to continue from the instructor.
3. A minimum grade of B- in all other professional courses and a recommendation to continue from each instructor. 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.

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.

#### Other Requirements

In addition to completing courses in elementary education, students must also complete the following requirements. See FSEHD website for additional information.

- A Preparing to Teach Portfolio
- Community service requirement
- Elementary physical education requirement

### COURSE REQUIREMENTS

#### Professional Courses

CEP 315	Educational Psychology	3	F, Sp, Su
ELED 300	Concepts of Teaching Diverse Learners	3	F, Sp

ELED 400	Curriculum and Assessment with Instructional Technology	3	F, Sp
ELED 420	Children's Literature and the Integrated Arts	3	F, Sp
ELED 422	Developmental Reading	3	F, Sp
ELED 435	Language Arts and ELL Instruction	3	F, Sp
ELED 436	Teaching Social Studies to Diverse Learners	3	F, Sp
ELED 437	Elementary School Science and Health Education	3	F, Sp
ELED 438	Teaching Elementary School Mathematics	3	F, Sp
ELED 439	Student Teaching in the Elementary School	9	F, Sp
ELED 469	Best Practices: Instruction, Assessment, Classroom Management	3	F, Sp
FNED 346	Schooling in a Democratic Society	4	F, Sp, Su
SPED 433	Adaptation of Instruction for Inclusive Education	3	F, Sp, Su

**Total Credit Hours: 46**

#### Content Major Course Requirements

- Content majors include: (A) Multidisciplinary Studies, (B) English, (C) General Science, (D) Math, and (E) Social Studies.
- Students who would like to be eligible to pursue a middle grades certificate (5-8) must choose a content major in English, general science, social studies, or math. See Middle Grades Certification coursework (p. 160) for further information.
- Students who do not want to pursue a middle grades certificate may choose any content major, but multi-disciplinary studies is strongly recommended.

### A. CONTENT MAJOR IN MULTIDISCIPLINARY STUDIES

In addition to completing required courses in elementary education, students electing a content major in multi-disciplinary studies must complete the following courses, with a minimum grade point average of 2.50 in the major. Students may not proceed to student teaching without the required GPA.

*Note: This content major does not fulfill requirements for middle grades certification.*

#### Cognates

ART 210	Nurturing Artistic and Musical Development	4	F, Sp
BIOL 100	Fundamental Concepts of Biology	4	F, Sp, Su
MATH 143	Mathematics for Elementary School Teachers I	4	F, Sp, Su
MATH 144	Mathematics for Elementary School Teachers II	4	F, Sp, Su
POL 201	Development of American Democracy	4	F, Sp, Su
PSCI 103	Physical Science	4	F, Sp, Su

*Note: ART 210, BIOL 100, MATH 144, POL 201, PSCI 103: These courses may also apply to General Education requirement.*

**ONE COURSE from**

ENGL 120	Studies in Literature and Identity	4	F, Sp, Su
ENGL 121	Studies in Literature and Nation	4	F, Sp, Su
ENGL 122	Studies in Literature and the Canon	4	F, Sp, Su
ENGL 123	Studies in Literature and Genre	4	F, Sp, Su

Note: ENGL 120, ENGL 121, ENGL 122, ENGL 123: These courses may also apply to General Education requirement.

**ONE COURSE from**

HIST 103	Multiple Voices: Europe in the World to 1600	4	F, Sp, Su
HIST 104	Multiple Voices: Europe in the World Since 1600	4	F, Sp, Su

Note: HIST 103, HIST 104: These courses may also apply to General Education requirement.

**ONE COURSE from**

HSCI 232	Human Genetics	4	F
PSCI 208	Forensic Science	4	F, Sp

**Total Credit Hours: 36**

Note: HSCI 232, PSCI 208: These courses may also apply to General Education requirement.

**Content major courses in Multidisciplinary Studies**

ENGL 210	Children's Literature: Interpretation and Evaluation	4	F, Sp, Su
ENGL 212	Adolescent Literature: Images of Youth	4	F, Sp, Su

**ONE GEOGRAPHY COURSE from**

GEOG 101	Introduction to Geography	4	F, Sp, Su
GEOG 200	World Regional Geography	4	F, Sp

**ONE SOCIAL STUDIES COURSE from**

ANTH 101	Introduction to Cultural Anthropology	4	F, Sp
ANTH 102	Introduction to Archaeology	4	F, Sp
ECON 200	Introduction to Economics	4	F, Sp, Su
ECON 214	Principles of Microeconomics	3	F, Sp, Su
SOC 200	Society and Social Behavior	4	F, Sp
SOC 202	The Family	4	F, Sp, Su
SOC 204	Urban Sociology	4	As needed
SOC 208	The Sociology of Race and Ethnicity	4	F, Sp, Su
POL 203	Global Politics	4	F, Sp
POL 204	Introduction to Political Thought	4	F, Sp

**ONE SCIENCE COURSE from**

HSCI 232	Human Genetics	4	F
PSCI 208	Forensic Science	4	F, Sp
PSCI 211	Introduction to Astronomy	4	F, Sp
PSCI 212	Introduction to Geology	4	F, Su
PSCI 217	Introduction to Oceanography	4	Sp

Note: HSCI 232, PSCI 208: These courses may also apply to General Education requirement.

**TWO MATH COURSES from**

MATH 209	Precalculus Mathematics	4	F, Sp, Su
MATH 210	College Trigonometry	3	Sp
MATH 212	Calculus I	4	F, Sp, Su

MATH 220	Formalizing Mathematical Thought	4	F
MATH 240	Statistical Methods I	4	F, Sp, Su
MATH 324	College Geometry	4	F, Sp
MATH 409	Mathematical Problem Analysis	4	F
MATH 431	Number Theory	3	F, Sp

**Total Credit Hours: 25-28**

Note: MATH 324: This course may also apply to General Education requirement.

**B. 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 2.75 in the major.

Students may not proceed to student teaching without the required GPA.

**Cognates**

ART 210	Nurturing Artistic and Musical Development	4	F, Sp
BIOL 100	Fundamental Concepts of Biology	4	F, Sp, Su
MATH 143	Mathematics for Elementary School Teachers I	4	F, Sp, Su
MATH 144	Mathematics for Elementary School Teachers II	4	F, Sp, Su
POL 201	Development of American Democracy	4	F, Sp, Su
PSCI 103	Physical Science	4	F, Sp, Su

**Total Credit Hours: 24**

Note: ART 210, BIOL 100, MATH 144, POL 201, PSCI 103: These courses may also apply to General Education requirement.

**Content major courses in English**

ENGL 201	Literary Studies: Analysis	4	F, Sp
ENGL 202	Literary Studies: Theory and Criticism	4	F, Sp
ENGL 205	British Literature to 1700	4	As needed
ENGL 206	British Literature since 1700	4	As needed
ENGL 207	American Literature, Beginnings to the present	4	F, Sp, Su
ENGL 210	Children's Literature: Interpretation and Evaluation	4	F, Sp, Su
ENGL 212	Adolescent Literature: Images of Youth	4	F, Sp, Su

**Total Credit Hours: 28****Students pursuing middle grades certification must also take:**

SED 445	The Teaching of Writing in Secondary Schools	4	F, Sp
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**C. 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, with a minimum grade point average of 2.50 in the major. Students may not proceed to student teaching without the required GPA.

**Cognates**

ART 210	Nurturing Artistic and Musical Development	4	F, Sp
BIOL 111	Introductory Biology I	4	F, Sp, Su

MATH 143	Mathematics for Elementary School Teachers I	4	F, Sp, Su
MATH 144	Mathematics for Elementary School Teachers II	4	F, Sp, Su
POL 201	Development of American Democracy	4	F, Sp, Su
PHYS 102	General Physics II	4	Sp, Su

**Total Credit Hours: 24**

Note: ART 210, BIOL 111, MATH 144, POL 201, PHYS 102: These courses may also apply to General Education requirement.

**Content major courses in General Science**

BIOL 112	Introductory Biology II	4	F, Sp, Su
PHYS 101	General Physics I	4	F, Su

**ONE CHEMISTRY SEQUENCE from**

CHEM 103	General Chemistry I	4	F, Sp, Su
	-And-		
CHEM 104	General Chemistry II	4	F, Sp, Su
	-Or-		

CHEM 105	General, Organic and Biological Chemistry I	4	F, Sp, Su
	-And-		
CHEM 106	General, Organic, and Biological Chemistry II	4	F, Sp, Su

**ONE COURSE from**

PSCI 212	Introduction to Geology	4	F, Su
PSCI 217	Introduction to Oceanography	4	Sp

TWO 200 level or above courses from BIOL, CHEM, HSCI, PHYS or PSCI	8		
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**Total Credit Hours: 28****D. 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, with a minimum grade point average of 2.50 in the major.

**Cognates**

ART 210	Nurturing Artistic and Musical Development	4	F, Sp
BIOL 100	Fundamental Concepts of Biology	4	F, Sp, Su
MATH 143	Mathematics for Elementary School Teachers I	4	F, Sp, Su
MATH 144	Mathematics for Elementary School Teachers II	4	F, Sp, Su
MATH 324	College Geometry	4	F, Sp
POL 201	Development of American Democracy	4	F, Sp, Su
PSCI 103	Physical Science	4	F, Sp, Su

**Total Credit Hours: 28**

Note: ART 210, BIOL 100, MATH 144, MATH 324, POL 201, PSCI 103: These courses may also apply to General Education requirement.

**Content major courses in Mathematics**

MATH 209	Precalculus Mathematics	4	F, Sp, Su
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MATH 210	College Trigonometry	3	Sp
MATH 212	Calculus I	4	F, Sp, Su
MATH 220	Formalizing Mathematical Thought	4	F
MATH 240	Statistical Methods I	4	F, Sp, Su
MATH 409	Mathematical Problem Analysis	4	F
MATH 431	Number Theory	3	F, Sp

**ONE COURSE from**

MATH 418	Introduction to Operations Research	3	Sp (even years)
MATH 436	Discrete Mathematics	3	Sp
MATH 445	Advanced Statistical Methods	3	Sp

**Total Credit Hours: 29****E. 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 with a minimum grade point average of 2.75 in the major.

**Cognates**

ART 210	Nurturing Artistic and Musical Development	4	F, Sp
BIOL 100	Fundamental Concepts of Biology	4	F, Sp, Su
MATH 143	Mathematics for Elementary School Teachers I	4	F, Sp, Su
MATH 144	Mathematics for Elementary School Teachers II	4	F, Sp, Su
POL 201	Development of American Democracy	4	F, Sp, Su
PSCI 103	Physical Science	4	F, Sp, Su

Note: ART 210, BIOL 100, MATH 144, POL 201, PSCI 103: These courses may also apply to General Education requirement.

**ONE COURSE from**

HIST 103	Multiple Voices: Europe in the World to 1600	4	F, Sp, Su
HIST 104	Multiple Voices: Europe in the World Since 1600	4	F, Sp, Su

**Total Credit Hours: 28**

Note: HIST 103, HIST 104: These courses may also apply to General Education requirement.

**Content major courses in Social Studies**

HIST 331	Rhode Island History	4	Sp
HIST 381	Workshop: History and the Elementary Education Teacher	1	F

**ONE COURSE from**

HIST 340	The Muslim World from the Age of Muhammad to 1800	4	Alternate years
HIST 341	The Muslim World in Modern Times, 1800 to the Present	4	Alternate years
HIST 342	Islam and Politics in Modern History	4	Alternate years
HIST 344	History of East Asia to 1600	4	As needed
HIST 345	History of China in Modern Times	4	As needed

HIST 346	Japanese History through Art and Literature	4	Alternate years
HIST 348	Africa under Colonial Rule	4	Annually
HIST 349	History of Contemporary Africa	4	Annually

**ONE COURSE from**

ANTH 101	Introduction to Cultural Anthropology	4	F, Sp
ANTH 102	Introduction to Archaeology	4	F, Sp

**ONE COURSE from**

ECON 200	Introduction to Economics	4	F, Sp, Su
ECON 214	Principles of Microeconomics	3	F, Sp, Su

**ONE COURSE from**

GEOG 101	Introduction to Geography	4	F, Sp, Su
GEOG 200	World Regional Geography	4	F, Sp

**ONE COURSE from**

POL 203	Global Politics	4	F, Sp
POL 204	Introduction to Political Thought	4	F, Sp

**ONE COURSE from**

SOC 200	Society and Social Behavior	4	F, Sp
SOC 202	The Family	4	F, Sp, Su
SOC 204	Urban Sociology	4	As needed
SOC 208	The Sociology of Race and Ethnicity	4	F, Sp, Su

**Total Credit Hours: 28-29**

## **ELEMENTARY EDUCATION B.S.**

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**Retention Requirements**

1. A minimum overall GPA of 2.75 each semester.
2. A minimum grade of B- in ELED 302 (or SPED 302), and recommendation to continue from the instructor.
3. A minimum grade of B- in all coursework, including an “acceptable” rating on primary course artifact. 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. Positive recommendations from all education instructors based on academic work, fieldwork, and professional behavior.

Students must maintain acceptable standing in academic work, fieldwork, and demonstrate consistent professionalism (as described above), or risk suspension from the B.S. in Elementary Education program with teaching concentration in Special Education.

**COURSE REQUIREMENTS****Cognates**

BIOL 100	Fundamental Concepts of Biology	4	F, Sp, Su
MATH 143	Mathematics for Elementary School Teachers I	4	F, Sp, Su
MATH 144	Mathematics for Elementary School Teachers II	4	F, Sp, Su
PSCI 103	Physical Science	4	F, Sp, Su

POL 201	Development of American Democracy	4	F, Sp, Su
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Note: BIOL 100, MATH 144, PSCI 103, POL 201: The course also applies to General Education requirement.

**Professional Courses**

ELED 302	Teaching All Learners: Foundations and Strategies -Or- Teaching All Learners: Foundations and Strategies	4	F
SPED 302	Teaching All Learners: Foundations and Strategies	4	Sp
CEP 315	Educational Psychology	3	F, Sp, Su
FNED 346	Schooling in a Democratic Society	4	F, Sp, Su
ELED 400	Curriculum and Assessment with Instructional Technology	3	F, Sp
ELED 420	Children's Literature and the Integrated Arts	3	F, Sp
ELED 422	Developmental Reading	3	F, Sp
ELED 435	Language Arts and ELL Instruction	3	F, Sp
ELED 436	Teaching Social Studies to Diverse Learners	3	F, Sp
ELED 437	Elementary School Science and Health Education	3	F, Sp
ELED 438	Teaching Elementary School Mathematics	3	F, Sp
ELED 439	Student Teaching in the Elementary School	9	F, Sp
ELED 469	Best Practices: Instruction, Assessment, Classroom Management	3	F, Sp

Note: Students cannot receive credit for both ELED 302 and SPED 302.

**Total Credit Hours: 64**

**OTHER REQUIREMENTS**

In addition to completing courses in elementary education, students must also complete the following requirements. See FSEHD website for additional information.

- A portfolio\*
- Community service\*
- Elementary physical education requirement
- Teaching Concentration in Special Education

\*Required of all students in FSEHD.

**TEACHING CONCENTRATION IN SPECIAL EDUCATION**

In addition to completing the required courses in elementary education, students electing a teaching concentration in special education must complete the following courses, with a minimum grade of B- in all coursework:

**Courses**

SPED 310	Principles and Procedures of Behavior Management for Children and Youth with Disabilities	4	F, Sp
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 412	Reading/Writing for Students with Mild/Moderate Disabilities	4	F, Sp
SPED 458	Mathematics/Science for Students with Mild/Moderate Disabilities	4	F, Sp
SPED 419	Student Teaching in the Elementary School	8-10	F, Sp
SPED 440	Collaboration: Home, School, and Community	3	F, Sp

**Total Credit Hours: 30-32**

### MIDDLE SCHOOL ENDORSEMENT

The endorsement program in middle school education is for students who wish to teach in a middle school. Students must be enrolled in the elementary education program and must fulfill the following requirements:

1. Complete MLED 310, MLED 320, MLED 330, and MLED 340.
2. Complete a student teaching experience at a middle school.
3. Complete the course requirements for an elementary education content major in one of the following areas: **English** (language arts), **general science, mathematics, modern languages** (French, Portuguese, or Spanish), or **social studies**.

### ELEMENTARY EDUCATION M.A.T.

#### Admission Requirements

1. A completed application form accompanied by a \$50 nonrefundable application fee.
2. Official transcripts of all undergraduate and graduate course work.
3. A minimum cumulative grade point average of 3.00 on a 4.00 scale in undergraduate course work.
4. An official report of passing scores on the Praxis II - Elementary Education Multiple Subjects test.
5. If undergraduate GPA is below 3.0, an official report of passing scores on the Praxis I - CORE, GRE, SAT or ACT 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. Two letters of recommendation: one from a faculty or supervisor of a child/youth-related activity, and one from a work supervisor.
8. A Statement of Education Philosophy.
9. A current résumé.
10. An interview with an advisor in the M.A.T. program in elementary education, after initial application approval.
11. A plan of study approved by the advisor and appropriate dean, after initial application approval.

#### COURSE REQUIREMENTS

##### Foundations Component

CEP 552	Psychological Perspectives on Learning and Teaching	3	F, Su
ELED 500	Reflections: The Art and Science of Teaching	3	F, Sp, Su

SPED 531	Universal Design for Educating All Students	3	F, Sp
FNED 502	Social Issues in Education -Or-	3	F, Sp, Su
FNED 546	Contexts of Schooling	4	F, Sp
<b>Professional Courses</b>			
ELED 559	Student Teaching in the Elementary School	7	F, Sp
ELED 569	Student Teaching Seminar in Elementary Education	2	F, Sp

**FIVE COURSES from the following. At least two must be practicum courses.**

ELED 504	Mathematics in the Elementary School -Or-	3	F, Sp
ELED 538	Mathematics M.A.T. Practicum	3	F,, as needed
ELED 508	Language Arts in the Elementary School -Or-	3	Su
ELED 527	Language Arts M.A.T. Practicum	3	F,, as needed
ELED 518	Science in the Elementary School -Or-	3	F, Sp
ELED 537	Science M.A.T. Practicum	3	F,, as needed
ELED 522	Developmental Reading: M.A.T. Practicum I -Or-	3	F,, as needed
READ 534	Developmental Reading: Prekindergarten through Grade Eight	3	F
ELED 528	Social Studies in the Elementary School	3	F, Sp, Su

**Total Credit Hours: 36-37**

### ELEMENTARY EDUCATION M.ED.

#### Admission Requirements

1. Completion of all Feinstein School of Education and Human Development admission requirements (p. 133).
2. One year teaching experience.
3. An interview may be required.

#### COURSE REQUIREMENTS

##### Foundations Component

ELED 512	Theoretical Perspectives on How Students Learn	3	Annually
ELED 513	Designing and Assessing Teaching and Learning	3	Annually
ELED 514	Educational Change	3	Annually
ELED 664	Seminar in Education	3	As needed
INST 516	Integrating Technology into Instruction	3	F, Sp

#### CHOOSE A, B, C, or D below

##### A. Literacy

ELED 508	Language Arts in the Elementary School	3	Su
ELED 558	Teaching and Learning	3	Su (as

FNED 547	Writing Introduction to Classroom Research	3	needed) F, Sp
READ 534	Developmental Reading: Prekindergarten through Grade Eight	3	F
<b>B. Mathematics Education</b>			
ELED 504	Mathematics in the Elementary School	3	F, Sp
ELED 506	Elementary Mathematics: Geometry, Measurement, Data, Statistics	3	As needed
ELED 619	Elementary Mathematics Assessment and Remediation Clinic	6	As needed
FNED 547	Introduction to Classroom Research	3	F, Sp
<b>C. Learning Diversity</b>			
TESL 507	Teaching Reading and Writing to English-as-a- Second-Language Students	3	F, Sp
FNED 547	Introduction to Classroom Research	3	F, Sp
SPED 551	Urban Multicultural Special Education	3	Su (annually)
SPED 558	Mathematics/Science Instruction for Students with Disabilities	3	
TESL 539	Language Acquisition and Learning	3	Sp, Su

**D. Individualized**

To be determined by candidate, advisor, and M.Ed. committee

**Total Credit Hours: 30**

## Health Education

Writing in the Discipline (p. 379)

### Department of Health and Physical Education

**Department Chair:** Robin Kirkwood Auld

**B.S. in Health Education Undergraduate Program Director:** Susan Clark

**M.Ed. in Health Education Graduate Program Director:** Carol Cummings

**Health Education Program Faculty:** Associate Professor Cummings; Assistant Professors Clark, England, Kennedy

Students **must** consult with their assigned advisor before they will be able to register for courses.

### HEALTH EDUCATION B.S.

#### Retention Requirements

1. A minimum cumulative GPA of 2.75 each semester.
2. A minimum grade of B- in HPE 300 and HPE 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 HPE 424.

#### COURSE REQUIREMENTS

##### Courses

HPE 101	Human Sexuality	3	F, Sp, Su
HPE 102	Personal Health	3	F, Sp, Su
HPE 140	Foundations of Wellness and Health Promotion	3	F, Sp
HPE 200	Promoting Health and Well-Being in Schools	3	F, Sp
HPE 221	Nutrition	3	F, Sp
HPE 233	Social and Global Perspectives on Health	3	F, Sp, Su
HPE 325	Assessment in Health and Physical Education	3	F
HPE 404	School Health and Physical Education Leadership	3	Sp
HPE 410	Stress Management	3	F, Sp
HPE 431	Drug Education	3	F, Sp

##### Professional Courses

CEP 315	Educational Psychology	3	F, Sp, Su
FNED 346	Schooling in a Democratic Society	4	F, Sp, Su
HPE 300	Concepts of Teaching	3	F, Sp
HPE 417	Practicum In Elementary Health Education	3	F
HPE 418	Practicum in Secondary Health Education	3	Sp
HPE 422	Student Teaching Seminar in Health Education	2	F, Sp
HPE 424	Student Teaching in Health Education	10	F, Sp
SPED 433	Adaptation of Instruction for Inclusive Education	3	F, Sp, Su

Note: Students must present current certification in basic first aid, adult-child-infant CPR, and AED in order to student teach.

#### 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
PSYC 110	Introduction to Psychology	4	F, Sp, Su

Note: BIOL 108: Fulfills the Natural Science category of General Education.

Note: BIOL 335: Fulfills the Advanced Quantitative/Scientific Reasoning category of General Education.

Note: PSYC 110: Fulfills the Social and Behavioral Sciences category of General Education.

**Total Credit Hours: 77**

### HEALTH EDUCATION M.ED.

#### Admission Requirements

- Completion of all Feinstein School of Education and Human Development admission requirements (p. 133).
- Applicants to the School Nurse Teacher certification track are required to have a current Rhode Island Nursing license (Registered Nurse).

#### CORE COURSE REQUIREMENTS

##### Core Courses

##### Foundations Component

ELED 510	Research Methods, Analysis, and Applications	3	F, Sp, Su
FNED 502	Social Issues in Education	3	F, Sp, Su
	-Or-		
FNED 546	Contexts of Schooling	4	F, Sp

##### Related Disciplines Component

SPED 531	Universal Design for Educating All Students	3	F, Sp
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#### CHOOSE CONCENTRATION A OR B

##### A. Health Educator

##### Professional Education Component

HPE 500	Introduction to Health Education and Health Promotion	3	F
HPE 501	Curriculum Design in Health Education	3	F
HPE 505	Principles of Program Development in Health Education	3	Sp
HPE 507	Epidemiology and Biostatistics	3	Sp
HPE 562	Seminar in Health Education	3	Sp

##### THREE COURSES from

HPE 404	School Health and Physical Education Leadership	3	Sp
HPE 406	Program Development in Health Promotion	3	Sp or as needed
HPE 410	Stress Management	3	F, Sp
HPE 431	Drug Education	3	F, Sp
HPE 503	Health Education Pedagogy	3	Sp
HPE 504	Application of Health Content	3	F
HPE 508	Psycho-Social Aspects of Human Movement	3	As needed

HPE 509	Teaching Sports through a Tactical Perspective	3	As needed
HPE 522	Current Issues in Physical Education	3	As needed
HPE 523	Adventure Education	3	As needed
HPE 530	Family Life and Sexuality Education	3	F
HPE 531	Methods and Procedures for School Nurse Teachers	3	Sp
HPE 550	Topics in Health/Health Education	3	As needed
HPE 563	Professional Ethics and Social Health Issues	3	Sp
HPE 580	Workshops in Health/Health Education	3	As needed
HPE 590	Directed Study in Health Education	3	As needed
HPE 591	Directed Reading in Health Education	3	As needed

Note: HPE 508, HPE 509, HPE 531, HPE 522, HPE 523 and HPE 531: With consent of advisor.

#### **Electives**

ELECTIVE	This course should be health-related or in health education. Some students may have to take an additional foundations of education course as this elective.	3	
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**Total Credit Hours: 36-37**

#### **B. School Nurse Teacher Certification**

This concentration is awaiting RIDE program approval. Please contact the department chair, Dr. Robin Kirkwood Auld, [rauld@ric.edu](mailto:rauld@ric.edu) for the latest update.

#### **Professional Education Component**

CEP 552	Psychological Perspectives on Learning and Teaching	3	F, Su
HPE 500	Introduction to Health Education and Health Promotion	3	F
HPE 503	Health Education Pedagogy	3	Sp
HPE 504	Application of Health Content	3	F
HPE 530	Family Life and Sexuality Education	3	F
HPE 531	Methods and Procedures for School Nurse Teachers	3	Sp
HPE 562	Seminar in Health Education	3	Sp

**Total Credit Hours: 30-31**



## Physical Education

Writing in the Discipline (p. 379)

### Department of Health and Physical Education

**Department Chair:** Robin Kirkwood Auld

**Physical Education Undergraduate Program Coordinator:** Karen Castagno

**Adapted Physical Education Undergraduate Program Coordinator:** Kerri Tunnicliffe

**Physical Education Program Faculty:** **Professor** Castagno; **Associate Professors** Auld, Tunnicliffe; **Assistant Professors** Heath, Pepin

Students **must** consult with their assigned advisor before they will be able to register for courses.

### PHYSICAL EDUCATION B.S.

#### Retention Requirements

1. A minimum cumulative GPA of 2.75 each semester.
2. A minimum grade of B- in HPE 413 and HPE 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 HPE 425.

#### COURSE REQUIREMENTS

##### Courses

HPE 102	Personal Health	3	F, Sp, Su
HPE 140	Foundations of Wellness and Health Promotion	3	F, Sp
HPE 243	Motor Development and Motor Learning	3	F, Sp
HPE 301	Principles of Teaching Activity	3	F, Sp
HPE 325	Assessment in Health and Physical Education	3	F
HPE 404	School Health and Physical Education Leadership	3	Sp
HPE 409	Adapted Physical Education	3	Sp
HPE 411	Kinesiology	3	F
HPE 415	Teaching/Assessment in Adapted Physical Education	3	F
HPE 420	Physiological Aspects of Exercise	3	F

##### Activities Courses

HPE 313	Elementary Activities	3	F
HPE 314	Middle School Activities	3	F
HPE 315	High School Activities	3	F

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.

Note: Students must present current certification in basic first aid and adult-child-infant CPR and AED in order to student teach.

##### Professional Courses

CEP 315	Educational Psychology	3	F, Sp, Su
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FNED 346	Schooling in a Democratic Society	4	F, Sp, Su
HPE 413	Practicum in Elementary Physical Education	3	Sp
HPE 414	Practicum In Secondary Physical Education	3	Sp
HPE 423	Student Teaching Seminar in Physical Education	2	F, Sp
HPE 425	Student Teaching in Physical Education	10	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 433	Adaptation of Instruction for Inclusive Education	3	F, Sp, Su

Note: BIOL 108: Fulfills the Natural Science category of General Education.

Note: BIOL 335: Fulfills the Advanced Quantitative/Scientific Reasoning category of General Education.

#### Specialization in Adapted Physical Education

Students who anticipate working with special populations in Physical Education must meet the following additional requirement in order to qualify to take the HPE 444: Specialization in Adapted Physical Education course: Maintain a minimum grade of B in each of the following courses: HPE 409, HPE 413, HPE 414 and HPE 415; and SPED 433.

The purpose of HPE 444 is to offer an additional option for undergraduates to earn an Adapted Physical Education Certificate through RIDE. The alternative option must be earned by maintaining a B in all classes listed above. The course consists of a minimum of three full weeks of documented hands on experience with K-12 schoolchildren in an adapted physical education setting under the supervision of a certified Adapted Physical Educator in the State of Rhode Island. All competencies for certification will be met during this period of time.

**Total Credit Hours: 79**

### COACHING MINOR

#### COURSE REQUIREMENTS

**The minor in coaching consists of 18 credit hours (six courses), as follows:**

HPE 201	Prevention and Care of Athletic Injuries	3	Sp
HPE 205	Conditioning for Personal Fitness	3	F, Sp
HPE 243	Motor Development and Motor Learning	3	F, Sp
HPE 278	Coaching Skills and Tactics	3	F, Sp
HPE 308	The Science of Coaching	3	Sp
HPE 408	Coaching Applications	3	F

Also required is current certification in first aid and CPR (infant, child, and adult with AED).

**Total Credit Hours: 18**

# Reading

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## Department of Elementary Education

**Department Chair:** Carolyn Obel-Omia

**Reading Graduate Program Director:** Donald Halquist

**Reading Program Faculty:** Professor Halquist

## READING M.ED.

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### Admission Requirements

1. Completion of all Feinstein School of Education and Human Development admission requirements (p. 133).
2. One year of professional teaching experience.
3. An interview.

### COURSE REQUIREMENTS

#### Foundations Component

ELED 510	Research Methods, Analysis, and Applications	3	F, Sp, Su
FNED 502	Social Issues in Education	3	F, Sp, Su

#### Professional Education Component

READ 501	Reading in the Content Areas	3	Sp
READ 507	Teaching Reading and Writing to English-as-a-Second-Language Students	3	F, Sp
READ 534	Developmental Reading: Prekindergarten through Grade Eight	3	F
READ 629	Remedial Reading Clinic	6	Su
READ 641	Administration of Reading Programs	3	Sp
READ 663	Seminar in Reading Research	3	F, Su
READ 667	Reading Specialist Coaching	3	F
READ 685	Diagnosis of Reading Difficulties	3	F
READ 686	Treatment of Reading Difficulties	3	Sp

Note: READ 507: (Or TESL 507)

#### Comprehensive Assessment

Pass Praxis 5301: Reading Specialist Test

**Total Credit Hours: 36**

## School Psychology

### Department of Counseling, Educational Leadership, and School Psychology

**Department Chair:** Monica Darcy

**School Psychology Graduate Program Director:** Elizabeth Holtzman

**School Psychology Program Faculty: Associate Professors** Dowd-Eagle, Eagle, Holtzman

### C.A.G.S. IN SCHOOL PSYCHOLOGY/COUNSELING M.A. — WITH CONCENTRATION IN EDUCATIONAL PSYCHOLOGY

*This program is recognized by the National Association of School Psychologists.*

#### Admission Requirements

1. Completion of all Feinstein School of Education and Human Development admission requirements (p. 133).
2. A minimum of three courses in psychology, including child or adolescent development, personality, and abnormal psychology.
3. A current résumé.
4. An interview.

#### Retention Requirements

1. A minimum cumulative grade point average of 3.25 on a 4.00 scale each semester. Grades below a B are not considered of graduate quality and are of limited application to degree work.
2. A minimum grade of B- in CEP 531, CEP 533, CEP 552, and CEP 603. Students who receive a grade below a B- 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 graduate program director.
5. Failure to meet any one of the above requirements is sufficient cause for dismissal from the program.

#### COURSE REQUIREMENTS

##### Courses

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	F, Su
CEP 536	Biological Perspectives in Mental Health	3	F, Su
CEP 537	Introduction to Group Counseling	3	F, Su
CEP 538	Practicum I: Introduction to Counseling Skills	3	F, Su
CEP 551	Behavioral Assessment and Intervention	3	Sp
CEP 554	Research Methods in Applied Settings	3	F, Sp
CEP 602	Social-Emotional Assessment and Intervention	3	Sp

#### Comprehensive Examination (Master of Arts)

0 credit hours. Offered Fall, Spring.

##### Courses

CEP 601	Cognitive Assessment	3	F
CEP 603	Professional School Psychology	3	F
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
CEP 651	Academic Instruction, Interventions and Supports	3	F
CEP 675	Consultation and Collaboration in School and Community Settings	3	F
SPED 531	Universal Design for Educating All Students -Or-	3	F, Sp
READ 534	Developmental Reading: Prekindergarten through Grade Eight	3	F
SPED 534	Involvement of Parents and Families Who Have Children with Disabilities -Or-	3	F, Sp
CEP 544	Family Counseling Theory and Practice	3	Sp

#### National School Psychology Examination (C.A.G.S.)

0 credit hours. Offered Fall, Spring.

#### The C.A.G.S. in school psychology is awarded when the student has completed:

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, 1,200-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.*

For candidates admitted to the C.A.G.S. in school psychology, the M.A. in counseling (educational psychology concentration) is awarded when the student has completed CEP 531, CEP 532, CEP 533, CEP 534, CEP 536, CEP 537, CEP 538, CEP 551, CEP 554 and CEP 602; 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 granted as a terminal degree and does not meet requirements for certification as a school psychologist.*

**Total Credit Hours: 69**

## Secondary Education

### Department of Educational Studies

**Department Chair:** Gerri August

**Secondary Education Program Faculty: Professors** August, Bigler, Bogad, Cvornyek, Horwitz, Johnson, La Ferla, McLaughlin Jr.; **Associate Professors** Brell Jr., Christy, Guilbault, McKamey, Tiskus, Williams; **Assistant Professors** Basile, Benson, Blankenship, Caswell, Hesson, Kraus, Shipe, Sox

Students **must** consult with their assigned advisor before they will be able to register for courses.

### SECONDARY EDUCATION B.A.

#### Retention Requirements

1. A minimum cumulative GPA of 2.75 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 GPA falls below the minimum 2.75, 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

##### Courses

CEP 315	Educational Psychology	3	F, Sp, Su
FNED 346	Schooling in a Democratic Society	4	F, Sp, Su
SED 406	Instructional Methods, Design, and Technology	3	F, Sp
SED 407	Instructional Methods, Design, and Literacy	3	F, Sp
SED 411	Content and Pedagogy in Secondary Education	4	F
SED 412	Field Practicum in Secondary Education	2	F
SED 421	Student Teaching in the Secondary School	10	Sp
SED 422	Student Teaching Seminar in Secondary Education	2	Sp
SPED 433	Adaptation of Instruction for Inclusive Education	3	F, Sp, Su

SED 411: To be admitted into SED 411 and SED 412, students must submit passing scores for both the Praxis II content tests and the Praxis II: Principles of Learning and Teaching Tests.

SPED 433: Students electing a teaching concentration in special education are not required to take SPED 433.

See Secondary Education Majors and Concentrations (p. 155) for further requirements.

**Total Credit Hours: 34**

### SECONDARY EDUCATION MAJORS AND CONCENTRATIONS

Undergraduate students planning to teach in the secondary school—grades 7–12—also major in one of the following areas: biology, chemistry, English, general science, history, mathematics, physics or social studies. 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 (p. 162).

### BIOLOGY MAJOR

Students electing a major in Biology apply to the Feinstein School of Education and Human Development and meet admission requirements that include a 2.50 in their content grade point average (GPA) and a minimum grade of C. Students must maintain the content GPA of 2.50 for retention and, along with satisfactorily completing required courses in secondary education (minimum grade B-), complete the following courses to obtain Biology certification:

#### REQUIREMENTS

##### Biology

BIOL 111	Introductory Biology I	4	F, Sp, Su
BIOL 112	Introductory Biology II	4	F, Sp, Su
BIOL 221	Genetics	4	F
BIOL 318	Ecology	4	F
BIOL 320	Cell and Molecular Biology	4	Sp
BIOL 335	Human Physiology	4	F, Sp, Su
BIOL 348	Microbiology	4	F, Sp, Su
BIOL 491-494	Research in Biology	1-4	F, Sp, Su

##### Chemistry

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

##### Mathematics

MATH 209	Precalculus Mathematics	4	F, Sp, Su
MATH 240	Statistical Methods I	4	F, Sp, Su

##### Physical Science

PSCI 212	Introduction to Geology	4	F, Su
PSCI 357	Historical and Contemporary Contexts of Science	3	As needed

##### Physics

PHYS 101	General Physics I	4	F, Su
	-Or-		
PHYS 200	Mechanics	4	F

##### 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

Note: To enroll in SED 411 and SED 412, 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 SED 421, students must have completed all requirements in the biology major.

**Total Credit Hours: 68**

**CHEMISTRY MAJOR**

Students electing a major in Chemistry apply to the Feinstein School of Education and Human Development and meet admission requirements that include a 2.50 in their content grade point average (GPA) and a minimum grade of C. Students must maintain the content GPA of 2.50 for retention and, along with satisfactorily completing required courses in secondary education (minimum grade B-), complete the following courses to obtain Chemistry certification:

**REQUIREMENTS****Biology**

BIOL 111 Introductory Biology I 4 F, Sp, Su

**Chemistry**

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 310 Biochemistry 3 F

CHEM 403 Inorganic Chemistry I 3 F

CHEM 404 Analytical Chemistry 4 Sp (even years)

CHEM 405 Physical Chemistry I 3 F

CHEM 407 Physical Chemistry Laboratory I 1 F

CHEM 491-493 Research in Chemistry 1 As needed

**Mathematics**

MATH 212 Calculus I 4 F, Sp, Su

MATH 213 Calculus II 4 F, Sp, Su

**Physical Science**

PSCI 212 Introduction to Geology 4 F, Su

PSCI 357 Historical and Contemporary Contexts of Science 3 As needed

**Physics**

PHYS 200 Mechanics 4 F

PHYS 201 Electricity and Magnetism 4 Sp

Note: In unusual circumstances, PHYS 101 and 102 may be substituted for PHYS 200 and 201, with consent of department chair.

**ONE COURSE from:**

CHEM 406 Physical Chemistry II 3 Sp

CHEM 412 Inorganic Chemistry II -And- 2 Sp

CHEM 413 Inorganic Chemistry Laboratory 1 Sp

CHEM 414 Instrumental Methods of Analysis 4 Sp (odd years)

CHEM 420 Biochemistry of Proteins and Nucleic Acids 3 F, Sp (odd years)

CHEM 422 Biochemistry Laboratory 3 Sp

CHEM 425 Advanced Organic Chemistry 4 F (odd years)

CHEM 435 Pharmacology and Toxicology 3 As needed

Note: To enroll in SED 411 and SED 412, 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 SED 421, students must have completed all requirements in the chemistry major.

**Total Credit Hours: 61-62**

**ENGLISH MAJOR**

Students electing a major in English apply to the Feinstein School of Education and Human Development and meet admission requirements that include a 3.00 in their content grade point average (GPA). Students must maintain the content GPA of 3.00 for retention and, along with satisfactorily completing required courses in secondary education (minimum grade B-), complete the following courses to obtain English certification:

**REQUIREMENTS****English**

ENGL 201 Literary Studies: Analysis 4 F, Sp

ENGL 202 Literary Studies: Theory and Criticism 4 F, Sp

ENGL 205 British Literature to 1700 4 As needed

ENGL 207 American Literature, Beginnings to the present 4 F, Sp, Su

ENGL 212 Adolescent Literature: Images of Youth 4 F, Sp, Su

ENGL 326 Studies in African American Literature 4 As needed

ENGL 327 -Or- Studies in Multicultural American Literatures 4 As needed

ENGL 336 Reading Globally 4 As needed

ENGL 345 Shakespeare: Histories and Comedies 4 As needed

ENGL 346 -Or- Shakespeare: The Tragedies and Romances 4 As needed

ENGL 432 History of the English Language 4 As needed

ENGL 433 -Or- Modern English Grammar 4 As needed

ENGL 460 Seminar in Major Authors and Themes 4 F, Sp

ENGL 325 Literature and Film: Page to Screen 4 As needed

FILM 116 -Or- Introduction to Film 4 F, Sp, Su

SED 445 The Teaching of Writing in Secondary Schools 4 F, Sp

Note: SED 445: Minimum grade of B- required.

Note: To enroll in SED 411 and SED 412, students must have completed ENGL 201 and ENGL 202 and a minimum of five additional courses from the English education plan of study. To enroll in SED 421, students must have completed all but two of the required 300-level English courses and all other requirements in the English major.

**Total Credit Hours: 48**

## GENERAL SCIENCE MAJOR

Students electing a major in General Science apply to the Feinstein School of Education and Human Development and meet admission requirements that include a 2.50 in their content grade point average (GPA) and a minimum grade of C. Students must maintain the content GPA of 2.50 for retention and, along with satisfactorily completing required courses in secondary education (minimum grade B-), complete the following courses to obtain General Science certification:

### REQUIREMENTS

#### Biology

BIOL 111	Introductory Biology I	4	F, Sp, Su
BIOL 112	Introductory Biology II	4	F, Sp, Su

#### Chemistry

CHEM 103	General Chemistry I	4	F, Sp, Su
CHEM 104	General Chemistry II	4	F, Sp, Su

#### Mathematics

MATH 209	Precalculus Mathematics	4	F, Sp, Su
MATH 212	Calculus I	4	F, Sp, Su
MATH 240	Statistical Methods I	4	F, Sp, Su

#### Physical Science

PSCI 212	Introduction to Geology	4	F, Su
PSCI 217	Introduction to Oceanography	4	Sp
PSCI 357	Historical and Contemporary Contexts of Science	3	As needed

#### Physics

PHYS 101	General Physics I	4	F, Su
	-And-		
PHYS 102	General Physics II	4	Sp, Su
	-Or-		
PHYS 200	Mechanics	4	F
	-And-		
PHYS 201	Electricity and Magnetism	4	Sp

#### ONE RESEARCH COURSE from:

BIOL 491-494	Research in Biology	1-4	F, Sp, Su
CHEM 491-493	Research in Chemistry	1	As needed
PHYS 491-493	Research in Physics	1	As needed
PSCI 491-493	Research in Physical Science	1	As needed

**THREE COURSES** at the 300-level or above from the following areas: biology, chemistry, physical science, and physics (two courses must be in the same area).

Note: To enroll in SED 411 and SED 412, 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 SED 421, students must have completed all requirements in the general science major.

**Total Credit Hours: 57**

## HISTORY MAJOR

Students electing a major in History apply to the Feinstein School of Education and Human Development and meet admission requirements that include a 3.00 in their content grade point average (GPA). Students must maintain the content GPA of 3.00 for retention and, along with satisfactorily completing required courses in secondary education (minimum grade B-), complete the following courses to obtain History certification:

## REQUIREMENTS

#### History

HIST 200	The Nature of Historical Inquiry	4	F, Sp
HIST 201	U.S. History to 1877	4	F, Sp, Su
HIST 202	U.S. History from 1877 to the Present	4	F, Sp, Su
HIST 362	Reading Seminar in History	4	F, Sp (as needed)

#### ONE COURSE from U.S. History at the 300-level

#### ONE COURSE from Western History I:

HIST 300	History of Ancient Greece	4	Alternate years
HIST 301	Alexander and the Hellenistic World	4	As needed
HIST 302	The Roman Republic	4	As needed
HIST 303	The Roman Empire	4	As needed
HIST 304	Medieval History	4	As needed
HIST 305	The Age of the Renaissance	4	F
HIST 306	Protestant Reformations and Catholic Renewal	4	As needed
HIST 307	Europe in the Age of Enlightenment	4	As needed
HIST 311	The Origins of Russia to 1700	4	Alternate years
HIST 312	Russia from Peter to Lenin	4	Alternate years
HIST 315	Western Legal Systems	4	As needed
HIST 318	Tudor-Stuart England	4	As needed
HIST 352	Colonial Latin America	4	Annually

#### ONE COURSE from Western History II:

HIST 308	Europe in the Age of Revolution, 1789 to 1850	4	As needed
HIST 309	Europe in the Age of Nationalism, 1850 to 1914	4	As needed
HIST 310	Twentieth-Century Europe	4	As needed
HIST 313	The Soviet Union and After	4	Alternate years
HIST 316	Modern Western Political Thought	4	F
HIST 317	Politics and Society	4	Sp
HIST 353	Modern Latin America	4	Annually

#### ONE COURSE from Non-Western History

#### ONE ADDITIONAL 300-level history course

## CERTIFICATION COURSES

To be certified to teach history in Rhode Island secondary schools, students must also complete six of the certification courses listed below. Upon completion, students may be eligible for Rhode Island endorsement to teach economics, geography, political science, and social studies. Students may also 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.

#### Courses

ECON 200	Introduction to Economics	4	F, Sp, Su
GEOG 200	World Regional Geography	4	F, Sp
POL 202	American Government	4	F, Sp, Su

#### ONE COURSE from:

ANTH 101	Introduction to Cultural Anthropology	4	F, Sp
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ANTH 205	Race, Culture, and Ethnicity: Anthropological Perspectives	4	Odd years
SOC 200	Society and Social Behavior	4	F, Sp
SOC 202	The Family	4	F, Sp, Su
SOC 208	The Sociology of Race and Ethnicity	4	F, Sp, Su

**ONE COURSE from:**

GEOG 101	Introduction to Geography	4	F, Sp, Su
GEOG 303	Historical Geography of the United States	4	As needed
GEOG 307	Coastal Geography	4	As needed
GEOG 337	Urban Political Geography	3	As needed

**ONE COURSE from:**

POL 208	Introduction to the Law	3	F, Sp
POL 337	Urban Political Geography	3	As needed
POL 357	The American Presidency	4	As needed
POL 358	The American Congress	4	Every third semester

Note: To enroll in SED 411 and SED 412, students must have completed at least 24 credit hours of courses in social science/history, including ECON 200, GEOG 200, HIST 201 and HIST 202, and POL 202. Students must have completed HIST 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.)

**Total Credit Hours: 56-58****MATHEMATICS MAJOR**

Students electing a major in Mathematics apply to the Feinstein School of Education and Human Development and meet admission requirements that include a 2.75 in their content grade point average (GPA). Students must maintain the content GPA of 2.75 for retention and, along with satisfactorily completing required courses in secondary education (minimum grade B-), complete the following courses to obtain Mathematics certification:

**REQUIREMENTS****Computer Science**

CSCI 157	Introduction to Algorithmic Thinking in Python	4	F, Sp
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**Mathematics**

MATH 212	Calculus I	4	F, Sp, Su
MATH 213	Calculus II	4	F, Sp, Su
MATH 240	Statistical Methods I	4	F, Sp, Su
MATH 300	Bridge to Advanced Mathematics	4	Sp
MATH 314	Calculus III	4	F, Sp
MATH 315	Linear Algebra	4	F
MATH 324	College Geometry	4	F, Sp
MATH 431	Number Theory	3	F, Sp
MATH 432	Introduction to Abstract Algebra	4	Sp
MATH 441	Introduction to Probability	4	F
MATH 458	History of Mathematics	4	F

**Physics**

PHYS 200	Mechanics	4	F
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Note: To enroll in SED 411 and SED 412, students must have completed the calculus sequence: MATH 212, 213, 314; in addition to MATH 240, MATH 300, MATH 315, MATH 324; and at least concurrent enrollment in MATH 432. Prior to enrollment in SED 421 and SED 422, students must have completed all requirements in the mathematics major.

**Total Credit Hours: 51****PHYSICS MAJOR**

Students electing a major in Physics apply to the Feinstein School of Education and Human Development and meet admission requirements that include a 2.50 in their content grade point average (GPA). Students must maintain the content GPA of 2.50 for retention and, along with satisfactorily completing required courses in secondary education (minimum grade B-), complete the following courses to obtain Physics certification:

**REQUIREMENTS****Biology**

BIOL 111	Introductory Biology I	4	F, Sp, Su
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**Chemistry**

CHEM 103	General Chemistry I	4	F, Sp, Su
CHEM 104	General Chemistry II	4	F, Sp, Su

**Mathematics**

MATH 212	Calculus I	4	F, Sp, Su
MATH 213	Calculus II	4	F, Sp, Su
MATH 314	Calculus III	4	F, Sp

**Physical Science**

PSCI 212	Introduction to Geology	4	F, Su
PSCI 357	Historical and Contemporary Contexts of Science	3	As needed

**Required Physics Courses**

PHYS 200	Mechanics	4	F
PHYS 201	Electricity and Magnetism	4	Sp
PHYS 307	Quantum Mechanics I	4	F (even years)
PHYS 311	Thermodynamics	4	F (odd years)
PHYS 312	Mathematical Methods in Physics	3	Sp
PHYS 313	Junior Laboratory	3	Sp
PHYS 413	Senior Laboratory	3	Sp
PHYS 491-493	Research in Physics	1	As needed

PHYS 491: (for 1 credit)

**Elective Physics Courses****ONE COURSE from**

PHYS 309	Nanoscience and Nanotechnology	4	F (odd years)
PHYS 315	Optics	4	F (odd years)
PHYS 320	Analog Electronics	4	F (even years)
PHYS 321	Digital Electronics	4	Sp (odd years)

Note: To enroll in SED 411 and SED 412, 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 SED 421, students must have completed all requirements in the physics major.

**Total Credit Hours: 61**

## SOCIAL STUDIES MAJOR

Students electing a major in Social Studies apply to the Feinstein School of Education and Human Development and meet admission requirements that include a 3.00 in their content grade point average (GPA). Students must maintain the content GPA of 3.00 for retention and, along with satisfactorily completing required courses in secondary education (minimum grade B-), complete the following courses to obtain Social Studies certification:

### REQUIREMENTS

#### Core Courses

##### Anthropology

ANTH 101	Introduction to Cultural Anthropology	4	F, Sp
ANTH 461	Latinos in the United States -Or-	4	As needed
SOC 208	The Sociology of Race and Ethnicity	4	F, Sp, Su

##### Economics

ECON 200	Introduction to Economics -Or-	4	F, Sp, Su
ECON 214	Principles of Microeconomics -And-	3	F, Sp, Su
ECON 215	Principles of Macroeconomics	3	F, Sp, Su

##### Geography

GEOG 101	Introduction to Geography	4	F, Sp, Su
GEOG 200	World Regional Geography	4	F, Sp

##### Political Science

POL 202	American Government	4	F, Sp, Su
POL 332	Civil Liberties in the United States	4	F, Sp

##### History Component

HIST 200	The Nature of Historical Inquiry	4	F, Sp
HIST 201	U.S. History to 1877	4	F, Sp, Su
HIST 202	U.S. History from 1877 to the Present	4	F, Sp, Su

Note: HIST 200: (or an approved social science methods course) with a grade of C or higher

#### ONE COURSE from:

HIST 308	Europe in the Age of Revolution, 1789 to 1850	4	As needed
HIST 309	Europe in the Age of Nationalism, 1850 to 1914	4	As needed
HIST 310	Twentieth-Century Europe	4	As needed
HIST 311	The Origins of Russia to 1700	4	Alternate years
HIST 313	The Soviet Union and After	4	Alternate years
HIST 314	Women in European History	4	As needed

#### ONE COURSE from:

HIST 340	The Muslim World from the Age of Muhammad to 1800	4	Alternate years
HIST 341	The Muslim World in Modern Times, 1800 to the Present	4	Alternate years
HIST 342	Islam and Politics in Modern History	4	Alternate years
HIST 344	History of East Asia to 1600	4	As needed

HIST 345	History of China in Modern Times	4	As needed
HIST 346	Japanese History through Art and Literature	4	Alternate years
HIST 348	Africa under Colonial Rule	4	Annually
HIST 349	History of Contemporary Africa	4	Annually

Note: To enroll in SED 411 and SED 412, students must have completed at least 24 credit hours of the History Component courses and Core courses listed above, including ECON 200 or ECON 214, GEOG 200, HIST 201, HIST 202, and POL 202.

### CONCENTRATIONS

Choose a concentration below in anthropology, geography, political science, sociology, or an interdisciplinary social sciences/global focus:

#### A. Anthropology

(If ANTH 461 was taken as part of the Core Courses listed above)

ANTH 103	Introduction to Biological Anthropology	4	Sp
ANTH 104	Introduction to Anthropological Linguistics	4	F

#### B. Geography

GEOG 100	Introduction to Environmental Geography	4	F, Sp, Su
GEOG 337	Urban Political Geography -Or-	3	As needed
GEOG 338	People, Houses, Neighborhoods, and Cities -Or-	3	As needed
GEOG 339	Metropolitan Providence: Past, Present, and Future	3	As needed

#### C. Global Studies

GLOB 356	The Atlantic World	4	As needed
POL 203	Global Politics	4	F, Sp

#### D. Political Science

##### POL 204 and one of the following

POL 316	Modern Western Political Thought	4	F
POL 317	Politics and Society	4	Sp
POL 353	Parties and Elections	4	F, of election years
POL 357	The American Presidency	4	As needed
POL 358	The American Congress	4	Every third semester

##### Either POL 203 and one of the following

POL 303	International Law and Organization	4	Sp
POL 342	The Politics of Global Economic Change	4	Every third semester
POL 343	The Politics of Western Democracies	4	As needed
POL 345	International Nongovernmental Organizations	4	F
POL 353	Parties and Elections	4	F, of election years
POL 357	The American Presidency	4	As needed
POL 358	The American Congress	4	Every third semester



**E. Sociology**

(If SOC 208 was taken as part of the Core Courses listed above)

SOC 300 Classical Sociological Theories 4 F, Sp

and one additional 300-level course chosen with consent of advisor

**Total Credit Hours: 55-58**

## **TEACHING CONCENTRATION IN SPECIAL EDUCATION**

A teaching concentration in special education may be chosen in addition to one of the majors listed above. Students must complete required secondary education courses, required courses in the major, and special education courses. See course requirements for a teaching concentration in special education (p. 161).

## **MIDDLE SCHOOL ENDORSEMENT**

The endorsement program in middle school education is for students who wish to teach in a middle school. Students must be enrolled in the secondary education program and must fulfill the following requirements:

1. Complete MLED 310, MLED 320, MLED 330, and MLED 340.
2. Complete a student teaching experience at a middle school.
3. Complete the course requirements for a secondary education major in one of the following areas: English (language arts), general science, mathematics, modern languages (French, Portuguese, or Spanish), or social studies.

## **SECONDARY EDUCATION M.A.T.**

### **Admission Requirements**

1. A completed application form accompanied by a \$50 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 baccalaureate degree with a major equivalent to an undergraduate major at Rhode Island College in a certification area.
5. Meet the minimum GPA requirement in the major available from the Department of Educational Studies.
6. An official report of scores on the appropriate Praxis II Content Knowledge Test, with a minimum score as established by the Department of Educational Studies.
7. Two Disposition Reference Forms: one from a faculty or supervisor of a child/youth-related activity, and one from a work supervisor.
8. Two letters of recommendation: one from a faculty or supervisor of a child/youth-related activity, and one from a work supervisor.
9. A Statement of Educational Philosophy.
10. A current résumé.
11. An interview with an advisor in the M.A.T. program.
12. A plan of study approved by the advisor and appropriate dean.

### **COURSE REQUIREMENTS**

#### **Foundations Component**

CEP 552 Psychological Perspectives on Learning and Teaching 3 F, Su  
 FNED 546 Contexts of Schooling 4 F, Sp

#### **Professional Education Component**

SED 506 Survey of Instructional Design 3 F, Su  
 SED 507 Instructional Design and Literacy 3 Sp Su  
 SED 511 Content and Pedagogy in Secondary Education 4 F  
 SED 512 Field Practicum in Secondary Education 2 F  
 SED 521 Student Teaching in Secondary Schools 7 F, Sp  
 SED 522 Student Teaching Seminar in Secondary Education 2 Sp  
 SPED 531 Universal Design for Educating All Students 3 F, Sp

#### **Pedagogy Concentration**

FNED 547 Introduction to Classroom Research 3 F, Sp  
 INST 516 Integrating Technology into Instruction 3 F, Sp

#### **Biology, English, History and Mathematics Concentrations**

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.

#### **Capstone Course**

The capstone experience is incorporated into SED 522 (student teaching seminar). 0 credit hours.

**Total Credit Hours: 37-46**

## Special Education

### Department of Special Education

**Department Chair:** Ying Hui-Michael

**Professors** Dell, Hui-Michael, Imber, Lynch; **Associate Professors** LaCava, McDermott-Fasy; **Assistant Professors** Kemp, Pinheiro

Students in the Department of Special Education must meet the admission and retention requirements of their major (Elementary Education or Secondary Education) as well as the admission and retention requirements of the special education program.

Students are eligible for an initial educator certificate in special education in Rhode Island if they have successfully completed ALL teaching concentration requirements in their major (Elementary Education or Secondary Education) as well as ALL requirements for their special education concentration.

### Admission Portfolio Requirements (Undergraduate only. See "Special Education Programs M.Ed. (p. 162)" for graduate requirements.)

B.S. Elementary and Special Education programs (i.e., Concentration in Mild/Moderate Grade 1-6, Severe Intellectual Disabilities) allow joint admission. See "FSEHD admission requirements (p. 133)."

B.S. Secondary Special Education Program (i.e., Concentration in Mild/Moderate Grade 7-12):

1. A completed special education application form.
2. A copy of current transcripts. Minimum GPA of 2.75.
3. SPED 300 course artifact and graded rubric or equivalent course with a B- or better.
4. One reference letter from a professional documenting the extent and quality of the candidate's experience with individuals with disabilities.
5. A personal statement describing the candidate's interest in a career teaching individuals with disabilities.
6. A copy of a letter of acceptance to a secondary education teacher preparation program.

### Retention Requirements (Undergraduate only. See "Special Education Programs M.Ed. (p. 162)" for graduate requirements.)

1. A minimum cumulative GPA of 2.75 at Rhode Island College.
2. Completion of admission and retention requirements in an elementary or secondary teacher preparation program.
3. A minimum grade of B- in all coursework in Special Education courses, including at least an "acceptable" rating on primary course artifact.
4. Positive recommendations from all education instructors based on academic work, fieldwork, and professional behavior.

Students must maintain acceptable standing in academic work, fieldwork, and demonstrate consistent professionalism (as described above), or risk suspension and/or dismissal from the Special Education program.

## SPECIAL EDUCATION B.S.—WITH CONCENTRATION IN MILD/MODERATE

## DISABILITIES, ELEMENTARY SCHOOL LEVEL

OPEN ONLY TO STUDENTS MAJORING IN ELEMENTARY EDUCATION.

### COURSE REQUIREMENTS

Course			
SPED 302	Teaching All Learners: Foundations and Strategies	4	Sp
	-Or-		
ELED 302	Teaching All Learners: Foundations and Strategies	4	F
SPED 310	Principles and Procedures of Behavior Management for Children and Youth with Disabilities	4	F, Sp
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 412	Reading/Writing for Students with Mild/Moderate Disabilities	4	F, Sp
SPED 458	Mathematics/Science for Students with Mild/Moderate Disabilities	4	F, Sp
SPED 440	Collaboration: Home, School, and Community	3	F, Sp
SPED 419	Student Teaching in the Elementary School	8-10	F, Sp

Note: SPED 419: For students seeking dual certification in Mild/Moderate and SID, this will be an 8-credit course, otherwise this is a 10-credit course.

Students cannot receive credit for both SPED 302 and ELED 302.

**Total Credit Hours: 34-36**

## SPECIAL EDUCATION B.S.—WITH CONCENTRATION IN MILD/MODERATE DISABILITIES, SECONDARY LEVEL

OPEN ONLY TO STUDENTS MAJORING IN SECONDARY EDUCATION.

### COURSE REQUIREMENTS

Courses			
SPED 300	Introduction to the Characteristics and Education of Children and Youth with Disabilities	4	F, Sp
SPED 310	Principles and Procedures of Behavior Management for Children and Youth with Disabilities	4	F, Sp
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 424	Assessment/Instruction: Adolescents with Mild/Moderate Disabilities	4	Sp

SPED 427	Career/Transition Planning: Adolescents with Mild/Moderate Disabilities	3	Sp
SPED 428	Student Teaching at the Secondary Level	10	F, Sp
SPED 440	Collaboration: Home, School, and Community	3	F, Sp

Note: Students majoring in secondary education with a special education concentration must also take MLED 330.

**Total Credit Hours: 35**

### **SPECIAL EDUCATION B.S.—WITH CONCENTRATION IN SEVERE INTELLECTUAL DISABILITIES (SID), AGES THREE TO TWENTY-ONE**

OPEN ONLY TO STUDENTS MAJORING IN ELEMENTARY EDUCATION, EARLY CHILDHOOD EDUCATION, MIDDLE GRADES EDUCATION (any content area), or SECONDARY EDUCATION (any content area).

#### **COURSE REQUIREMENTS**

##### **Courses**

SPED 300	Introduction to the Characteristics and Education of Children and Youth with Disabilities	4	F, Sp
SPED 310	Principles and Procedures of Behavior Management for Children and Youth with Disabilities	4	F, Sp
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/Instruction: Young Students with SID	4	F
SPED 436	Assessment/Instruction: Older Students with SID	4	Sp
SPED 437	Student Teaching in SID	8-10	F, Sp
SPED 438	Student Teaching Seminar: SID	2	F, Sp

Note: SPED 437: For students seeking dual certification in Mild/Moderate and SID, this will be an 8 credit course, otherwise this is a 10 credit course.

Note: Additional coursework may be needed for this major.

**Total Credit Hours: 33-35**

### **SPECIAL EDUCATION B.S.—WITH CONCENTRATION IN DEAF/HARD OF HEARING, AGES THREE TO TWENTY-ONE\***

OPEN ONLY TO STUDENTS MAJORING IN ELEMENTARY EDUCATION WHO HAVE COMPLETED THE DEAF STUDIES PROGRAM AT BRISTOL COMMUNITY COLLEGE. (\*This Teaching Concentration is awaiting RIDE program approval. Anticipated start date is Fall 2017. Please check with the Program Coordinator Marie Lynch for the latest updates.)

#### **COURSE REQUIREMENTS**

COMM 323	Introduction to Audiology	3	F
SPED 304	Deaf Education: Introductory Concepts	3	F
SPED 310	Principles and Procedures of Behavior Management for Children and Youth with Disabilities	4	F, Sp
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 419	Student Teaching in the Elementary School	8-10	F, Sp
SPED 440	Collaboration: Home, School, and Community	3	F, Sp
SPED 444	Deaf Education: Approaches with Younger Students	4	F
SPED 445	Deaf Education: Approaches with Older Students.	4	Sp

Note: SPED 419: For students seeking dual certification in Mild/Moderate or SID, this will be an 8 credit course, otherwise this is a 10 credit course.

Note: Additional coursework may be needed for this major.

**Total Credit Hours: 36-38**

#### **SPECIAL EDUCATION PROGRAMS M.ED.**

There are five M.Ed. programs in special education: early childhood, exceptional learning needs, initial certification, severe intellectual disabilities, and urban multicultural special education.

- The early childhood program prepares special education teachers for children with disabilities from birth through Grade 2 and for their families.
- The exceptional learning needs program provides advanced study for special educators with specialization in one of three strands: autism education, special education administration, or specialized study in an area of professional interest (i.e., behavioral support).
- The initial certification program results in licensure as a special education teacher of students with mild to moderate disabilities at either the elementary or secondary levels.
- The severe intellectual 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.

### **SPECIAL EDUCATION M.ED.—WITH CONCENTRATION IN EARLY CHILDHOOD—BIRTH THROUGH GRADE 2**

#### **Admission Requirements**

1. Completion of all Feinstein School of Education and Human Development admission requirements (p. 133).

2. Completion of SPED 300, SPED 310, and SPED 415 or their equivalent as determined by the Early Childhood Special Education (ECSE) advisor are required for Rhode Island Department of Education early childhood special education certification
3. An application essay describing the candidate’s commitment to special education, cultural awareness, collaboration, and lifelong learning.
4. An interview may be required.
5. An M.Ed. in special education with concentration in early childhood—birth to grade 2 requires that the student is eligible for Rhode Island certification in early childhood education (possesses certification in early childhood education). Students currently matriculated in Rhode Island College’s B.S. in Early Childhood Education program may take up to 6 credits prior to submitting documentation of Rhode Island certification as an Early Childhood Education Teacher.

**COURSE REQUIREMENTS**

**Program Prerequisites**

SPED 300, SPED 310, SPED 415 or their equivalent *and* an undergraduate degree in Early Childhood Education are required for Rhode Island Department of Education early childhood special education certification.

**Program Electives**

ONE COURSE in research methods, chosen with advisor’s consent	3
ONE COURSE in multicultural perspectives, chosen with advisor’s consent	3

**Professional Education Component**

SPED 513	Orientation to the Education of Young Children with Special Needs	3	Su
SPED 516	Programs for Young Children with Disabilities	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	F
SPED 561	Understanding Autism Spectrum Disorders	3	F (as needed)
SPED 668	Internship in Inclusive Early Childhood	3	F, Sp, Su
SPED 669	Internship in Early Intervention	3	F, Sp, Su

**Comprehensive Assessment**

CA	Comprehensive Assessment	F, Sp
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**Total Credit Hours: 30**

**SPECIAL EDUCATION M.ED.—WITH CONCENTRATION IN EXCEPTIONAL LEARNING NEEDS**

**Admission Requirements**

1. Completion of all Feinstein School of Education and Human Development admission requirements.
2. An essay describing the candidate’s commitment to special education, cultural awareness, collaboration, and lifelong learning.
3. An M.Ed. in Special Education in Exceptional Learning Needs requires Rhode Island certification in Special Education.
4. A concentration in Special Education Administration requires certification in Building Level Administration or concurrent enrollment
5. An interview may be required.

**COURSE REQUIREMENTS**

**Program Elective**

ONE COURSE in multicultural perspectives, chosen with advisor’s consent	3
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**Professional Education Component**

SPED 458	Mathematics/Science for Students with Mild/Moderate Disabilities	4	F, Sp
SPED 503	Positive Behavior Interventions: Students with Disabilities	3	F (as needed)
SPED 505	Oral and Written Language: Classroom Intervention	3	F (as needed)
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 A, B, or C below**

**A. Autism Education**

SPED 561	Understanding Autism Spectrum Disorders	3	F (as needed)
SPED 563	Curriculum and Methodology: Students with Autism	3	Sp (as needed)
SPED 564	Building Social and Communication Skills	3	Sp (as needed)

**B. Special Education Administration\***

(\*This concentration is awaiting RIDE program approval. Anticipated start date is Fall 2016. Please check with the Program Coordinator, Marie Lynch for the latest updates.)

SPED 606	Leading Special Education I: Administration	3	As needed
SPED 607	Leading Special Education II: Legal and Financial Aspects	3	As needed
SPED 608	Leading Special Education III: Program Development and Organization	4	As needed

SPED 609      Leading Special Education      4      As needed  
 IV: Program Evaluation

**C. Specialized Study in Special Education**  
 THREE COURSES chosen      9  
 with advisor's consent

**Comprehensive Assessment**  
 CA      Comprehensive  
 Assessment

**Total Credit Hours: 31-36**

**SPECIAL EDUCATION M.ED.—WITH  
 CONCENTRATION IN SEVERE  
 INTELLECTUAL DISABILITIES (SID)**

**Admission Requirements**

1. Completion of all Feinstein School of Education and Human Development admission requirements (p. 133).
2. Completion of SPED 300 and SPED 310 (or equivalent determined by the Special Education advisor).
3. An essay describing the candidate's commitment to special education, cultural awareness, collaboration, and lifelong learning.
4. Documentation of eligibility for RI Certification in one of the following areas of teacher education:
  - Early Childhood Education
  - Elementary Education
  - Middle School Education
  - Secondary Education
5. An interview may be required.

**COURSE REQUIREMENTS**

**Program Electives**

COURSEWORK in      3  
 research methods chosen  
 with advisor's consent  
 ONE COURSE in      3  
 multicultural perspectives,  
 chosen with advisor's  
 consent

**Professional Education Component**

SPED 415      Early Childhood      3      F  
 Developmental Screening  
 and Assessment  
 SPED 435      Assessment/Instruction:      4      F  
 Young Students with SID  
 SPED 436      Assessment/Instruction:      4      Sp  
 Older Students with SID  
 SPED 513      Orientation to the      3      Su  
 Education of Young  
 Children with Special  
 Needs  
 -Or-  
 SPED 520      Young Adults in      3      Su  
 Nonschool Settings  
 SPED 525      Development of      3      F  
 Communication and  
 Movement  
 SPED 526      Assessment, Curriculum,      3      Sp (even  
 Methods for Children with      years)  
 Multiple Disabilities

SPED 534      Involvement of Parents and      3      F, Sp  
 Families Who Have  
 Children with Disabilities

SPED 665      Teaching Internship in      6      F, Sp  
 Severe Intellectual  
 Disabilities

**Comprehensive Assessment**  
 CA      Comprehensive  
 Assessment

**Total Credit Hours: 35**

**SPECIAL EDUCATION M.ED.—WITH  
 CONCENTRATION IN SPECIAL EDUCATION  
 CERTIFICATION**

**Admission Requirements**

1. Completion of all Feinstein School of Education and Human Development admission requirements (p. 133).
2. Completion of SPED 300 (or its equivalent determined by special education advisor).
3. An essay describing the candidate's commitment to special education, cultural awareness, collaboration, and lifelong learning.
4. An M.Ed. in Special Education certification requires Rhode Island certification in Elementary or Secondary Education or concurrent enrollment
5. An interview may be required.

**COURSE REQUIREMENTS**

**Program Pre-Requisites**

SPED 300 (or its equivalent) and certification in Elementary or Secondary Education are required for Rhode Island Department of Education special education certification.

**Program Elective**

ONE COURSE in      3  
 multicultural perspectives,  
 chosen with advisor's  
 consent

**Professional Education Component**

SPED 458      Mathematics/Science for      4      F, Sp  
 Students with  
 Mild/Moderate Disabilities  
 SPED 501      Assessment of Students      3      F (as needed)  
 with Mild/Moderate  
 Disabilities  
 SPED 503      Positive Behavior      3      F (as needed)  
 Interventions: Students  
 with Disabilities  
 SPED 505      Oral and Written      3      F (as needed)  
 Language: Classroom  
 Intervention  
 SPED 534      Involvement of Parents and      3      F, Sp  
 Families Who Have  
 Children with Disabilities  
 SPED 648      Interpreting and      3      F  
 Developing Research in  
 Special Education

**CHOOSE A or B below**

**A. Elementary Level Mild/Moderate**

SPED 412      Reading/Writing for      4      F, Sp  
 Students with  
 Mild/Moderate Disabilities

SPED 662 Internship in the 6 F, Sp  
Elementary School

**B. Middle/Secondary Level Mild/Moderate**

SPED 424 Assessment/Instruction: 4 Sp  
Adolescents with

Mild/Moderate Disabilities

SPED 427 Career/Transition Planning: 3 Sp  
Adolescents with

Mild/Moderate Disabilities

SPED 664 Internship at the Middle 6 F, Sp  
Grades or Secondary Level

**Comprehensive Assessment**

CA Comprehensive  
Assessment

**Total Credit Hours: 32-35**

SPED 654 Internship in Urban 3 F, Sp, Su  
Multicultural Special  
Education

Candidates seeking ESL certification in Rhode Island must complete the professional education courses and the TESOL Praxis Exam (0361/5361).

**Comprehensive Assessment**

CA Comprehensive  
Assessment

**Total Credit Hours: 30**

**SPECIAL EDUCATION M.ED.—WITH  
CONCENTRATION IN URBAN  
MULTICULTURAL SPECIAL EDUCATION**

**Admission Requirements**

1. Completion of all Feinstein School of Education and Human Development admission requirements (p. 133).
2. An interview may be required.

**COURSE REQUIREMENTS**

**Foundations Component**

**ONE COURSE from**

ELED 510 Research Methods, 3 F, Sp, Su  
Analysis, and Applications

SPED 534 Involvement of Parents and 3 F, Sp  
Families Who Have  
Children with Disabilities

SPED 648 Interpreting and 3 F  
Developing Research in  
Special Education

**Professional Education Component**

SPED 551 Urban Multicultural 3 Su (annually)  
Special Education

SPED 552 Dual Language 3 Annually  
Development and  
Intervention

SPED 553 Content-Based ESL 3 Annually  
Instruction for Exceptional  
Students

SPED 554 Curriculum Design for 3 Annually  
Exceptional Bilingual  
Students

SPED 555 Literacy for English 3 Annually  
Language Learners with  
Disabilities

SPED 557 Assessing English 3 Annually  
Language Learners with  
Disabilities

SPED 651 Language Development 1 Annually  
Practicum-Exceptional  
Bilingual Students

SPED 652 Literacy Practicum- 1 Annually  
Exceptional Bilingual  
Students

SPED 653 Assessment Practicum- 1 Annually  
Exceptional Bilingual  
Students

# Teaching English as a Second Language

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## Department of Educational Studies

**Department Chair:** Gerri August

**Teaching English as a Second Language Program Coordinator:** Sarah Heson

**Teaching English as a Second Language Program Faculty:** Professor Cloud; **Assistant Professors** Ramirez, Sox Agudelo

## TEACHING ENGLISH AS A SECOND LANGUAGE M.ED.

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### Admission Requirements

1. Completion of all admission requirements listed for School of Education graduate programs.
2. An interview.

*Note: Candidates who plan to teach ESL to adults or who plan to teach internationally are not required to have a teaching certificate to be admitted into this program; however, a suitable undergraduate minor is required (e.g., in languages and linguistics, English, international studies).*

### COURSE REQUIREMENTS

#### Foundations Component

##### ONE COURSE from

ANTH 561	Latinos in the United States	4	As needed
BLBC 515	Bilingual Education Issues	3	Sp
FNED 502	Social Issues in Education	3	F, Sp, Su

##### ONE COURSE from

ELED 510	Research Methods, Analysis, and Applications	3	F, Sp, Su
FNED 547	Introduction to Classroom Research	3	F, Sp

##### ONE COURSE in instructional technology, with consent of advisor

#### Professional Education Component

TESL 507	Teaching Reading and Writing to English-as-a-Second-Language Students	3	F, Sp
TESL 539	Language Acquisition and Learning	3	Sp, Su
TESL 541	Applied Linguistics in ESL	3	F, Su
TESL 546	Teaching English as a Second Language	3	F, Sp
TESL 549	Sociocultural Foundations of Language Minority Education	3	F, Su
TESL 551	Assessment of English Language Learners	3	F, Sp

All above courses: Candidates seeking ESL certification in the State of Rhode Island must complete these courses and the ESOL Praxis Exam (0361).

Note: TESL 546: Secondary education teachers must take TESL 548 instead of TESL 546.

#### Capstone Course

TESL 553	Internship in English as a Second Language	3	F, Sp
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Candidates seeking ESL certification in the State of Rhode Island must complete this course and the ESOL Praxis Exam (0361).

#### Comprehensive Assessment

**Total Credit Hours: 30**

## Technology Education

### Department of Educational Studies

**Department Chair:** Gerri August

**Technology Education Program Coordinator:** Charles McLaughlin

**Technology Education Program Faculty:** Professor McLaughlin Jr.

Students **must** consult with their assigned advisor before they will be able to register for courses.

### TECHNOLOGY EDUCATION B.S.

#### COURSE REQUIREMENTS FOR CONCENTRATION IN TEACHING

##### Courses

TECH 200	Introduction to Technological Systems and Processes	3	F, Sp
TECH 202	Design Processes	3	F
TECH 204	Energy and Control Systems	3	Annually
TECH 216	Computer-Aided Design	3	As needed
TECH 300	Orientation to Technology Education	4	F, Sp
TECH 306	Automation and Control Processes	3	F
TECH 326	Communication Systems	3	F
TECH 327	Construction Systems	3	Sp
TECH 328	Manufacturing Systems	3	Sp
TECH 329	Transportation Systems	3	Annually

##### Professional Courses

CEP 315	Educational Psychology	3	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	Sp
TECH 408	Practicum in Technology Education (Grades Seven through Twelve)	4	F
TECH 421	Student Teaching in Technology Education	10	F, Sp
TECH 422	Student Teaching Seminar in Technology Education	2	F, Sp

##### Cognates

CHEM 103	General Chemistry I	4	F, Sp, Su
MATH 120	Intermediate Algebra	3	F, Sp
MATH 139	Contemporary Topics in Mathematics	4	F, Sp, Su
PSCI 103	Physical Science	4	F, Sp, Su

**Total Credit Hours: 80**

#### COURSE REQUIREMENTS FOR CONCENTRATION IN APPLIED TECHNOLOGY

*Note: This program does not lead to RIDE teaching certification.*

##### Courses

TECH 200	Introduction to Technological Systems and Processes	3	F, Sp
TECH 202	Design Processes	3	F

TECH 204	Energy and Control Systems	3	Annually
TECH 216	Computer-Aided Design	3	As needed
TECH 306	Automation and Control Processes	3	F
TECH 326	Communication Systems	3	F
TECH 327	Construction Systems	3	Sp
TECH 328	Manufacturing Systems	3	Sp
TECH 329	Transportation Systems	3	Annually
TECH 430	Internship in Applied Technology	6	As needed
TECH 431	Capstone Design Project	4	F, Sp
<b>Cognates</b>			
CSCI 157	Introduction to Algorithmic Thinking in Python	4	F, Sp
CSCI 201	Computer Programming and Design	4	F, Sp
MGT 201	Foundations of Management	3	F, Sp, Su
MGT 331	Occupational and Environmental Safety Management	3	F
MATH 209	Precalculus Mathematics	4	F, Sp, Su
MATH 212	Calculus I	4	F, Sp, Su
PHYS 101	General Physics I	4	F, Su
PHYS 102	General Physics II	4	Sp, Su

**Total Credit Hours: 67**



## World Languages Education

### Department of Educational Studies

Department Chair: Gerri August

### WORLD LANGUAGES EDUCATION B.A.

#### Admission Requirements

For acceptance into the teacher preparation program in world languages education, students must fulfill the following requirements by the end of the semester in which they apply for admission:

1. All FSEHD admission requirements. Please refer to the FSEHD (p. 133) section of this catalog or go to [www.ric.edu/feinsteinSchoolEducationHumanDevelopment/admission.php](http://www.ric.edu/feinsteinSchoolEducationHumanDevelopment/admission.php).
2. Completion of 24 credit hours, including 8 in the content major

#### Retention Requirements

1. A minimum cumulative GPA of 2.75 each semester.
2. A minimum grade of B- in all teacher education courses.
3. A GPA of 3.0 or higher in the major area.
4. Positive recommendations from all education instructors based on academic work, fieldwork and professional behavior.

If a student's GPA falls below the minimum of 2.50, or if the required GPA in the major falls below the minimum of 3.0, 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 world languages education program.

#### COURSE REQUIREMENTS

##### Courses

CEP 315	Educational Psychology	3	F, Sp, Su
CURR 410	Teaching World Languages in Elementary Education	4	Sp as needed
FNED 346	Schooling in a Democratic Society	4	F, Sp, Su
SED 406	Instructional Methods, Design, and Technology	3	F, Sp
SED 411	Content and Pedagogy in Secondary Education	4	F
SED 412	Field Practicum in Secondary Education	2	F
SED 421	Student Teaching in the Secondary School	10	Sp
SED 422	Student Teaching Seminar in Secondary Education	2	Sp
SPED 433	Adaptation of Instruction for Inclusive Education	3	F, Sp, Su

#### Total Credit Hours: 35

Note: SED 411 and SED 412: To be admitted into SED 411 and SED 412, students must submit passing scores for the language-specific ETS language content exam, the language-specific Oral Proficiency Interview (Advanced Low or higher) and the Praxis II: Principles of Learning and Teaching 7-12 Test #5624 (score of 157 or higher).

Note: SED 421 and SED 422: To be admitted into SED 421 and SED 422, the student must have passed the Modern Languages Department content exam and have completed all other required courses.

Note: SPED 433: Students electing a teaching concentration in special education are not required to take SPED 433.

#### French Concentration

Along with completing CURR 410 and required courses in secondary education, students electing a major in world languages with a concentration in French must complete the following courses with a minimum grade point average of 3.00:

FREN 201	Advanced French: Conversation and Composition	4	F
FREN 202	Advanced French: Composition and Conversation	4	Sp
FREN 313	Modern France and the Francophone World	4	Alternate years
FREN 323	Survey of French Literature from the Middle Ages to 1789	4	Alternate years
FREN 324	Survey of French Literature from 1789 to the Present	4	Alternate years
FREN 420	Applied Grammar	3	Alternate years
MLAN 360	Seminar in Modern Languages	3	Sp
MLAN 400	Applied Linguistics	3	Sp
	THREE ADDITIONAL COURSES in French at the 300-level or above	9-12	
	TWO COURSES in another foreign language	8	

#### Total Credit Hours: 46-49

Note: SED 411 and SED 412: To enroll in SED 411 and SED 412, students must have completed FREN 201, FREN 202, FREN 313, FREN 323, FREN 324 and FREN 420. Exam prerequisites to enrollment are Principles of Learning and Teaching 7-12 (5624) score of 157; a score of 162 on the French World Language (5174) exam; and a score of Advanced Low or higher on the French-language Oral Proficiency Interview (OPI).

Note: SED 421 and SED 422: To enroll in SED 421 and SED 422, students must have received a passing grade on the Modern Languages Department content exam.

#### Portuguese Concentration

Along with completing CURR 410 and required courses in secondary education, students electing a major in world languages with a concentration in Portuguese must complete the following courses with a minimum grade point average of 3.00:

PORT 201	Conversation and Composition	4	F
PORT 202	Composition and Conversation	4	Sp
PORT 301	Portuguese Literature and Culture I	4	Alternate years
PORT 302	Portuguese Literature and Culture II	4	Alternate years
PORT 304	Brazilian Literature and Culture	4	Alternate years
PORT 305	Lusophone African Literatures and Cultures	4	As needed
PORT 420	Applied Grammar	3	Alternate years
MLAN 360	Seminar in Modern Languages	3	Sp

MLAN 400	Applied Linguistics TWO ADDITIONAL COURSES in Portuguese at the 300-level or above TWO COURSES in another foreign language	3 6-8  8	Sp
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**Total Credit Hours: 47-49**

Note: SED 411 and SED 412: To enroll in SED 411 and SED 412, students must have completed seven of the required courses in the major, including PORT 201, PORT 202, PORT 301, PORT 302, PORT 304, PORT 305. Exam prerequisites to enrollment are Principles of Learning and Teaching 7-12 (5624) score of 157, and a score of Advanced Low or higher on the Portuguese-language Oral Proficiency Interview (OPI).

Note: SED 421 and SED 422: To enroll in SED 421 and SED 422, students must have received a passing grade on the Modern Languages Department content exam.

**Spanish Concentration**

Along with completing CURR 410 and required courses in secondary education, students electing a major in world languages with a concentration in Spanish must complete the following courses with a minimum grade point average of 3.00:

SPAN 201	Conversation and Composition	4	F, Sp
SPAN 202	Composition and Conversation	4	F, Sp
SPAN 310	Spanish Literature and Culture: Pre-Eighteenth Century	4	F
SPAN 311	Spanish Literature and Culture: From Eighteenth Century	4	Sp
SPAN 312	Latin American Literature and Culture: Pre- Eighteenth Century	4	F
SPAN 313	Latin American Literature and Culture: From Eighteenth Century	4	Sp
SPAN 420	Applied Grammar	3	Sp
MLAN 360	Seminar in Modern Languages	3	Sp
MLAN 400	Applied Linguistics TWO ADDITIONAL COURSES in Spanish at the 300-level or above TWO COURSES in another foreign language	3 6-8  8	Sp

**Total Credit Hours: 47-49**

Note: SED 411 and SED 412: To enroll in SED 411 and SED 412, students must have completed seven of the required courses in the major, including SPAN 201, SPAN 202, SPAN 310 (or SPAN 311), SPAN 312 (or SPAN 313) and SPAN 420. Exam prerequisites to enrollment are Principles of Learning and Teaching 7-12 (5624) score of 157; a score of 168 on the Spanish World Language (5195) exam; and a score of Advanced Low on the Spanish-language Oral Proficiency Interview (OPI).

Note: SED 421 and SED 422: To enroll in SED 421 and SED 422, students must have received a passing grade on the Modern Languages Department content exam.

**WORLD LANGUAGES EDUCATION M.A.T.****Admission Requirements**

1. A completed application form accompanied by a \$50 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 coursework.
4. An official report of scores on the appropriate Praxis II Content Knowledge Test and/or OPI, with a minimum score as established by the Department of Educational Studies.
5. Two Disposition Reference Forms: one from a faculty or supervisor of a child/youth-related activity, and one from a work supervisor.
6. Two letters of recommendation: one from a faculty or supervisor of a child/youth-related activity, and one from a work supervisor.
7. A Statement of Educational Philosophy.
8. A current résumé.
9. An interview with an advisor in the M.A.T. program.
10. A plan of study approved by the advisor and appropriate dean.

**COURSE REQUIREMENTS****Foundations Component**

CEP 552	Psychological Perspectives on Learning and Teaching	3	F, Su
FNED 546	Contexts of Schooling	4	F, Sp

**Professional Education Component**

CURR 410	Teaching World Languages in Elementary Education	4	Sp as needed
SED 506	Survey of Instructional Design	3	F, Su
SED 511	Content and Pedagogy in Secondary Education	4	F
SED 521	Student Teaching in Secondary Schools	7	F, Sp
SED 522	Student Teaching Seminar in Secondary Education	2	Sp
SPED 531	Universal Design for Educating All Students	3	F, Sp

**Pedagogy Concentration**

FNED 547	Introduction to Classroom Research	3	F, Sp
INST 516	Integrating Technology into Instruction	3	F, Sp

**Capstone Course**

The capstone experience is incorporated into SED 522 (Student Teaching Seminar). 0 credit hours.

**French, Portuguese and Spanish Concentrations**

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.

**Total Credit Hours: 38-47**

## Youth Development

### Department of Educational Studies

**Department Chair:** Gerri August

**Youth Development Program Co-Directors:** Lesley Bogad and Corrine McKamey

**Youth Development Program Faculty:** Professor Bogad; Associate Professor McKamey

Students must consult with their assigned advisor before they will be able to register for courses. Successful completion of the youth development program leads to a B.A. degree and a Rhode Island College Certificate in Nonprofit Studies.

### YOUTH DEVELOPMENT B.A.

#### Retention Requirements:

1. A grade of C or better in all program courses.
2. Positive recommendations from all field supervisors.
3. A current criminal background check prior to field experiences.

#### COURSE REQUIREMENTS

##### Education Cognates

YDEV 300	Introduction to Youth Development	4	F, Sp
FNED 346	Schooling in a Democratic Society	4	F, Sp, Su
SPED 300	Introduction to the Characteristics and Education of Children and Youth with Disabilities	4	F, Sp
YDEV 352	Seminar in Youth Development	3	F
YDEV 353	Field Experience in Youth Development	1	F
YDEV 412	Advanced Issues in Youth Development	3	Sp
YDEV 413	Internship in Youth Development	4	Sp

Note: YDEV 413: This course satisfies the elective requirement in the Nonprofit Management Cognates below.

#### CHOOSE ONE

CEP 315	Educational Psychology	3	F, Sp, Su
PSYC 215	Social Psychology	4	F, Sp, Su
PSYC 230	Human Development	4	F, Sp, Su

Note: It is recommended that students also take PSYC 110 as their Social and Behavior Science General Education course requirement.

#### Social Work Cognates

SWRK 240	Introduction to Social Work and Social Welfare	3	F, Sp, Su
SWRK 320	Policy Analysis	3	F, Sp, Su
SWRK 324	Human Behavior in the Social Environment: Individual, Family, and Small Group	3	F, Sp, Su
SWRK 325	Human Behavior in the Social Environment: Social System, Institution, and Organization	3	F, Sp, Su
SWRK 326	Generalist Social Work Practice	3	F, Sp

#### Nonprofit Management Cognates

NPST 400	Institute in Nonprofit Studies	4	Su
NPST 401	Financial Management for Nonprofits	3	F
NPST 402	Staff and Volunteer Management for Nonprofits	3	Sp
NPST 404	Communications and Resource Development for Nonprofits	3	Sp
ELECTIVE ELECTIVE	ONE COURSE in an aspect of nonprofit organizations or philanthropy	3-4	

#### Total Credit Hours: 54-59

YDEV 413: This course satisfies the elective requirement above.

The Nonprofit Management Cognates satisfy the requirements for the Certificate in Nonprofit Studies.

#### ADDITIONAL REQUIREMENT

Choose one:

1. Minor (18-24 credits)

Select one minor from the college offerings. Must be approved by program advisor.

2. Concentration of courses related to field of interest (15-20 credits)

Select a minimum of 15 credit hours related to field of interest. Must be approved by program advisor.

#### Total Credit Hours: 69-83

# SCHOOL OF BUSINESS

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Jeffrey A. Mello, Dean

## Undergraduate Degree Programs

Major	Degree	Concentration
Accounting (p. 173)	B.S.	
Computer Information Systems (p. 175)	B.S.	
Economics (p. 176)	B.A.	
Finance (p. 177)	B.S.	
Health Care Administration (p. 178)	B.S.	
Management (p. 181)	B.S. B.S. B.S.	General Management Human Resource Management Operations Management
Marketing (p. 183)	B.S.	

*Note: Minors are offered in all the degree programs listed above, as well as a Data Science Minor (see details under Computer Information Systems (p. 175)). Honors programs are also offered in these degree programs, except for health care administration.*

### – PLEASE NOTE –

All undergraduate full-degree programs require the completion of at least 120 credit hours, including (1) General Education requirements, (2) the College Writing Requirement, (3) the College Mathematics Competency, and (4) the course requirements listed under each program. For more details on graduation requirements, see Academic Policies and Requirements (p. 22).

## Graduate Degree Programs

Major	Degree	Concentration
Health Care Administration (p. 179)	M.S.	
Operations Management (p. 182)	M.S.	
Professional Accountancy (p. 173)	M.P.Ac. M.P.Ac.	Accounting Information Systems Personal Financial Planning

## **GENERAL INFORMATION**

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The School of Business 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. The school also houses and coordinates the health care administration major.

### **Writing Requirement**

A graded writing assignment is required in **every** course.

### **Suggested Sequence of Courses**

Majors in the School of Business 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 ECON 200, ECON 214, and ECON 215) but are strongly encouraged to complete MATH 177 and, for majors that require it, MATH 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 Business. Students with 45 credit hours or more may enroll in FIN 301, MGT 201, and MKT 201. At this time, students begin to take courses to fulfill the requirements of their major.

### **Retention Requirements**

1. Satisfactory completion (passing grade) of the college writing requirement.
2. A minimum cumulative grade point average of 2.00.
3. Students majoring in accounting, computer information systems, management, and marketing must achieve satisfactory completion of ACCT 201, 202; CIS 251; ECON 214, 215; and MATH 177 and MATH 248.
4. Students majoring in health care administration must have a minimum cumulative grade point average of 2.00 in all courses in the major.

The appropriate department within the School of Business, 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 Business 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 B.S.

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Learning Goals (p. 353)

Writing in the Discipline (p. 381)

**Department of Accounting and Computer Information Systems**

**Department Chair:** Lisa Bain

**Accounting Program Faculty:** Professor Schweikart; **Associate Professors** Church, Filipek, Haser; **Assistant Professor** Cote, Margarida, Weiss

Students must consult with their assigned advisor before they will be able to register for courses. A graded writing assignment is required in every course.

### COURSE REQUIREMENTS

#### Courses

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	Federal Income Taxation	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, Su
ECON 215	Principles of Macroeconomics	3	F, Sp, Su
FIN 301	Financial Management	4	F, Sp, Su
MGT 201	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
MKT 201	Introduction to Marketing	3	F, Sp, Su

#### TWO COURSES from

ACCT 351	Fraud Examination	3	F
ACCT 353	Accounting for Governmental and Not-for-Profit Organizations	3	Sp
ACCT 422	Cost Management II	3	Sp
ACCT 432	Advanced Studies in Taxation	3	F
ACCT 443	Business Law	3	F, Sp
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	Investments	4	F, Sp

#### Cognates

ENGL 230	Writing for Professional Settings	4	F, Sp, Su
MATH 177	Quantitative Business Analysis I	4	F, Sp, Su
MATH 248	Business Statistics I	4	F, Sp, Su

Note: MATH 177: Fulfills the Mathematics category of General Education.

Note: MATH 248: Fulfills the Advanced Quantitative Scientific Reasoning category of General Education.

**Total Credit Hours: 73-74**

## ACCOUNTING MINOR

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Learning Goals (p. 353)

Writing in the Discipline (p. 381)

**Department of Accounting and Computer Information Systems**

**Department Chair:** Lisa Bain

**Accounting Program Faculty:** Professor Schweikart; **Associate Professors** Church, Filipek, Haser; **Assistant Professor** Cote, Margarida, Weiss

Students must consult with their assigned advisor before they will be able to register for courses. A graded writing assignment is required in every course.

### COURSE REQUIREMENTS

**The minor in accounting consists of a minimum of 21 credit hours (seven courses), as follows:**

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 321	Cost Management I	3	F, Sp, Su (as needed)
ACCT 331	Federal Income Taxation	3	F, Sp
CIS 251	Computers in Management	3	F, Sp, Su

**Total Credit Hours: 21**

## PROFESSIONAL ACCOUNTANCY M.P.AC.

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Learning Goals (p. 353)

**Department of Accounting and Computer Information Systems**

**Department Chair:** Lisa Bain

**Director:** Lisa Bonitati Church

**Professional Accountancy Program Faculty:** Professor Schweikart; **Associate Professors** Church, Filipek, Haser; **Assistant Professor** Cote, Margarida, Weiss

### Admission Requirements

1. Completed application form accompanied by a \$50 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.

**COURSE REQUIREMENTS — CONCENTRATION IN ACCOUNTING INFORMATION SYSTEMS****Courses****Foundations Component**

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 Infrastructure	3	F, Sp
CIS 453	Systems Analysis and Design	3	F, Sp
CIS 535	Data Management	3	As needed

**Electives**

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****COURSE REQUIREMENTS — CONCENTRATION IN PERSONAL FINANCIAL PLANNING****Courses****Foundations Component**

ACCT 661	Financial Planning Capstone Course	3	Sp
ACCT 533	Fundamentals of Financial Planning	3	F
ACCT 535	Tax Issues for Corporations and Shareholders	3	As needed
ACCT 543	Personal Income Tax Planning	3	Sp

**Electives**

TWENTY-ONE CREDIT HOURS OF COURSES at the graduate level appropriate to career plans.	21
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**Total Credit Hours: 30**

## COMPUTER INFORMATION SYSTEMS B.S.

Learning Goals (p. 353)

Writing in the Discipline (p. 381)

Department of Accounting and Computer Information Systems

Department Chair: Lisa Bain

Computer Information Systems Program Faculty: Professor Bain;

Assistant Professor Guo; Associate Professors Choi, Hayden

Students must consult with their assigned advisor before they will be able to register for courses. A graded writing assignment is required in every course.

### COURSE REQUIREMENTS

#### Courses

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 Infrastructure	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 301	Financial Management	4	F, Sp, Su
MGT 201	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
MKT 201	Introduction to Marketing	3	F, Sp, Su

#### ONE COURSE 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

#### THREE ADDITIONAL COURSES in computer information systems or computer science at the 300-level or above or COMM 330 (for a total of 9-12 credits):

COMM 330	Interpersonal Communication	4	F
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#### COGNATES

ENGL 230	Writing for Professional Settings	4	F, Sp, Su
MATH 177	Quantitative Business Analysis I	4	F, Sp, Su
MATH 248	Business Statistics I	4	F, Sp, Su

Note: MATH 177: Fulfills the Mathematics category of General Education.

Note: MATH 248: Fulfills the Advanced Quantitative Scientific Reasoning category of General Education.

**Total Credit Hours: 70-73**

## COMPUTER INFORMATION SYSTEMS MINOR

Learning Goals (p. 353)

Writing in the Discipline (p. 381)

Department of Accounting and Computer Information Systems

Department Chair: Lisa Bain

Computer Information Systems Program Faculty: Professor Bain;

Assistant Professor Guo; Associate Professors Choi, Hayden

Students must consult with their assigned advisor before they will be able to register for courses. A graded writing assignment is required in every course.

### COURSE REQUIREMENTS

A minor in computer information systems consists of a minimum of 18 credit hours (six courses), as follows:

CIS 251	Computers in Management	3	F, Sp, Su
CIS 352	Management Information Systems	3	F, Sp
CIS 453	Systems Analysis and Design	3	F, Sp

AND THREE ADDITIONAL courses from Computer Information Systems at the 300-level or above.

**Total Credit Hours: 18-24**

## DATA SCIENCE MINOR

Learning Goals (p. 353)

Writing in the Discipline (p. 381)

Department of Accounting and Computer Information Systems

Department Chair: Lisa Bain

Computer Information Systems Program Faculty: Professor Bain;

Assistant Professor Guo; Associate Professors Choi, Hayden

Students must consult with their assigned advisor before they will be able to register for courses. A graded writing assignment is required in every course.

### COURSE REQUIREMENTS

A minor in data science consists of a minimum of 19 credit hours (five courses), as follows:

#### Courses

CIS 352	Management Information Systems	3	F, Sp
MATH 177	Quantitative Business Analysis I	4	F, Sp, Su
MATH 248	Business Statistics I	4	F, Sp, Su
CIS 470	Introduction to Data Science	4	F
CIS 472	Data Visualization	4	As needed

**Total Credit Hours: 19**



**ECONOMICS B.A.**

Learning Goals (p. 353)

Writing in the Discipline (p. 382)

**Department of Economics and Finance****Department Chair:** Alema Karim**Economics Program Faculty:** Professor Blais; Associate Professors Basu, Karim, Tashiro

Students must consult with their assigned advisor before they will be able to register for courses. A graded writing assignment is required for every course.

**COURSE REQUIREMENTS****Courses**

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	4	F
ECON 315	Intermediate Macroeconomic Theory and Analysis	4	Sp
ECON 449	Introduction to Econometrics	4	F, Sp
ECON 462	Seminar in Economic Research	4	Sp
	-Or-		
ECON 492	Independent Study II	4	As needed

**ONE COURSE from**

ECON 331	Topics in Global Economics	4	Annually (even years)
ECON 335	Economics of Race and Gender	4	Annually (even years)
ECON 337	Economics of Climate Change and Sustainability	4	Annually (odd years)

**THREE COURSES from**

ECON 390	Directed Study	4	As needed
ECON 421	International Economics	4	As needed
ECON 422	Economics of Developing Countries	4	As needed
ECON 431	Labor Economics	4	As needed
ECON 433	Economics of Government	4	As needed
ECON 435	Urban Economics	4	As needed
ECON 436	Industrial Organization and Market Structure	4	As needed
ECON 437	Environmental Economics	4	As needed
ECON 438	History of Economic Thought	4	As needed
ECON 490	Independent Study in Economics	4	As needed
ECON 491	Independent Study I	4	As needed

**Cognates**

ACCT 201	Principles of Accounting I: Financial	3	F, Sp, Su
ENGL 230	Writing for Professional Settings	4	F, Sp, Su
FIN 301	Financial Management	4	F, Sp, Su
MATH 177	Quantitative Business Analysis I	4	F, Sp, Su
MATH 248	Business Statistics I	4	F, Sp, Su

Note: MATH 177: Fulfills the Mathematics category of General Education.

Note: MATH 248: Fulfills the Advanced Quantitative Scientific Reasoning category of General Education.

**Total Credit Hours: 57****ECONOMICS MINOR**

Learning Goals (p. 353)

Writing in the Discipline (p. 382)

**Department of Economics and Finance****Department Chair:** Alema Karim**Economics Program Faculty:** Professor Blais; Associate Professors Basu, Karim, Tashiro

Students must consult with their assigned advisor before they will be able to register for courses. A graded writing assignment is required for every course.

**COURSE REQUIREMENTS**

**The minor in economics consists of a minimum of 22 credit hours (six courses), as follows:**

ECON 214	Principles of Microeconomics	3	F, Sp, Su
ECON 215	Principles of Macroeconomics	3	F, Sp, Su
MATH 177	Quantitative Business Analysis I	4	F, Sp, Su
ECON 314	Intermediate Microeconomic Theory and Applications	4	F
	-Or-		
ECON 315	Intermediate Macroeconomic Theory and Analysis	4	Sp
ECON 331	Topics in Global Economics	4	Annually (even years)
	-Or-		
ECON 335	Economics of Race and Gender	4	Annually (even years)
	-Or-		
ECON 337	Economics of Climate Change and Sustainability	4	Annually (odd years)

AND ONE ADDITIONAL course in economics at the 400-level.

**Total Credit Hours: 22**

**FINANCE B.S.**

Learning Goals (p. 353)

Writing in the Discipline (p. 382)

**Department of Economics and Finance****Department Chair:** Alema Karim**Finance Program Faculty:** Professor Kazemi; Associate Professor

Aydogdu; Assistant Professor Saatcioglu

Students **must** consult with their assigned advisor before they will be able to register for courses. A graded writing assignment is required in **every** course.

**COURSE REQUIREMENTS****Courses**

FIN 301	Financial Management	4	F, Sp, Su
FIN 423	Financial Markets and Institutions	4	F, Sp
FIN 431	Advanced Corporate Finance	4	F, Sp
FIN 432	Investments	4	F, Sp
FIN 434	International Financial Management	4	F, Sp
FIN 435	Financial Statement Analysis	4	F, Sp
FIN 461	Seminar in Finance	4	F, Sp
	-Or-		
FIN 492	Independent Study II	4	As needed

**ONE COURSE from**

ECON 314	Intermediate Microeconomic Theory and Applications	4	F
ECON 315	Intermediate Macroeconomic Theory and Analysis	4	Sp
ECON 449	Introduction to Econometrics	4	F, Sp

**THREE COURSES from**

FIN 436	Fixed Income Analysis	4	As needed
FIN 441	Financial Derivatives and Risk Management	4	As needed
FIN 447	Financial Modeling	4	As needed
FIN 463	Seminar in Portfolio Management	4	As needed
FIN 491	Independent Study I	4	As needed

**Cognates**

ACCT 201	Principles of Accounting I: Financial	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
ENGL 230	Writing for Professional Settings	4	F, Sp, Su
MGT 201	Foundations of Management	3	F, Sp, Su
MKT 201	Introduction to Marketing	3	F, Sp, Su
MATH 177	Quantitative Business Analysis I	4	F, Sp, Su
MATH 248	Business Statistics I	4	F, Sp, Su

Note: MATH 177: Fulfills the Mathematics category of General Education.

Note: MATH 248: Fulfills the Advanced Quantitative Scientific Reasoning category of General Education.

**Total Credit Hours: 77****FINANCE MINOR**

Learning Goals (p. 353)

Writing in the Discipline (p. 382)

**Department of Economics and Finance****Department Chair:** Alema Karim**Finance Program Faculty:** Professor Kazemi; Associate Professor

Aydogdu; Assistant Professor Saatcioglu

Students **must** consult with their assigned advisor before they will be able to register for courses. A graded writing assignment is required in **every** course.

**COURSE REQUIREMENTS**

**The minor in finance consists of a minimum of 20 credit hours (five courses), as follows:**

FIN 301	Financial Management	4	F, Sp, Su
FIN 432	Investments	4	F, Sp

AND THREE ADDITIONAL courses in finance at the 400-level.

Note: The prerequisites for FIN 301 are ACCT 201 and MATH 177. The prerequisites for FIN 432 are FIN 301 and MATH 248.

**Total Credit Hours: 20-25**

**HEALTH CARE ADMINISTRATION B.S.****Director:** Marianne Raimondo**Health Care Administration Program Faculty: Assistant Professors**  
Raimondo, Connolly, Rampa

The B.S. in Health Care Administration (HCA) provides baccalaureate-level education and training for students considering careers in the health care industry. The program is specifically targeted for those pursuing supervisory and entry-level management positions and/or preparation for graduate education. The Health Care Administration program focuses on the organization, financing and management of health care organizations and the delivery of health care services in the United States.

Students **must** consult with their assigned advisor before they will be able to register for courses. A graded writing assignment is required in **every** course.

Note: HCA 491: Independent Study I and HCA 492: Independent Study II are available for those seeking departmental honors, with consent of program director and dean.

**COURSE REQUIREMENTS****Courses**

ACCT 201	Principles of Accounting I: Financial	3	F, Sp, Su
CIS 251	Computers in Management	3	F, Sp, Su
ECON 214	Principles of Microeconomics	3	F, Sp, Su
FIN 301	Financial Management	4	F, Sp, Su
HCA 330	-Or- Health Care Finance	3	Annually
HCA 201	Introduction to Health Care Systems	3	F, Sp
HCA 302	Health Care Organizations	3	Sp
HCA 303	Health Policy and Contemporary Issues	3	Sp
HCA 355	Quality Management/Improvement in Health Care	3	F, Sp
HCA 401/HCA 501	Ethical and Legal Issues in Health Care Management	3	Sp
HCA 461	Seminar in Strategic Health Care Management	3	As needed
HCA 467	Internship in Health Care Administration	3	F, Sp, Su
MGT 201	Foundations of Management	3	F, Sp, Su
MGT 320	Human Resource Management	3	F, Sp, Su
MGT 322	Organizational Behavior	3	F, Sp, Su
MKT 201	Introduction to Marketing	3	F, Sp, Su

Note: With permission of program director, HCA 490: Directed Study may be substituted for any 300/400 level HCA course.

Note: Please note that HCA 201, HCA 302, HCA 303, HCA 401 and HCA 402 were previously offered as NURS 201, NURS 302, NURS 303, NURS 401 and NURS 402, and these courses are equivalent to the HCA courses.

**THREE COURSES from**

(It is recommended that the three courses be taken from the same category, but courses may be selected from multiple categories)

**Gerontology**

GRTL 314	Health and Aging	4	F, Sp, Su
NURS 314	-Or- Health and Aging	4	F, Sp, Su
HCA 403	Long-Term Care Administration	3	Annually
HCA 404	Long-Term Care Laws and Regulations	2	Annually
SOC 217	Aging and Society	4	F, Sp, Su
SOC 320	Law and the Elderly	3	Annually

Note: SOC 217: Fulfills the Social and Behavioral Sciences category of General Education.

**Human Resource Management**

MGT 423	Compensation and Benefits Administration	3	F
MGT 424	Employee Relations and Performance Management	3	Sp
MGT 425	Recruitment and Selection	3	F
MGT 428	Human Resource Development	3	Sp

**Informatics**

CIS 352	Management Information Systems	3	F, Sp
CIS 440	Issues in Computer Security	3	As needed
CIS 455	Database Programming	3	F, Sp
HCA 402	Health Care Informatics	3	As needed

**Management Foundations**

ACCT 202	Principles of Accounting II: Managerial	3	F, Sp, Su
MGT 349	Service Operations Management	3	F
MKT 334	Consumer Behavior	3	F, Sp
POL 301	Foundations of Public Administration	4	F

**Wellness**

ANTH 309	Medical Anthropology	4	Alternate years
HPE 406	Program Development in Health Promotion	3	Sp or as needed
PSYC 424	Health Psychology	4	Annually
SOC 314	The Sociology of Health and Illness	4	Annually

**Cognates**

BIOL 103	Human Biology	3	F, Sp, Su
BIOL 108	-Or- Basic Principles of Biology	4	F, Sp, Su
COMM 330	Interpersonal Communication	4	F
ENGL 230	Writing for Professional Settings	4	F, Sp, Su
MATH 177	Quantitative Business Analysis I	4	F, Sp, Su
MATH 240	Statistical Methods I	4	F, Sp, Su
PSYC 221	Research Methods I: Foundations	4	F, Sp, Su

Note: BIOL 108: Fulfills the Natural Science category of General Education.

Note: MATH 177, MATH 240: Fulfills the Mathematics category of General Education.

Note: Up to 8 credit hours may simultaneously fulfill General Education requirements.

**Total Credit Hours: 76-82**

## **HEALTH CARE ADMINISTRATION MINOR**

**Director:** Marianne Raimondo

Students **must** consult with their assigned advisor before they will be able to register for courses. A graded writing assignment is required in **every** course.

Note: HCA 491: Independent Study I and HCA 492: Independent Study II are available for those seeking departmental honors, with consent of program director and dean.

### **COURSE REQUIREMENTS**

The minor in health care administration consists of a minimum of 21 credit hours (seven courses), as follows:

HCA 201	Introduction to Health Care Systems	3	F, Sp
HCA 302	Health Care Organizations	3	Sp
HCA 401/HCA 501	Ethical and Legal Issues in Health Care Management	3	Sp
MGT 201	Foundations of Management	3	F, Sp, Su
MGT 320	Human Resource Management	3	F, Sp, Su
MGT 322	Organizational Behavior	3	F, Sp, Su

AND ONE ADDITIONAL course from the electives in the health care administration major.

Courses taken to meet the requirements of other majors or minors cannot be used to simultaneously fulfill the requirements of the health care administration minor (termed double counting). In these instances, please consult the health care administration director to arrange for appropriate substitute course(s).

**Total Credit Hours: 21**

## **HEALTH CARE ADMINISTRATION M.S.**

**Director:** Marianne Raimondo

**Faculty: Assistant Professors** Raimondo, Rampa, Connolly

The M.S. in Health Care Administration (HCA) focuses on the organization, financing and management of health care organizations and the delivery of health care services in the United States. The program will prepare students for management careers in health care in the private and public sectors, including careers in public health, hospitals, long-term care, home/community-based care and health insurance. The program is also appropriate for those seeking positions in health policy. The curriculum focuses on leadership, performance improvement, organizational theory/behavior, health care finance and law.

### **Admission Requirements**

1. Completed application form accompanied by a \$50 nonrefundable application fee.
2. A Bachelor's degree in Health Care Administration (HCA) or related field from an accredited college or university. Students with a bachelor's degree in an unrelated field with relevant work experience

may be considered for admission. For more information, contact program director.

3. Official transcripts of all undergraduate and graduate records.
4. Completion of the Graduate Management Admissions Test (GMAT) or Graduate Record Examination (GRE).
5. A letter of intent including a statement of goals.
6. One professional and one academic reference.
7. Completion of courses in Elementary Statistics, Principles of Economics and Introductory Accounting.

### **Retention Requirements**

All students must have a minimum GPA of 3.0 at the end of the first year and an evaluation of Satisfactory or better in the Internship class. Students who do not have a minimum 3.0 GPA may not continue in the program. No course in which the student earns a grade below a C will get credit in the M.S. HCA program.

### **COURSE REQUIREMENTS**

<b>Courses</b>			
HCA 501/HCA 401	Health Law and Ethics	3	F, Sp
HCA 502/NURS 502	Health Care Systems	3	F, Sp
HCA 503/NURS 705	Health Care Policy	3	Sp
HCA 514	Economics of Health Care	3	F
HCA 520	Health Care Human Resource Management	3	F, Sp
HCA 530	Health Care Finance	3	F, Sp
HCA 535	Managing Community Health Care Systems	3	Sp
HCA 537	Performance Improvement in Health Care	3	F, Sp
HCA 540	Research Methods and Statistical Analysis	3	F
HCA 547	Transformational Leadership in Health Care Organizations	3	F, Sp
HCA 560	Contemporary Topics in Health Care	2	Su
HCA 567	Health Care Internship	3	F, Su
HCA 591	Master's Thesis in Health Care Administration	3	F, Sp
HPE 507	Epidemiology and Biostatistics	3	Sp
NURS 707	Information Technology/Decision Support	3	F
<b>TWO COURSES from</b>			
MGT 515	Leading Change and Innovation	3	F, Sp
MGT 535	Project Management	3	F, Sp
HPE 500	Introduction to Health Education and Health Promotion	3	F
HPE 505	Principles of Program Development in Health Education	3	Sp
MGT 520	Developing High-Performance Teams	3	F, Sp
NURS 709	Population Health	3	F

**Total Credit Hours: 50**

**ACCELERATED HEALTH CARE MANAGEMENT M.S.****Admission Requirements**

1. Completed application form accompanied by a \$50 nonrefundable application fee.
2. A Bachelor's degree in Health Care Administration (HCA) from Rhode Island College.
3. A 3.0 GPA in the B.S. HCA program and a grade of B or better in each of the foundation courses.
4. A letter of intent including a statement of goals.
5. Three academic references from faculty members at RIC.

**Retention Requirements**

All students must have a minimum grade point average (GPA) of 3.0 at the end of the first year and an evaluation of Satisfactory or better in the Internship class. Students who do not have a minimum 3.00 GPA may not continue in the program. No course in which the student earns a grade below a C will get credit in the M.S. HCA program.

**COURSE REQUIREMENTS****Courses**

HCA 514	Economics of Health Care	3	F
HCA 530	Health Care Finance	3	F, Sp
HCA 535	Managing Community Health Care Systems	3	Sp
HCA 537	Performance Improvement in Health Care	3	F, Sp
HCA 540	Research Methods and Statistical Analysis	3	F
HCA 547	Transformational Leadership in Health Care Organizations	3	F, Sp
HCA 560	Contemporary Topics in Health Care	2	Su
HCA 567	Health Care Internship	3	F, Su
HCA 591	Master's Thesis in Health Care Administration	3	F, Sp
HPE 507	Epidemiology and Biostatistics	3	Sp
NURS 707	Information Technology/Decision Support	3	F

**TWO COURSES from**

MGT 515	Leading Change and Innovation	3	F, Sp
MGT 535	Project Management	3	F, Sp
HPE 500	Introduction to Health Education and Health Promotion	3	F
HPE 505	Principles of Program Development in Health Education	3	Sp
MGT 520	Developing High-Performance Teams	3	F, Sp
NURS 709	Population Health	3	F

**Total Credit Hours: 38**

## MANAGEMENT B.S.

Learning Goals (p. 353)

Writing in the Discipline (General, Human Resources, International, Operations) (p. 383)

Writing in the Discipline (Business) (p. 385)

### Department of Management and Marketing

**Department Chair:** Michael Casey

**Management Program Faculty:** Professor Mello; **Associate Professors** Casey, DeSimone, Farinella, Jacques, Sahba, Urda, Wu; **Assistant Professor** DiManna

Students must consult with their assigned advisor before they will be able to register for courses. A graded writing assignment is required in every course.

Note: MGT 491 Independent Study I and MGT 492 Independent Study II are available for those seeking departmental honors, with consent of instructor, department chair and dean.

### COURSE REQUIREMENTS

#### Courses

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 301	Financial Management	4	F, Sp, Su
MGT 201	Foundations of Management	3	F, Sp, Su
MGT 249	Business Statistics II	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 201	Introduction to Marketing	3	F, Sp, Su

#### Cognates

MATH 177	Quantitative Business Analysis I	4	F, Sp, Su
MATH 248	Business Statistics I	4	F, Sp, Su

Note: MATH 177: Fulfills the Mathematics category of General Education.

Note: MATH 248: Fulfills the Advanced Quantitative Scientific Reasoning category of General Education.

### CONCENTRATIONS

CHOOSE concentration A, B, or C below

#### A. General Management

MGT 320	Human Resource Management	3	F, Sp, Su
MGT 322	Organizational Behavior	3	F, Sp, Su
	THREE ADDITIONAL COURSES in management at the 300-level or above	9	

**Total Credit Hours: 63**

#### B. Human Resource Management

MGT 320	Human Resource Management	3	F, Sp, Su
MGT 322	Organizational Behavior	3	F, Sp, Su
MGT 423	Compensation and Benefits Administration	3	F
MGT 424	Employee Relations and Performance Management	3	Sp
MGT 425	Recruitment and Selection	3	F
MGT 428	Human Resource Development	3	Sp

#### TWO COURSES from

ECON 431	Labor Economics	4	As needed
MGT 306	Management of a Diverse Workforce	3	Sp
MGT 329	Organizational Theory and Design	3	F, Sp
MGT 331	Occupational and Environmental Safety Management	3	F
MGT 333	Negotiation and Conflict Resolution	3	As needed
MGT 467	Directed Internship	3	F, Sp, Su
MGT 490	Directed Study	3	As needed
MGT 491	Independent Study I	3	As needed
MGT 492	Independent Study II	3	As needed
PSYC 422	Psychological Testing	4	Annually
	A course approved by advisor	3	

**Total Credit Hours: 72-73**

#### C. Operations Management

MGT 335	Process Management	3	Sp
MGT 347	Supply Chain Management	3	As needed
MGT 355	Quality Assurance	3	Sp
MGT 455	Global Logistics and Enterprise Management	3	As needed

MGT 347: (Or MKT 347: Supply Chain Management)

#### THREE COURSES from

ECON 449	Introduction to Econometrics	4	F, Sp
MGT 322	Organizational Behavior	3	F, Sp, Su
MGT 329	Organizational Theory and Design	3	F, Sp
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	Directed Internship	3	F, Sp, Su
MGT 490	Directed Study	3	As needed
MGT 491	Independent Study I	3	As needed
MGT 492	Independent Study II	3	As needed
MKT 310	Product Design and Development	3	As needed
MKT 322	Services Marketing	3	As needed

**Total Credit Hours: 69-70**

## MANAGEMENT MINOR

Learning Goals (p. 353)

Writing in the Discipline (General, Human Resources, International, Operations) (p. 383)

Writing in the Discipline (Business) (p. 385)

**Department of Management and Marketing**

**Department Chair:** Michael Casey

**Management Program Faculty:** Professor Mello; Associate Professors Casey, DeSimone, Farinella, Jacques, Sahba, Urda, Wu; Assistant Professor DiManna

Students must consult with their assigned advisor before they will be able to register for courses. A graded writing assignment is required in every course.

The minor in management is not available to students selecting any major in the School of Business, except for those students majoring in economics.

### COURSE REQUIREMENTS

The minor in management consists of a minimum of 22 credit hours (seven courses), as follows:

ACCT 201	Principles of Accounting I: Financial	3	F, Sp, Su
ECON 200	Introduction to Economics	4	F, Sp, Su
MGT 201	Foundations of Management	3	F, Sp, Su
MKT 201	Introduction to Marketing	3	F, Sp, Su

AND THREE ADDITIONAL management courses at the 300-level or above.

Note: ECON 200: (or ECON 214 and ECON 215)

**Total Credit Hours: 22**

## OPERATIONS MANAGEMENT M.S.

**Department of Management and Marketing**

**Department Chair:** Michael Casey

**Program Director:** Paul Jacques

**Management Program Faculty:** Casey, Farinella, Jacques, Sahba

### Admission Requirements

1. Completed application form accompanied by a \$50 nonrefundable application fee.
2. A Bachelor's degree from an accredited college or university with a minimum G.P.A. of 3.0 on a 4.0 scale.
3. Official transcripts of all undergraduate and graduate records.
4. An applicant's letter describing the applicant's professional goals including how the program will help the applicant achieve these professional goals.
5. Three letters of recommendation that address professional or practical/applied experience in the field of Operations Management as a whole. At least one of the letters of recommendation must be from a professional employed within the field of Operations Management or a Management instructor in higher education.
6. Completion of the Graduate Management Admissions Test (GMAT) or Graduate Record Examination (GRE). Note: Candidates with a degree in business from Rhode Island College or the University of

Rhode Island, with a 3.00 GPA in the major, will be exempt from the GMAT/GRE requirement.

7. An interview may be required.

### COURSE REQUIREMENTS

<b>Courses</b>			
MGT 455	Global Logistics and Enterprise Management	3	As needed
MGT 510	Managing Productivity	3	F, Sp
MGT 515	Leading Change and Innovation	3	F, Sp
MGT 520	Developing High-Performance Teams	3	F, Sp
MGT 525	Managing Continuous Quality and Processes Improvement	3	Annually
MGT 530	Data Analytics	3	Annually
MGT 535	Project Management	3	F, Sp
MGT 590	Directed Research Seminar	3	F, Sp

### Electives

Three courses from either content area listed below, in any combination, for a total of nine credits.

#### Health Care Administration Operations

HCA 501/HCA 401	Health Law and Ethics	3	F, Sp
HCA 537	Performance Improvement in Health Care	3	F, Sp
HCA 547	Transformational Leadership in Health Care Organizations	3	F, Sp

#### Information Technology, Operations Management (Logistics and Supply Chain Management)

ACCT 510	Advanced AIS: Systems Modeling	3	As needed
CIS 535	Data Management	3	As needed
CIS 543	Decision Support Systems	3	As needed

**Total Credit Hours: 33**

## MARKETING B.S.

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Learning Goals (p. 353)

Writing in the Discipline (p. 386)

**Department of Management and Marketing**

**Department Chair:** Michael Casey

**Marketing Program Faculty:** Professor Ramocki; Associate Professor Blanchette, Milbourne

Students **must** consult with their assigned advisor before they will be able to register for courses. A graded writing assignment is required in **every** course.

Note: MKT 491 Independent Study I and MKT 492 Independent Study II are available for those seeking departmental honors, with consent of instructor, department chair and dean.

### COURSE REQUIREMENTS

#### Courses

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 301	Financial Management	4	F, Sp, Su
MGT 249	Business Statistics II	3	F, Sp, Su
MGT 201	Foundations of Management	3	F, Sp, Su
MGT 322	Organizational Behavior	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 201	Introduction to Marketing	3	F, Sp, Su
MKT 215	Marketing Creativity	3	F, Sp
MKT 333	Market Research	3	F, Sp
MKT 334	Consumer Behavior	3	F, Sp

MKT 462	Strategic Marketing Management	3	Sp, F
	THREE ADDITIONAL COURSES in marketing at the 300-level or above.	9	

#### Cognates

MATH 177	Quantitative Business Analysis I	4	F, Sp, Su
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MATH 248	Business Statistics I	4	F, Sp, Su
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Note: MATH 177: Fulfills the Mathematics category of General Education.

Note: MATH 248: Fulfills the Advanced Quantitative Scientific Reasoning category of General Education.

**Total Credit Hours: 72**

## MARKETING MINOR

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Learning Goals (p. 353)

Writing in the Discipline (p. 386)

**Department of Management and Marketing**

**Department Chair:** Michael Casey

**Marketing Program Faculty:** Professor Ramocki; Associate Professor Blanchette; Assistant Professor Milbourne

Students **must** consult with their assigned advisor before they will be able to register for courses. A graded writing assignment is required in **every** course.

### COURSE REQUIREMENTS

**The marketing minor consists of a minimum of 22 credit hours (seven courses), as follows:**

ECON 200	Introduction to Economics	4	F, Sp, Su
MGT 201	Foundations of Management	3	F, Sp, Su
MKT 201	Introduction to Marketing	3	F, Sp, Su
MKT 215	Marketing Creativity	3	F, Sp
MKT 334	Consumer Behavior	3	F, Sp

AND TWO ADDITIONAL 300-level marketing courses.

Note: ECON 200: (or both ECON 214 and ECON 215)

**Total Credit Hours: 22**



# SCHOOL OF NURSING

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## NURSING B.S.N.

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Learning Goals (p. 354)

Writing in the Discipline (p. 388)

Jane Williams

Dean, School of Nursing

Lynn Blanchette

Associate Dean, School of Nursing

**Undergraduate Department Chair:** Yolande Lockett

**B.S.N. Undergraduate Program Director:** Karen Hetzel

**R.N. to B.S.N. Program Director:** Donna Huntley-Newby

**B.S.N. Program Faculty: Professors** Byrd, Costello, Williams;  
**Associate Professors** Aflague, Blasdell, Gaynor-Charette, Hetzel,  
 Huntley-Newby, Lockett, Molloy, N. Smith; **Assistant Professors**  
 Blanchette, Boucher, Brennan, Coia, Connelly, Creamer, DeNuccio,  
 Emerson, Galloway, Griffin, Gutierrez, Kutenplon, Lescault, Mendonca,  
 Pittman, Ross, Siskind, K. Smith

**Simulation Coordinator/Educator:** Penni Sadlon

### Application to the School of Nursing

Admission to the School of Nursing is highly competitive. The applicant's academic performance, indicating potential for success as a nurse, is reviewed and considered carefully in the admission process. The criteria listed below are minimum admission requirements and do not guarantee admission to the nursing program. Students admitted to the college as freshmen are given preference. Transfer and second-degree candidates are welcome to apply for a limited number of spaces.

### Admission Requirements for All General Declared Nursing Majors

1. Completion of Enrollment Form signed by the faculty advisor and submitted to the School of Nursing by **October 15** or **April 15** of the preceding semester. Students may apply to the nursing program no more than three times.
2. Completion of the college mathematics competency and writing requirements.
3. A minimum cumulative grade point average of 3.00 on a 4.00 scale.
4. Completion of BIOL 231, CHEM 106, and PSYC 230, with a minimum grade of C; and a minimum overall grade point average of 2.67 (B-) in these courses.

### Admission Requirements for R.N. Students (with an associate's degree in nursing or hospital diploma)

1. Admission to Rhode Island College and declaration of nursing as the major.
2. After acceptance to the College, completion of second Enrollment Form signed by the faculty advisor and submitted to the School of Nursing by November 15 or April 15 of the semester prior to NURS 316.

3. Completion of NURS 207 and NURS 225 with a minimum grade of C.
4. Completion of the college mathematics competency and writing requirements.
5. A minimum cumulative grade point average of 2.50.
6. Current unrestricted Rhode Island R.N. licensure.

Upon admission to the School of Nursing, criminal background investigation verification is required.

Admission Requirements for R.N. students applying to the R.N. to B.S.N. Program as second degree candidates are noted below under "Admission Requirements for Second Degree Candidates."

### Admission Requirements for Lateral Transfer Students

Students within the Rhode Island College community who desire a change of major to nursing must go to the B.S.N. Program director to request the change. The Director then e-mails the change to the Records Office.

### Admission Requirements for Transfer Students

Transfer students accepted into the college will need to file an Enrollment Form and will need to meet the same requirements as all general declared nursing majors. 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 B.S.N. program director. Acceptance as a second-degree student does not guarantee admission to the School of Nursing. The student should contact their nursing advisor regarding eligibility to make formal application to the school. Second degree candidates may petition to take the five beginning-level courses (NURS 220, NURS 222, NURS 223, NURS 224, and NURS 225) in one semester on a space-available basis if all cognate courses are completed.

Admission Requirements for R.N. students applying to the R.N. to B.S.N. Program include submission of the admission application to the Office of Undergraduate Admissions by June 1 for fall semester enrollment or by November 1 for spring semester enrollment. Once the application and all credentials have been received, the admissions office notifies the R.N. to B.S.N. candidate to schedule an appointment with the B.S.N. program director to determine the courses needed to meet the requirements for the second bachelor's degree. Upon admission to the college, the R.N. to B.S.N. second-degree candidate will meet with an advisor to submit the second Enrollment Form to apply to the R.N. to B.S.N. Program.

### Retention Requirements for All General Declared Nursing Majors

1. Completion of required prerequisite courses (cognate and nursing courses).
2. Completion of cognates before the junior year (intermediate level).

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 below in a cognate course will have the option to progress in nursing (probationary status) for one semester while repeating the course in question.
5. Due to the rigors of the program and retention policies, enrollment in required nursing courses is limited to 12 credits per semester.
6. The School of Nursing will notify students who have not met the retention criteria. 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 are expected to adhere to the School of Nursing code of academic honesty. Students have the right to appeal through the Student Outcomes Committee and the dean of the School of Nursing.

### Retention Requirements for RN Students

Please see #3, #5 and #6 of "Retention Requirements for All General Declared Nursing Majors" above.

### Health Requirements

Every year students must provide the Office of 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. One dose of tetanus/diphtheria/pertussis (Tdap) if it has been two or more years since last dose of tetanus/diphtheria (Td).
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.
9. Influenza vaccine or declination form

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 (401) 456-8055 for further information. Once all required information has been entered into a student's Patient Portal (instructions are on the Health Services website), and verified by Health Services, the student is able to print a document of their immunization status.

### 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; therefore, students must have periodic Background Criminal Investigation (BCI) 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 educational resource companies to provide students with comprehensive testing and review materials, which enhance the program. Nursing students are billed by the college each semester for these services.

### Handbook

The School of Nursing *Handbook for Undergraduate Students in Nursing* provides detailed and essential information about the undergraduate nursing program. It is available online at [www.ric.edu/nursing](http://www.ric.edu/nursing).

Students **must** consult with their advisor each semester before registering for courses. **ALL students must be certified for CPR each year.**

### COURSE REQUIREMENTS - ALL GENERAL DECLARED NURSING MAJORS

#### Courses

NURS 220	Foundations of Therapeutic Interventions	3	F, Sp
NURS 222	Professional Nursing I	3	F, Sp
NURS 223	Fundamentals of Nursing Practice	4	F, Sp
NURS 224	Health Assessment	3	F, Sp
NURS 225	Introduction to Writing and Research in Nursing	2	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

#### Cognates

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: 80**

## COURSE REQUIREMENTS - REGISTERED NURSE STUDENTS

*(Licensed graduates of accredited associate degree or hospital schools of nursing)*

Course				
NURS 207	Baccalaureate Education for Nursing	4	F, Sp	
NURS 225	Introduction to Writing and Research in Nursing	2	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	Contemporary Nursing Practices: Issues and Challenges	6	F, Sp	
	Nursing Transfer Electives	37		

### Total Credit Hours: 59

*Note: R.N. to B.S.N. students must meet the minimum residency requirement of 45 credits and 120 credits for graduation, as well as the General Education requirements.*

## NURSING M.S.N.

Learning Goals (p. 354)

Jane Williams  
Dean, School of Nursing

Lynn Blanchette  
Associate Dean, School of Nursing

Graduate Department Chair: Debra Servello

**M.S.N. Graduate Program Director:** Cynthia Padula

**M.S.N. Program Faculty: Professors** Padula, Schwager; **Associate Professors** Servello; **Assistant Professors** Calvert, Dame, Hodne, Misto, Mock, Wilks

### Admission Requirements for All M.S.N. Students

1. A completed application form accompanied by a \$50 nonrefundable application fee.
2. A baccalaureate degree in an upper-division nursing major from an NLNAC or CCNE accredited program.
3. Applicants with international degrees must have their transcripts evaluated for degree and grade equivalency to that of a regionally accredited institution in the United States.
4. Official transcripts of all undergraduate and graduate records.
5. Completion of a course in statistics (MATH 240 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 is occasionally granted to students with a cumulative grade point average of less than 3.00. Students who are provisionally admitted must achieve a minimum grade of B in three required nursing courses to qualify for full admission.
7. An official report of scores on the Graduate Record Examination or the Millers Analogies Test.

8. An official report of scores on the Test of English as a Foreign Language 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.

### Additional Admission Requirements for R.N. to M.S.N. Students

Students must fulfill all of the above requirements and successfully complete the R.N. to B.S.N. program, including MATH 240. When at senior standing in the B.S.N. program, students may complete NURS 501, NURS 502, NURS 503, or NURS 512 (up to 9 credits) as electives. Those completed M.S.N. courses will be waived upon entry into the M.S.N. program of study.

### Additional Admission Requirement for the Adult/Gerontology Acute Care Option

One year relevant acute care experience.

### Additional Admission Requirements for Nurse Anesthesia

Due to clinical rotations at hospitals in Massachusetts, a license is required for Massachusetts. Personal interview is required. Completion of two courses in chemistry (Chem 105, 106) within the last ten years with minimum grades of C. A preferred undergraduate science GPA of 3.0. Of the three required references, one must be from a clinical supervisor. Current ACLS certification. Minimum of one year critical care experience. A complete definition of accepted critical care experience is found on the St. Joseph Hospital School of Nurse Anesthesia website: [www.sjhsna.com](http://www.sjhsna.com).

Additional Admission Requirements for Nurse Anesthesia:

1. Due to clinical rotations at hospitals in Massachusetts, a license is required for Massachusetts.
2. Personal interview is required.
3. Completion of two courses (total of 8 credits) in chemistry (Chem 105, 106) within the last 10 years with minimum grades of C.
4. A preferred undergraduate science GPA of 3.0
5. Of the three required references, one must be from a clinical supervisor.
6. Current ACLS certification.
7. Minimum of 1 year critical care experience. Complete definition of accepted critical care experience is found on the [sjhsna](http://www.sjhsna.com) website: [www.sjhsna.com](http://www.sjhsna.com)
8. Skills and abilities applicants and students must demonstrate are also on the [sjhsna](http://www.sjhsna.com) website: [www.sjhsna.com](http://www.sjhsna.com)

### Retention Requirement for M.S.N. Students

All students are expected to maintain a cumulative average of B (3.00) or better in their graduate program. Students who do not maintain a cumulative B (3.00) average will have their status reviewed by the master's program director. Students who achieve less than a B in a

required nursing course (electives excluded) will be placed on probationary status. Students in the Nurse Anesthesia option who earn a grade of less than B- in the required science courses, including CHEM 519 and BIO 535 and BIO 536, will be placed on probationary status. Students on probationary status must achieve a B or better in each required course over the next 9 credits. Two grades below B are sufficient cause for consideration of dismissal; the decision regarding students' status will be made by the master's program director in consult with the dean. Students may be required to repeat a course at the discretion of the master's program director.

### Handbook

The School of Nursing *Handbook for Graduate Students in Nursing* provides detailed and essential information about the graduate nursing program. It is available online at [www.ric.edu/nursing](http://www.ric.edu/nursing).

### COURSE REQUIREMENTS - FULL-TIME STUDENTS

Select option A, B, or C below

#### A. Adult/Gerontology Acute Care

##### First Semester

NURS 501	Advanced Nursing Research	3	F, Su
NURS 502/HCA 502	Health Care Systems	3	F, Sp
NURS 505	Advanced Pharmacology	3	F, Sp
NURS 506	Advanced Health Assessment	3	F

##### Second Semester

NURS 503	Professional Role Development	3	Sp, Su
NURS 504	Advanced Pathophysiology	3	F, Sp
NURS 510	Adult/Older Adult Health/Illness I	3	Sp
NURS 530	Synergy Model for C.N.S. Practice -Or-	3	Sp
NURS 540	Differential Diagnosis for Nurse Practitioners	3	Sp

##### Summer Session I

NURS 509	Professional Project Seminar	1	Su
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##### Third Semester

NURS 512	Genetics and Genomics in Health Care	3	F, Sp
NURS 609	Master's Major Project	1	F, Sp, Su
NURS 610	Adult/Older Adult Health/Illness II	6	F

##### Fourth Semester

NURS 609	Master's Major Project	1	F, Sp, Su
NURS 620	Adult/Older Adult Health/Illness III	6	Sp

##### ONE COURSE from

NURS 513	Teaching Nursing	3	Su Session I
NURS 515	Simulation in Interprofessional Healthcare Education	3	Sp
NURS 518	Nursing Care/Case Management	3	F
NURS 519	Quality/Safety in Advanced Practice Nursing	3	F
NURS 521	Global Health and Advanced Practice Nursing	3	F

NURS 522	Concepts and Practice of Palliative Care	3	Annually
NURS 523	Surgical First Assist Theory -Or- Other elective approved by advisor	3	F

#### Total Credit Hours: 45

#### B. Nurse Anesthesia

##### First Semester - Summer Session II

NURS 501	Advanced Nursing Research	3	F, Su
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##### Second Semester

BIOL 535	Advanced Physiology I	4	F
CHEM 519	Biochemistry for Health Professionals	3	F
NURS 502/HCA 502	Health Care Systems	3	F, Sp
NURS 505	Advanced Pharmacology	3	F, Sp
NURS 506	Advanced Health Assessment	3	F

##### Third Semester

BIOL 536	Advanced Physiology II	4	Sp
NURS 503	Professional Role Development	3	Sp, Su
NURS 504	Advanced Pathophysiology	3	F, Sp
NURS 514	Advanced Pharmacology for Nurse Anesthesia	2	Sp
NURS 517	Foundational Principles of Nurse Anesthesia	3	Sp

##### Fourth Semester

NURS 509	Professional Project Seminar	1	Su
NURS 516	Advanced Principles of Nurse Anesthesia Practice I	3	Su
NURS 570	Nurse Anesthesia Clinical Practicum I	1	Su

##### Fifth Semester

NURS 512	Genetics and Genomics in Health Care	3	F, Sp
NURS 616	Advanced Principles of Nurse Anesthesia Practice II	3	F
NURS 630	Nurse Anesthesia Clinical Practicum II	1	F

##### Sixth Semester

NURS 609	Master's Major Project	1	F, Sp, Su
NURS 626	Advanced Principles in Nurse Anesthesia III	3	Sp
NURS 640	Nurse Anesthesia Clinical Practicum III	1	Sp

##### Seventh Semester

NURS 609	Master's Major Project	1	F, Sp, Su
NURS 670	Nurse Anesthesia Clinical Practicum IV	1	Su

##### Eighth Semester

NURS 636	Transition into Nurse Anesthesia Practice	2	F
NURS 691	Nurse Anesthesia Clinical Practicum V	1	F

#### Total Credit Hours: 56

**C. Population/Public Health Nursing****First Semester**

NURS 501	Advanced Nursing Research	3	F, Su
NURS 502/HCA 502	Health Care Systems	3	F, Sp
NURS 508	Public Health Science	3	F

**Second Semester**

HPE 507	Epidemiology and Biostatistics	3	Sp
NURS 503	Professional Role Development	3	Sp, Su
NURS 511	Population/Public Health Nursing	6	Sp

**Summer Session I**

NURS 509	Professional Project Seminar	1	Su
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**Third Semester**

NURS 512	Genetics and Genomics in Health Care	3	F, Sp
NURS 609	Master's Major Project	1	F, Sp, Su
NURS 611	Population/Public Health Nursing II	6	F

**Fourth Semester**

NURS 609	Master's Major Project	1	F, Sp, Su
NURS 621	Population/Public Health Nursing III	6	Sp

**ONE COURSE from**

NURS 513	Teaching Nursing Simulation in Interprofessional Healthcare Education	3	Su Session I
NURS 515	Simulation in Interprofessional Healthcare Education	3	Sp
NURS 518	Nursing Care/Case Management	3	F
NURS 519	Quality/Safety in Advanced Practice Nursing	3	F
NURS 521	Global Health and Advanced Practice Nursing	3	F
NURS 522	Concepts and Practice of Palliative Care	3	Annually
NURS 523	Surgical First Assist Theory	3	F
	-Or- Other elective approved by advisor		

**Total Credit Hours: 42****COURSE REQUIREMENTS - PART-TIME STUDENTS**

Select option A or B below

**A. Adult/Gerontology Acute Care****First Semester**

NURS 501	Advanced Nursing Research	3	F, Su
NURS 502/HCA 502	Health Care Systems	3	F, Sp

**Second Semester**

NURS 503	Professional Role Development	3	Sp, Su
NURS 504	Advanced Pathophysiology	3	F, Sp
NURS 512	Genetics and Genomics in Health Care	3	F, Sp

**Third Semester**

NURS 505	Advanced Pharmacology	3	F, Sp
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NURS 506	Advanced Health Assessment	3	F
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**Fourth Semester**

NURS 510	Adult/Older Adult Health/Illness I	3	Sp
NURS 530	Synergy Model for C.N.S. Practice	3	Sp
	-Or-		
NURS 540	Differential Diagnosis for Nurse Practitioners	3	Sp

**ONE COURSE from**

NURS 513	Teaching Nursing Simulation in Interprofessional Healthcare Education	3	Su Session I
NURS 515	Simulation in Interprofessional Healthcare Education	3	Sp
NURS 518	Nursing Care/Case Management	3	F
NURS 519	Quality/Safety in Advanced Practice Nursing	3	F
NURS 521	Global Health and Advanced Practice Nursing	3	F
NURS 522	Concepts and Practice of Palliative Care	3	Annually
NURS 523	Surgical First Assist Theory	3	F
	-Or- Other elective approved by advisor		

**Summer Session I**

NURS 509	Professional Project Seminar	1	Su
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**Fifth Semester**

NURS 609	Master's Major Project	1	F, Sp, Su
NURS 610	Adult/Older Adult Health/Illness II	6	F

**Sixth Semester**

NURS 609	Master's Major Project	1	F, Sp, Su
NURS 620	Adult/Older Adult Health/Illness III	6	Sp

**Total Credit Hours: 45****B. Population/Public Health Nursing****First Semester**

NURS 501	Advanced Nursing Research	3	F, Su
NURS 502/HCA 502	Health Care Systems	3	F, Sp

**Second Semester**

HPE 507	Epidemiology and Biostatistics	3	Sp
NURS 503	Professional Role Development	3	Sp, Su
NURS 512	Genetics and Genomics in Health Care	3	F, Sp

**Third Semester**

NURS 508	Public Health Science	3	F
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**ONE COURSE from**

NURS 513	Teaching Nursing Simulation in Interprofessional Healthcare Education	3	Su Session I
NURS 515	Simulation in Interprofessional Healthcare Education	3	Sp
NURS 518	Nursing Care/Case Management	3	F

NURS 519	Quality/Safety in Advanced Practice Nursing	3	F
NURS 521	Global Health and Advanced Practice Nursing	3	F
NURS 522	Concepts and Practice of Palliative Care	3	Annually
NURS 523	Surgical First Assist Theory -Or- Other elective approved by advisor	3	F

**Fourth Semester**

NURS 511	Population/Public Health Nursing	6	Sp
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**Summer Session I**

NURS 509	Professional Project Seminar	1	Su
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**Fifth Semester**

NURS 609	Master's Major Project	1	F, Sp, Su
NURS 611	Population/Public Health Nursing II	6	F

**Sixth Semester**

NURS 609	Master's Major Project	1	F, Sp, Su
NURS 621	Population/Public Health Nursing III	6	Sp

**Total Credit Hours: 42****DOCTORATE IN NURSING PRACTICE, D.N.P.**

Jane Williams  
Dean, School of Nursing

Lynn Blanchette  
Associate Dean, School of Nursing

**Graduate Department Chair:** Debra Servello**D.N.P. Program Director:** Marie Wilks

**D.N.P. Program Faculty:** Professors Padula, Schwager; Associate  
Professor Servello; Assistant Professors Dame, Hodne, Misto, Mock,  
Wilks

**Admission Requirements for All D.N.P. Students**

1. A completed application accompanied by a fifty-dollar nonrefundable application fee.
2. Master's in Nursing in advanced practice specialty from a nationally accredited CCNE program **OR** Master's in Nursing from a nationally accredited CCNE Program and submission of narrative to demonstrate advanced knowledge and clinical expertise in a defined area of practice. Applicants should summarize clinical experiences post-Master's with an emphasis on demonstrated achievement of professional objectives in alignment with the Essentials of Master's Education in Nursing (AACN, 2011). Using these components, identify areas in your clinical practice that exemplify these categories in narrative format:
  - Sciences and Humanities
  - Organizational and systems leadership
  - Quality Improvement and Safety
  - Translating and Integrating Scholarship in Practice
  - Informatics and Healthcare Technologies

- Health Policy and Advocacy
  - Interprofessional Collaboration for Improving Patient and Population Health Outcomes.
  - Clinical Prevention and Population Health for Improving Health
  - Master's-level Nursing Practice
3. Applicants with international degrees must have their transcripts evaluated for degree and grade equivalency to that of a regionally accredited institution in the United States.
  4. 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.
  5. Certification as an advanced practice nurse (as applicable, based on role).
  6. Master's GPA of 3.0 or higher.
  7. Current unrestricted licensure as a Registered Nurse in the state of intended practice.
  8. Letter of intent.
  9. Statement of intended area of study for capstone project.
  10. Current CV.
  11. Transcripts from all post-secondary study.
  12. Three letters of recommendation.
  13. Verification of number of supervised clinical hours from prior advanced practice master's program.
  14. Completion of a graduate level inferential statistics course within the prior three years.
  15. Proof of residency is required for in-state tuition.
  16. An interview may be required.
  17. Upon acceptance, a passport photo will be required.

**Retention Requirements for All General Declared Nursing Majors**

Students who earn less than a B in a required nursing course will be placed on probationary status and must earn a minimum grade of B in all required nursing courses over the next 9 credits.

**Handbook**

The School of Nursing *Handbook for Graduate Students in Nursing* provides detailed and essential information about the graduate nursing program. It is available online at [www.ric.edu/nursing](http://www.ric.edu/nursing).

**COURSE REQUIREMENTS - FULL-TIME STUDENTS****First Semester**

NURS 701	Scientific Underpinnings for Clinical Scholarship	3	F
NURS 702	Systems Leadership/Quality Improvement	3	F
NURS 703	Advanced Epidemiology and Biostatistics	3	F

**Second Semester**

NURS 704	Clinical Research/Analytic Methods	3	Sp
NURS 705/HCA 503	Health Care Policy and Advocacy	3	Sp
NURS 706	Economics, Finance, Business Management	3	Sp

NURS 720	D.N.P. Project Planning Seminar	1	Sp
NURS 791	Directed Readings I	1	Sp

**Third Semester**

NURS 730	D.N.P. Proposal Development	3	Sp
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**Fourth Semester**

NURS 707	Information Technology/Decision Support	3	F
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NURS 709	Population Health	3	F
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NURS 740	D.N.P. Project Implementation	2	F
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NURS 792	Directed Readings II	1	F
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**Fifth Semester**

NURS 708	Interprofessional Collaborative Practice	3	Sp
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NURS 750	D.N.P. Project Evaluation and Dissemination	1	Sp
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**Total Credit Hours: 36****COURSE REQUIREMENTS - PART-TIME STUDENTS****First Semester**

NURS 701	Scientific Underpinnings for Clinical Scholarship	3	F
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NURS 703	Advanced Epidemiology and Biostatistics	3	F
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**Second Semester**

NURS 704	Clinical Research/Analytic Methods	3	Sp
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NURS 705/HCA 503	Health Care Policy and Advocacy	3	Sp
NURS 791	Directed Readings I	1	Sp

**Third Semester**

NURS 702	Systems Leadership/Quality Improvement	3	F
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NURS 709	Population Health	3	F
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NURS 792	Directed Readings II	1	F
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**Fourth Semester**

NURS 706	Economics, Finance, Business Management	3	Sp
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NURS 720	D.N.P. Project Planning Seminar	1	Sp
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**Fifth Semester**

NURS 730	D.N.P. Proposal Development	3	Sp
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**Sixth Semester**

NURS 707	Information Technology/Decision Support	3	F
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NURS 740	D.N.P. Project Implementation	2	F
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**Seventh Semester**

NURS 708	Interprofessional Collaborative Practice	3	Sp
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NURS 750	D.N.P. Project Evaluation and Dissemination	1	Sp
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**Total Credit Hours: 36**

# SCHOOL OF SOCIAL WORK

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## SOCIAL WORK B.S.W.

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Learning Goals (p. 355)

Roberta Pearlmutter  
Dean, School of Social Work

**B.S.W. Program Chair:** Wendy Becker

**B.S.W. Program Faculty:** Associate Professor Becker; Assistant Professors Battle, Capece, Diem, Mueller, Thayer, Watson

The B.S.W. program is accredited by the Council on Social Work Education.

Students **must** consult with their assigned academic advisor before they will be able to register for courses.

The social work major prepares students for bachelors-level social work practice. Students will graduate having completed sixteen months of internship in an agency recruited and approved by the faculty and staff and having learned the knowledge, values, and skills necessary for employment or graduate school. Students will focus on direct services and advocacy with a variety of populations including the elderly, children and families, people with developmental disabilities, people with mental illness and/or substance use challenges, survivors of trauma, people who are experiencing poverty or homelessness, and people in marginalized groups in our society based on their race, class, gender identity, nationality, religion, and sexual orientation.

This is the largest social work program in the state, large enough to ensure that the resources are there to support your success and small enough to ensure that you will know each of the faculty and each of the students in your graduating class.

College is not without its stress and pressure, and so we make an effort to create supports that encourage our students to describe the program as feeling “like a family.” We have high expectations and we are prepared to provide the support necessary to help you meet them.

### Admission Requirements

1. Enrollment in SWRK 326.
2. Evidence of a combination of personal qualities considered essential to professional social work practice. Students must be capable of working with clients and communities with populations different from themselves, with people of different faiths, sexual orientations, and cultural norms. We seek students who can demonstrate responsiveness and sensitivity in relationships, commitment to improving social conditions, and the ability to function both independently and collectively with others.
3. A completed application during the first semester of the junior year, while enrolled in SWRK 326.
4. A minimum grade point average (GPA) of 2.00 on a 4.00 scale in undergraduate course work, and a minimum GPA of 2.67 in 300-level social work courses.

Students will apply with support from their instructor while enrolled in SWRK 326. Applications and support materials will be distributed during the meetings for this course. All students planning to proceed in the social work major and planning to enter the internship during the spring semester must complete an application. The application is a noncompetitive process. Students are not competing against other students for a limited number of seats. Rather, students are asked to demonstrate that they meet the selection criteria listed above. Additional information and materials are available from the chair of the department.

### Retention Requirements

1. A minimum grade point average (GPA) of 2.00 on a 4.00 scale in undergraduate course work, and a minimum GPA of 2.67 in all 300-level social work courses. No student will be allowed to enter a subsequent semester if their GPA falls below these standards.
2. Students who receive a grade of C- or below 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 below twice in the same course will be dismissed from the major. For additional information, see the School of Social Work *B.S.W. Academic Manual* available at the B.S.W. Office or on the School of Social Work Web site: [www.ric.edu/socialwork/bswprogram.php](http://www.ric.edu/socialwork/bswprogram.php).
3. Students who receive an F in any required social work course or an initial grade of C- or below in any two required social work courses will be dismissed from the major.
4. Student performance and behavior must be in conformity with the school's policy on professional behavior and the National Association of Social Workers Code of Ethics. The policy is available in the *B.S.W. Academic Manual* and the *B.S.W. Field Manual* ([www.ric.edu/socialwork/field.php](http://www.ric.edu/socialwork/field.php)). The Code of Ethics is also discussed in courses. A copy of the B.S.W. Academic Standing Policy, including appeal procedures, is made available to students in the *B.S.W. Academic Manual* and the *B.S.W. Field Manual*.

### 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 448-hour field requirement in one of the following ways:

1. Students may take SWRK 436 in the fall semester (minimum of 4 credit hours) and SWRK 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 the field for 16 hours per week over the two semesters (total 448 hours).
2. Students may take the “extended field option”: SWRK 445 in the summer (120 hours of fieldwork plus 16 hours of seminar, for 3 credit hours), SWRK 446 in the fall semester (180 hours of fieldwork at 12 hours per week for 3 credit hours), and SWRK 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”: SWRK 445, SWRK 446, and SWRK 447 at the discretion of the department.



## Honors

A Departmental Honors program is offered in social work. See Honors and Awards (p. 24).

### COURSE REQUIREMENTS

#### First through Third Semesters

ECON 200	Introduction to Economics	4	F, Sp, Su
POL 202	American Government	4	F, Sp, Su
PSYC 215	Social Psychology	4	F, Sp, Su
PSYC 230	Human Development	4	F, Sp, Su
SWRK 240	Introduction to Social Work and Social Welfare	3	F, Sp, Su
SWRK 306	Biopsychosocial Perspectives for Social Workers	2	F, Sp, Su
	ONE COURSE in sociology at the 200-level	4	

#### Third through Fifth Semesters

SWRK 324	Human Behavior in the Social Environment: Individual, Family, and Small Group	3	F, Sp, Su
SWRK 325	Human Behavior in the Social Environment: Social System, Institution, and Organization	3	F, Sp, Su

#### Fifth Semester

SWRK 326	Generalist Social Work Practice	3	F, Sp
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#### Fifth or Sixth Semester

SWRK 302	Social Work Practice Evaluation and Research	4	F, Sp, Su
SWRK 320	Policy Analysis	3	F, Sp, Su

#### Sixth Semester

SWRK 327	The Helping Process	3	Sp, Su
SWRK 338	Introduction to Fieldwork	2	Sp, Su

Note: SWRK 327 and SWRK 338 can also be taken during the summer.

#### Summer Semester

SWRK 445	Summer Extended Fieldwork	3	Su
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Note: SWRK 445: Optional

#### Seventh Semester

SWRK 426	Creating Change through Social Work Practice	3	F
SWRK 436	Fieldwork	4-7	F
	-Or-		
SWRK 446	Fall Extended Fieldwork	3	F
SWRK 463	Fieldwork Seminar	3	F

#### Eighth Semester

SWRK 437	Advanced Fieldwork	4-7	Sp
	-Or-		
SWRK 447	Spring Extended Fieldwork	3	Sp
SWRK 464	Senior Seminar in Social Work	3	Sp

**Total Credit Hours: 72-78**

## SOCIAL WORK M.S.W.

Learning Goals (p. 355)

Roberta Pearlmutter  
Dean, School of Social Work

**M.S.W. Program Chair:** Diane Martell

**M.S.W. Program Faculty:** Professors Evans, Mumm, Nimmagadda, Pearlmutter, Reamer, Siegel; **Associate Professors** Ghindia, Martell, Meade; **Assistant Professors** Harvey, Oliveira

The M.S.W. program is accredited by the Council on Social Work Education.

### Admission Requirements

Admission to the School of Social Work is on a selective basis and is determined by the quality of the total application. The program expects applicants to meet the following requirements for admission. (Certain requirements may be waived under special circumstances; applicants must demonstrate sufficient cause in writing.):

1. Evidence of a combination of personal qualities considered essential to professional social work practice. Students must be capable of working with clients and communities with populations different from themselves, with people of different faiths, sexual orientations, and cultural norms. We seek students who can demonstrate responsiveness and sensitivity in relationships, commitment to improving social conditions, and the ability to function both independently and collectively with others.
2. Baccalaureate degree from a regionally accredited institution of higher learning. Students who have completed all but their last semester of baccalaureate work may also apply; however their degree must be granted by August 15. Students who received their baccalaureate degree outside the United States may need to take and score above an 80 on the computerized TOEFL. See RIC Graduate Manual.
3. 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).
4. A commitment to social work as a profession, which may be demonstrated by 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

Applications to the social work program are completed using an online process. Follow this link to the CollegeNet application system [www.applyweb.com/ricg/](http://www.applyweb.com/ricg/). Begin by creating an account, then follow directions to complete the application process. All parts of the application must be completed online. Applicants should have access to a document scanner, with the ability to save and upload material as PDF documents. The deadline for submission of admissions materials is **February 1**.

1. A nonrefundable \$50 application fee must be submitted or the applicant must present evidence of a fee waiver.
2. Transcripts. Applicants should scan and upload copies of transcripts from all undergraduate and graduate programs previously attended, including community colleges. Official transcripts can be submitted after notification of acceptance is made. The School of Social Work will obtain official transcripts for all work completed at Rhode Island College. Please note that the applicant must submit transcripts from every institution he or she attended.
3. Recommendation letters and forms. Applicants should provide names and email addresses within the online application for three letters of recommendation. Applicants seeking advanced standing should provide names and contact information for the director/chair, or advisor of their BSW program.
4. A personal statement. Typically six to eight double-spaced typewritten pages, the personal statement aids 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. After preparing the personal statement, the applicant should scan and upload the document.

### Admission Decision

Notice of acceptance will occur by **April 15** for study beginning the following September. There are no midyear admissions. Within two weeks 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 (full or part time), 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 name or 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

Preference in admission to advanced standing is given to students who have completed a B.S.W. during the last five years from a program accredited by the Council on Social Work Education. All students accepted into this program are expected to enroll in and successfully complete an online summer preparatory course. Advanced standing students should expect to pay \$375 to participate in this class. Applicants who obtained a B.S.W. degree more than five years prior to their application year can *still apply* to the Advanced Standing Program. Students who are granted admission to advanced standing are exempt from the foundation year, pending completion of comparable course work. Students in the program must complete 33 credit hours and may do so in one or two years.

### Student Advisement

Shortly after 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 first semester, prior to going into the concentration year(s), students in the full-time program will meet with their advisor and develop a plan of study, listing the required courses in the concentration and electives. The chair of the M.S.W. program provides advisement to students in the part-time program. 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. This would require that students register for 15 credits in their first semester, 14 credits in their second, 17.5 credits in their third, and 15.5 credits in their fourth. Students are encouraged to take at least one summer or early spring course to ease the third semester workload.

### Part-Time Program

Applicants who intend to retain full-time employment while attending the M.S.W. program or who have significant responsibilities in other areas should apply to the part-time program. 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 six years. At the discretion of the M.S.W. chair, students may switch from part-time to full-time study after completing the foundation year on a part-time basis.

**Fieldwork**

All students, except those in the advanced standing program, are required to complete SWRK 500 (240 hours), SWRK 501 (240 hours), SWRK 600 (300 hours), and SWRK 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 SWRK 600 (300 hours) and SWRK 601 (300 hours) for a total of 600 hours. All students are expected to be available during daytime hours (8 A.M.-5 P.M.) for at least one day during the week (Monday-Friday) for field experience.

All students must take the first-year placement concurrently with SWRK 532 and SWRK 533. All students in the Clinical concentration must take SWRK 602 and SWRK 603 concurrently with second-year field placement. Macro concentration students must take SWRK 628 and SWRK 629 concurrently with their second-year field placement. 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.

**COURSE REQUIREMENTS - FULL-TIME PROGRAM****First Semester (All Full-Time Students)**

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, Su
SWRK 532	Generalist Foundation and Skills: Direct Practice I	3	F
SWRK 541	Social Work Research and Evaluation I	3	F, Su

**Second Semester (All Full-Time Students)**

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 Su
SWRK 533	Generalist Foundation and Skills: Direct Practice II	3	Sp
SWRK 542	Social Work Research and Evaluation II	2	Sp Su

**Third Semester (Clinical Concentration Full-Time Students)**

SWRK 600	Field Education and Seminar III	4	F
SWRK 602	Clinical Social Work Practice I	3	F
SWRK 609	Advanced Professional Development	4	F, Sp, Su
SWRK 636	Differential Diagnosis in Clinical Social Work	3	F, Su
SWRK 644	Clinical Evaluation and Case Consultation I	1.5	F
ELECTIVE	Elective	3	

**Third Semester (Macro Concentration Full-Time Students)**

SWRK 600	Field Education and Seminar III	4	F
SWRK 609	Advanced Professional Development	4	F, Sp, Su
SWRK 621	Social Work and the Political Economy	3	Annually
SWRK 628	Macro Practice I: Leadership and Change	3	F
SWRK 645	Needs Assessment and Program Evaluation I	1.5	F
ELECTIVE	Elective	3	

**Fourth Semester (Clinical Concentration Full-Time Students)**

SWRK 601	Field Education and Seminar IV	4	Sp
SWRK 603	Clinical Social Work Practice II	3	Sp
SWRK 646	Clinical Evaluation and Case Consultation II	1.5	Sp
ELECTIVE	Elective	6	

**Fourth Semester (Macro Concentration Full-Time Students)**

SWRK 601	Field Education and Seminar IV	4	Sp
SWRK 629	Macro Practice II: Managing People and Programs	3	Sp
SWRK 647	Needs Assessment and Program Evaluation II	1.5	Sp
ELECTIVE	Elective	6	

**Total Credit Hours: 62****COURSE REQUIREMENTS - ADVANCED STANDING PROGRAM****First Semester (Clinical Concentration Full-Time Students)**

SWRK 600	Field Education and Seminar III	4	F
SWRK 602	Clinical Social Work Practice I	3	F
SWRK 609	Advanced Professional Development	4	F, Sp, Su
SWRK 636	Differential Diagnosis in Clinical Social Work	3	F, Su
SWRK 644	Clinical Evaluation and Case Consultation I	1.5	F
ELECTIVE	Elective	3	

**First Semester (Macro Concentration Full-Time Students)**

SWRK 600	Field Education and Seminar III	4	F
SWRK 609	Advanced Professional Development	4	F, Sp, Su
SWRK 621	Social Work and the Political Economy	3	Annually
SWRK 628	Macro Practice I: Leadership and Change	3	F
SWRK 645	Needs Assessment and Program Evaluation I	1.5	F
ELECTIVE	Elective	3	

**Second Semester (Clinical Concentration Full-Time Students)**

SWRK 601	Field Education and Seminar IV	4	Sp
SWRK 603	Clinical Social Work Practice II	3	Sp
SWRK 646	Clinical Evaluation and Case Consultation II	1.5	Sp
ELECTIVE	Elective	6	

**Second Semester (Macro Concentration Full-Time Students)**

SWRK 601	Field Education and Seminar IV	4	Sp
SWRK 629	Macro Practice II: Managing People and Programs	3	Sp
SWRK 647	Needs Assessment and Program Evaluation II	1.5	Sp
ELECTIVE	Elective	6	

**Total Credit Hours: 33****COURSE REQUIREMENTS - PART-TIME PROGRAM****First Semester (All Part-Time Students)**

SWRK 520	Human Behavior, Diversity, and Oppression I	3	F
SWRK 541	Social Work Research and Evaluation I	3	F, Su

**Second Semester (All Part-Time Students)**

SWRK 522	Human Behavior, Diversity, and Oppression II	3	Sp
SWRK 542	Social Work Research and Evaluation II	2	Sp Su

**Third Semester (All Part-Time Students)**

SWRK 500	Field Education and Seminar I	3	F
SWRK 530	Generalist Foundation and Skills: Policy and Organizing I	3	F, Su
SWRK 532	Generalist Foundation and Skills: Direct Practice I	3	F

**Fourth Semester (All Part-Time Students)**

SWRK 501	Field Education and Seminar II	3	Sp
SWRK 531	Generalist Foundation and Skills: Policy and Organizing II	3	Sp Su
SWRK 533	Generalist Foundation and Skills: Direct Practice II	3	Sp

**Fifth Semester (Clinical Concentration Part-Time Students)**

SWRK 600	Field Education and Seminar III	4	F
SWRK 602	Clinical Social Work Practice I	3	F
SWRK 636	Differential Diagnosis in Clinical Social Work	3	F, Su
SWRK 644	Clinical Evaluation and Case Consultation I	1.5	F

**Fifth Semester (Macro Concentration Part-Time Students)**

SWRK 600	Field Education and Seminar III	4	F
SWRK 621	Social Work and the Political Economy	3	Annually
SWRK 628	Macro Practice I: Leadership and Change	3	F
SWRK 645	Needs Assessment and Program Evaluation I	1.5	F

**Sixth Semester (Clinical Concentration Part-Time Students)**

SWRK 601	Field Education and Seminar IV	4	Sp
SWRK 603	Clinical Social Work Practice II	3	Sp
SWRK 646	Clinical Evaluation and Case Consultation II	1.5	Sp

**Sixth Semester (Macro Concentration Part-Time Students)**

SWRK 601	Field Education and Seminar IV	4	Sp
SWRK 629	Macro Practice II: Managing People and Programs	3	Sp
SWRK 647	Needs Assessment and Program Evaluation II	1.5	Sp

**Seventh Semester (Clinical Concentration Part-Time Students)**

SWRK 609	Advanced Professional Development	4	F, Sp, Su
ELECTIVE	Elective	3	

**Seventh Semester (Macro Concentration Part-Time Students)**

SWRK 609	Advanced Professional Development	4	F, Sp, Su
ELECTIVE	Elective	3	

**Eighth Semester (Clinical Concentration Part-Time Students)**

ELECTIVE	Elective	6	
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**Eighth Semester (Macro Concentration Part-Time Students)**

ELECTIVE	Elective	6	
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**Total Credit Hours: 62**

# COURSE DESCRIPTIONS - GENERAL INFORMATION

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## Course Numbering System

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**Courses Numbered 000–099** = Noncredit courses.

**Courses Numbered 100–299** = Introductory and foundational knowledge courses normally

taken in the undergraduate student's initial years at the college.

**Courses Numbered 300–399** = More advanced courses taken by undergraduate students.

These courses are not accepted for credit toward graduate degrees.

**Courses Numbered 400–499** = Most advanced courses, typically taken by seniors, and

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.

*\* Courses numbered 300 and above must have a prerequisite.*

*\* 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 ending with an E are only open to Early Enrollment Program high school students.*

## Courses with Variable Content

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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

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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

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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

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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.

# COURSES

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## ACCT - Accounting

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### ACCT 201 - Principles of Accounting I: Financial (3)

The identification, measurement, and reporting of the financial effects of economic events on enterprises are examined. Lecture and laboratory. 4 contact hours.

Prerequisite: Completion of at least 30 college credits.

Offered: Fall, Spring, Summer.

### ACCT 202 - Principles of Accounting II: Managerial (3)

A continuation of ACCT 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 contact hours.

Prerequisite: ACCT 201.

Offered: Fall, Spring, Summer.

### ACCT 310 - Accounting Systems and Concepts (3)

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 contact hours.

Prerequisite: Completion of at least 60 college credits, ACCT 201 and CIS 251.

Offered: Fall, Spring.

### ACCT 311 - External Reporting I (3)

Accounting concepts, standards, principles, and practices in financial reporting for business entities are studied. Topics include assets, liabilities, and stockholder equity. Lecture and laboratory. 4 contact hours.

Prerequisite: Completion of at least 60 college credits and ACCT 310, with a minimum grade of C.

Offered: Fall, Spring.

### ACCT 312 - External Reporting II (3)

A continuation of ACCT 311, topics include revenue recognition, pensions, accounting for income taxes, leases, cash flow statements, and financial analysis. Lecture and laboratory. 4 contact hours.

Prerequisite: Completion of at least 60 college credits, ACCT 310 (with a minimum grade of C) and ACCT 311.

Offered: Fall, Spring.

### ACCT 321 - Cost Management I (3)

Focus is on internal accounting information and decision support systems that provide data and reports for product costing and management decision making. Lecture and laboratory. 4 contact hours.

Prerequisite: Junior standing, ACCT 202 and ACCT 310, with a minimum grade of C.

Offered: Fall, Spring, Summer (as needed).

### ACCT 331 - Federal Income Taxation (3)

Federal income tax law is introduced, with emphasis on individuals. 4 contact hours.

Prerequisite: Completion of at least 60 college credits and ACCT 201 or consent of department chair.

Offered: Fall, Spring.

### ACCT 351 - Fraud Examination (3)

Prospective managers and auditors study the extent and significance of fraudulent activity, gaining understanding of the methods and techniques for prevention and detection.

Prerequisite: Completion of at least 60 college credits and ACCT 201.

Offered: Fall.

### ACCT 353 - Accounting for Governmental and Not-for-Profit Organizations (3)

A conceptual foundation is provided for understanding the accounting and financial reporting of governmental and not-for-profit organizations.

Prerequisite: Completion of at least 60 college credits and ACCT 202.

Offered: Spring.

### ACCT 422 - Cost Management II (3)

The use of internal accounting data and reporting in the management decision-making process is examined. Lecture and laboratory. 4 contact hours.

Prerequisite: ACCT 321.

Offered: Spring.

### ACCT 432 - Advanced Studies in Taxation (3)

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. 4 contact hours.

Prerequisite: ACCT 331.

Offered: Fall.

### ACCT 441 - Auditing (3)

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.

Prerequisite: ACCT 310 (with a minimum grade of C), ACCT 311; CIS 352.

Offered: Fall, Spring.

### ACCT 443 - Business Law (3)

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.

Prerequisite: ACCT 201 and completion of at least 60 college credits.

Offered: Fall, Spring.

**ACCT 451 - Advanced Financial Accounting (3)**

Emphasis is on business consolidations and the external reporting of consolidated financial information in the published financial statements of large publicly owned corporations. 4 contact hours.

Prerequisite: ACCT 311 and ACCT 312.

Offered: Fall, Spring.

**ACCT 461 - Seminar in Accounting Theory and Practice (3)**

The development of accounting theory, major influences on accounting theory, and the application of accounting theory in the resolution of reporting issues are explored.

Prerequisite: ACCT 312, ACCT 321, ACCT 331; FIN 301.

Offered: Fall, Spring.

**ACCT 467 - Directed Internship (3-9)**

Students are assigned to a business, an industrial organization, or a not-for-profit organization and supervised by a mentor. Students receive one credit hour for every four hours of work. A two-hour biweekly seminar is included. Graded S, U.

Prerequisite: Junior standing, a major or minor in a School of Business program, and consent of internship director and appropriate faculty member.

Offered: Fall, Spring, Summer.

**ACCT 490 - Directed Study (3)**

Designed to be a substitute for a traditional course under the instruction of a faculty member.

Prerequisite: Consent of instructor, department chair and dean.

Offered: As needed.

**ACCT 491 - Independent Study I (3)**

This course emphasizes the development of research for students admitted to the accounting honors program. The research topic is selected and conducted under the mentorship of a faculty advisor.

Prerequisite: Admission to the accounting honors program and consent of instructor, department chair and dean.

Offered: As needed.

**ACCT 492 - Independent Study II (3)**

This course continues the development of research begun in ACCT 491. The honors research is completed under the consultation of a faculty advisor. A research paper and presentation are required.

Prerequisite: ACCT 491 and consent of instructor, department chair and dean.

Offered: As needed.

**ACCT 510 - Advanced AIS: Systems Modeling (3)**

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.

Prerequisite: Graduate status and consent of instructor.

Offered: As needed.

**ACCT 533 - Fundamentals of Financial Planning (3)**

Emphasis is on goal setting, cash budgeting, insurance needs, retirement planning, tax planning, and estate planning within the context of the client's goals.

Prerequisite: Graduate status and consent of instructor.

Offered: Fall.

**ACCT 535 - Tax Issues for Corporations and Shareholders (3)**

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.

Prerequisite: Graduate status and ACCT 533 or consent of instructor.

Offered: As needed.

**ACCT 537 - Legal and Tax Issues of Marriage, Separation, and Divorce (3)**

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.

Prerequisite: Graduate status and consent of instructor.

Offered: As needed.

**ACCT 543 - Personal Income Tax Planning (3)**

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.

Prerequisite: Graduate status and consent of instructor.

Offered: Spring.

**ACCT 548 - Controllership (3)**

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.

Prerequisite: Graduate status and consent of instructor.

Offered: As needed.

**ACCT 549 - Advanced Topics in Cost Management (3)**

Emerging topics and techniques in cost management are discussed, along with the issues involved with implementation. Topics include activity-based costing, total quality management, the survival triplet, and just-in-time.

Prerequisite: Graduate status and consent of instructor.

Offered: As needed.

**ACCT 552 - Topics in Assurance: Risk Assessment (1.5)**

Techniques for identifying and measuring business risk are presented. A framework is also developed for evaluating the organization's risk assessment process and its particular risk profile.

Prerequisite: Graduate status and consent of instructor.

Offered: As needed.

**ACCT 553 - Topics in Assurance: Electronic Commerce (1.5)**

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.

Prerequisite: Graduate status and consent of instructor.

Offered: As needed.

**ACCT 554 - Estate Planning (3)**

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.

Prerequisite: Graduate status and consent of instructor.

Offered: Alternate years.

**ACCT 555 - Retirement Planning and Employee Benefits (3)**

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.

Prerequisite: Graduate status and ACCT 443 or consent of instructor.

Offered: As needed.

**ACCT 661 - Financial Planning Capstone Course (3)**

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.

Prerequisite: Graduate status, consent of instructor and advanced standing in the program.

Offered: Spring.

## **AFRI - Africana Studies**

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**AFRI 162 - Non-Western Worlds (4)**

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.

General Education Category: Core 3

Offered: Fall, Spring.

**AFRI 200 - Introduction to Africana Studies (4)**

This is a transdisciplinary survey of key issues in the life and history of peoples of African descent and their interaction with other peoples and world cultures.

General Education Category: Social and Behavioral Sciences.

Offered: Fall, Spring, Summer (as needed).

**AFRI 262 - Cultural Issues in Africana Studies (4)**

A variable topics course in which students will take a critical and empowering look at various cultural topics (e.g. music, sport, and film) regarding people of African descent.

General Education Category: Connections

Prerequisite: Completion of FYS 100, FYW 100/FYW 100P/FYW 100H, and at least 45 credits.

Offered: Fall, Spring, Summer.

**AFRI 310 - Martin Luther King and the Civil Rights Era (3)**

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.

Prerequisite: AFRI 200 or consent of program director.

Offered: Fall.

**AFRI 320 - Hip-Hop: A Global Perspective (3)**

Hip-hop's international reach and social significance are explored. Through case studies, students examine how hip-hop animates local cultural politics in an age of globalized media, migration, and transnationalism.

Prerequisite: AFRI 200 or consent of program director.

Offered: As needed.

**AFRI 335 - Race and Cyberspace (3)**

This course explores how race and ethnicity structures online behavior. Emphasis is on prejudice, racism, power, inequality, and social transformation.

Prerequisite: AFRI 200 and SOC 200 or SOC 208.

Offered: As needed.

**AFRI 410 - Seminar in Comparative Race Relations (3)**

The changing dynamics of race relations within a national and international framework are examined, including ideas about the causes and persistence of racism.

Prerequisite: AFRI 200 or consent of program director.

Offered: Spring.

**AFRI 420 - Comparative Slave Systems (3)**

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.

Prerequisite: AFRI 200 or consent of program director.

Offered: As needed.

**AFRI 461 - Seminar in Africana Studies (4)**

Africana concepts and theory are examined within a holistic framework. Students conduct research and complete a senior paper.

Prerequisite: AFRI 200, HIST 348 or HIST 349; 12 additional credit hours of Africana studies courses; and senior standing.

Offered: As needed.

**AFRI 490 - Directed Study (3)**

Designed to be a substitute for a traditional course under the instruction of a faculty member.

Prerequisite: Consent of instructor, program director and dean.

Offered: As needed.

**AFRI 491 - Independent Study I (3)**

Students select a topic and undertake concentrated research or creative activity under the mentorship of a faculty member. Students who wish to pursue a creative writing project should submit a portfolio of work with their application.

Prerequisite: Consent of instructor, program director and dean, and admission to the Africana studies honors program.

Offered: As needed.



### **AFRI 492 - Independent Study II (3)**

This course continues the development of research or activity begun in AFRI 491. For departmental honors, the project requires final assessment by the department.

Prerequisite: AFRI 491 and consent of instructor, program director and dean.

Offered: As needed.

## **ASL - American Sign Language**

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### **ASL 101 - Elementary American Sign Language I (4)**

Elementary expressive/receptive American Sign Language skills are introduced. Focus is on questions, sentence structure and basic conversational ASL. Information about deaf culture/community is also shared. Language/cultural lab is required.

Offered: Fall, Spring.

### **ASL 102 - Elementary American Sign Language II (4)**

Further development of elementary expressive/receptive American Sign Language skills is addressed. Additional focus on conversational ASL and exploration of deaf culture/community are offered. Language/cultural lab is required.

Prerequisite: ASL 101 or equivalent.

Offered: Fall, Spring.

## **ANTH - Anthropology**

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### **ANTH 101 - Introduction to Cultural Anthropology (4)**

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.

General Education Category: Social and Behavioral Sciences.

Offered: Fall, Spring.

### **ANTH 102 - Introduction to Archaeology (4)**

The methods by which archaeologists study culture and reconstruct past societies are examined through lecture-discussion, films, and laboratory exercises.

General Education Category: Social and Behavioral Sciences.

Offered: Fall, Spring.

### **ANTH 103 - Introduction to Biological Anthropology (4)**

The biocultural nature of human physical variation is examined through lecture-discussion, films, and laboratory exercises. Topics include modern variation, primatology, and paleo- anthropology.

Offered: Spring.

### **ANTH 104 - Introduction to Anthropological Linguistics (4)**

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.

General Education Category: Social and Behavioral Sciences.

Offered: Fall.

### **ANTH 118 - Anthropology (3)**

Students will explore the evolution and biological variation of humans as well as the development and diversity of human culture.

Offered: As needed.

### **ANTH 162 - Non-Western Worlds (4)**

Selected cultures and historical traditions that arose outside the Western experience are studied. Sections are titled: African Worlds, Amazonia, Ancient Nile, Borneo, Caribbean "Others," The Maya, Past and Future, Middle East, The Middle East: Women and Men in Non-Western Cultures, Native Americans in the Northeast.

General Education Category: Core 3.

Offered: Fall, Spring, Summer.

### **ANTH 167 - Music Cultures of Non-Western Worlds (4)**

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 MUS 169 and ANTH 169.

General Education Category: Arts - Visual and Performing

Offered: Fall, Spring.

### **ANTH 205 - Race, Culture, and Ethnicity: Anthropological Perspectives (4)**

Anthropological perspectives on race and ethnicity are examined, with a key focus on how people use notions of race and culture to sustain and contest social inequalities around the world.

General Education Category: Social and Behavioral Sciences.

Offered: Odd years.

### **ANTH 206 - Oral Traditions (4)**

Various forms of spoken traditions are studied as cultural manifestations. These include myths, legends, folktales, parables, poetry, riddles, and games.

Offered: As needed.

### **ANTH 208 - Anthropological Perspectives on Sexuality and Gender (4)**

Sex, gender and sexuality are key elements of our identities, relationships and bodies. With an anthropological lens we explore how different cultures imagine and negotiate desire, practice and performance.

Offered: Alternate years.

### **ANTH 214 - Indigenous Cultures in the Amazonian Environment (4)**

Students will explore the myth and reality of Amazonia, focusing on surviving native peoples, their perspectives on life, intimate knowledge of the rainforest environment and critical problems threatening their survival.

Offered: Alternate years.

### **ANTH 233 - Methods in Anthropology (4)**

Students are introduced to multiple qualitative and quantitative methods for data collection and analysis, and instruction on spoken and written communication, with emphasis on ethnographic and observed data.

Prerequisite: Completion of at least three of the following courses: ANTH 101, ANTH 102, ANTH 103, ANTH 104.

Offered: Spring.

**ANTH 262 - Indigenous Rights and the Global Environment (4)**

Using a cross-cultural and interdisciplinary approach, students will examine and comment critically on human rights and global environmental issues as they intersect and impact indigenous peoples across the world.

General Education Category: Connections

Prerequisite: Completion of FYS 100, FYW 100/FYW 100P/FYW 100H, and at least 45 credits.

Offered: Fall, Spring.

**ANTH 265 - Anthropological Perspectives on Childhood (4)**

Using comparative evolutionary, historical, and cross-cultural approaches, students examine patterns of pregnancy, childbirth and child-rearing, child development, the role of children, and how children become members of their society.

General Education Category: Connections.

Prerequisite: Completion of FYS 100, FYW 100/FYW 100P/FYW 100H, and at least 45 credits.

Offered: Fall, Spring.

**ANTH 266 - Anthropological and Indigenous Perspectives on Place (4)**

Using a comparative historical and cross-cultural approach, students examine various indigenous peoples' ideas about place, and through critical inquiry learn to develop and express their own "sense of place."

General Education Category: Connections.

Prerequisite: FYS 100, FYW 100/FYW 100P/FYW 100H, and at least 45 credits.

Offered: Fall, Spring.

**ANTH 304 - Human Paleontology (4)**

Patterns in hominoid evolution, from primate beginnings to modern humans, are explored. Fossil records and artifacts are examined, with emphasis on anatomical and behavioral adaptations to changing environments.

Prerequisite: ANTH 103 or consent of department chair.

Offered: Alternate years.

**ANTH 306 - Primate Ecology and Social Behavior (4)**

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.

General Education Category: Advanced Quantitative/Scientific Reasoning.

Prerequisite: Completion of any mathematics or natural science general education distribution.

Offered: Fall, Spring.

**ANTH 307 - Human Nature: Evolution, Ecology, and Behavior (4)**

The behavior and ecology of humans are explored within the framework of evolutionary theory, focusing on the selective pressures of cooperation, conflict, food, predators, disease, sociality, and reproduction.

General Education Category: Advanced Quantitative/Scientific Reasoning.

Prerequisite: Completion of any mathematics or natural science general education distribution.

Offered: Fall, Spring.

**ANTH 308 - Culture, Aging, and the Life Course (4)**

Multiple perspectives on aging, maturation, and the life course are examined within a variety of cultural contexts. Individual development, intergenerational relationships, and broader social impacts of aging are studied.

Prerequisite: Completion of at least 60 college credits, including at least one Gen. Ed. course in the social and behavioral sciences, or consent of instructor.

Offered: Alternate years.

**ANTH 309 - Medical Anthropology (4)**

Anthropological approaches and results in the study of health and illness are surveyed as social, cultural, and biological phenomena.

Prerequisite: One of the following: ANTH 101, BIOL 112, HPE 233, HCA 201 or NURS 201, PSYC 230, or SOC 217; or consent of department chair.

Offered: Alternate years.

**ANTH 310 - Language and Culture (4)**

The interrelationships between language and other aspects of culture are examined as they illuminate anthropological issues and theories.

Prerequisite: Completion of at least 60 college credits and ANTH 104 or COMM 255, or consent of instructor.

Offered: Alternate years.

**ANTH 311 - North American Archaeology (4)**

North American history from the first peopling of the continent to modern times is examined, including migration patterns, subsistence, environmental and social change, technology and social life.

Prerequisite: ANTH 102 or consent of department chair.

Offered: Alternate years.

**ANTH 312 - Archaeology of Mesopotamia and South Asia (4)**

The archaeology of ancient Mesopotamia and South Asia is investigated. Topics include understanding the nature of civilizations; their emergence in these regions; and their culture, politics, economy and interaction with neighbors.

Prerequisite: ANTH 102 or consent of department chair.

Offered: Alternate years.

**ANTH 314 - Archaeology: Selected Regions (4)**

The archaeological evidence for the development of cultures is examined, including technology, subsistence, economy, social life, political organization, religion, art and architecture (may be repeated with a change in region).

Prerequisite: ANTH 102 or consent of department chair.

Offered: As needed.

**ANTH 325 - Cultures and Environments in South American (4)**

Selected indigenous societies living in South America are examined as they relate to anthropological concerns, including how their cultures reflect adaptation to physical environments as well as particular socio-cultural features.

Prerequisite: ANTH 101 or consent of department chair.

Offered: Alternate years.

**ANTH 327 - Peoples and Cultures: Selected Regions (4)**

An ethnographic and historical overview of a geographic region is examined, emphasizing the diversity of cultures and societies. Topics may include economic organization, domestic life, religion, migration, colonization or modernization (may be repeated with a change in region).

Prerequisite: ANTH 101 or consent of department chair.

Offered: As needed.

**ANTH 329 - Queer And Trans Anthropology (4)**

Exploring marginalized forms of gender or sexuality, such as trans or queer identity, along with race and class, reveal how difference is managed and regulated at global and local levels.

Prerequisite: Completion of at least 45 college credits and any General Education course in a social or behavioral science, or consent of department chair.

Offered: Alternate years.

**ANTH 330 - Language Endangerment and Linguistic Revitalization (4)**

Students examine the value of linguistic diversity on a global scale, its importance for humanity, the causes and extent of language endangerment and possible solutions through language maintenance and revitalization.

Prerequisite: ANTH 104 or consent of department chair.

Offered: Alternate years.

**ANTH 332 - Applied Anthropology (4)**

Students explore the history, evolution, methods, objectives, and applications of the practical involvement of anthropology in understanding and solving human problems.

Prerequisite: ANTH 101 or consent of department chair.

Offered: Alternate years.

**ANTH 333 - Comparative Law and Justice (4)**

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 in the United States. Students cannot receive credit for both SOC 333 and ANTH 333.

Prerequisite: Any 100- or 200-level course in a social science.

Offered: Fall, Spring.

**ANTH 334 - Steamships and Cyberspace: Technology, Culture, Society (4)**

The invention and evolution of a range of technologies, such as railroads and cell phones, are explored using current anthropological concepts and case studies from various cultures and time periods.

Prerequisite: Completion of at least 60 college credits and any Gen. Ed. course in a social or behavioral science, or consent of department chair.

Offered: Alternate years.

**ANTH 338 - Urban Anthropology (4)**

Western and non-Western traditions in urbanization are compared and contrasted. Cross-cultural comparisons are emphasized.

Prerequisite: ANTH 101 or consent of department chair.

Offered: Alternate years.

**ANTH 343 - Environmental Anthropology (4)**

Students are introduced to the field of environmental anthropology, focusing broadly on the interrelationships between environmental change and human conflict, culture and nature, and science and environmental policy.

Prerequisite: Completion of at least 45 college credits and any General Education course in a social or behavioral science, or consent of department chair.

Offered: Alternate years.

**ANTH 345 - Museums, Cultures, and Others (4)**

Students learn about the history of museums and explore how they shape and reflect identities. Museum exhibits are analyzed from a variety of perspectives in order to understand their effectiveness.

Prerequisite: Completion of at least 60 college credits and any Gen. Ed. course in a social or behavioral science, or consent of department chair.

Offered: Alternate years.

**ANTH 346 - Anthropology of Economic Development and Globalization (4)**

Social and cultural transformations associated with economic development and globalization are examined. Transformations in development practice associated with the rise of neoliberal ("free-trade") economics are emphasized.

Prerequisite: Completion of at least 60 college credits and any course in a social or behavioral science, or consent of department chair.

Offered: Alternate Years.

**ANTH 347 - Environmental Justice (4)**

The development of social movements and politics at the intersections of society, environment and justice, is explored, focusing primarily on historic and contemporary cases of environmental justice struggle.

Prerequisite: Completion of at least 45 college credits and any General Education course in a social or behavioral science, or consent of department chair.

Offered: Alternate years.

**ANTH 348 - History of Anthropological Thought (4)**

Anthropology, from its scientific and philosophical roots to its current status, is surveyed. Emphasis is on the major contributions and theoretical debates of anthropology and the historical contexts of their development.

Prerequisite: Completion of at least 60 college credits and ANTH 101, ANTH 102, ANTH 103, and ANTH 104.

Offered: Alternate years.

**ANTH 349 - Visual Anthropology (4)**

Visual techniques for data collection, production and interpretation are explored within an anthropological framework. Students will learn how photography, film and other media can represent the self and other. Students cannot receive credit for both FILM 349 and ANTH 349.

Prerequisite: One of the following courses: ANTH 101, ANTH 102, ANTH 103, ANTH 104, FILM 219 or consent of instructor.

Offered: Alternate years.

**ANTH 390 - Directed Study (1-4)**

Designed to be a substitute for a traditional course under the instruction of a faculty member. This course may be repeated with a change in topic.

Prerequisite: Completion of at least 60 college credits; completion of at least two of the following courses: ANTH 101, ANTH 102, ANTH 103, ANTH 104; and consent of instructor and department chair.

Offered: As needed.

**ANTH 402 - Evolution of the Capacity for Culture (4)**

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.

Prerequisite: Completion of at least one of the following: ANTH 304, ANTH 306, or BIOL 221; or consent of instructor.

Offered: Alternate years.

**ANTH 424 - North American Indians (4)**

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.

Prerequisite: Completion of at least 60 college credits and any course in a social or behavioral science, or consent of department chair.

Offered: Alternate years.

**ANTH 431 - Gender, Environment and Development (4)**

The gender dimensions of environmental change are explored, with an emphasis on changes linked to economic development. Sample topics include gender and agriculture, water privatization, conservation, toxics and climate change.

Prerequisite: Completion of at least 60 college credits and any course in a social or behavioral science, or consent of department chair.

Offered: Alternate years.

**ANTH 460 - Seminar in Anthropology (4)**

Anthropological concepts and theory are examined within a holistic framework. Students conduct research and complete a senior paper. Required of majors.

Prerequisite: Senior standing and ANTH 101, ANTH 102, ANTH 103, ANTH 104, and ANTH 233.

Offered: Fall.

**ANTH 461 - Latinos in the United States (4)**

Students examine recent scholarship on Latinos in the United States and undertake research projects that focus on Latino issues.

Prerequisite: Completion of at least 60 college credits and any course in a social or behavioral science, or consent of department chair.

Offered: As needed.

**ANTH 470 - Reading Course in Anthropology (1-4)**

Directed reading is given in an anthropological area of interest to the student and the instructor.

Prerequisite: Completion of at least 75 college credits and consent of advisor, department chair, and instructor with whom student plans to study.

Offered: As needed.

**ANTH 481 - Anthropology Field School: Cultural Anthropology (4-8)**

This is an introduction to the techniques and theory of anthropological fieldwork. Students engage in hands-on research. Students may conduct independent/collaborative research under the direction of an instructor.

Prerequisite: Completion of at least 75 college credits and consent of Instructor or department chair.

Offered: As needed.

**ANTH 482 - Anthropology Field School: Archaeology (4-8)**

This is an introduction to the techniques and theory of anthropological fieldwork. Students engage in hands-on research. Students may conduct independent/collaborative research under the direction of an instructor.

Prerequisite: Completion of at least 75 college credits and consent of Instructor or department chair.

Offered: As needed.

**ANTH 483 - Anthropology Field School: Biological Anthropology (4-8)**

This is an introduction to the techniques and theory of anthropological fieldwork. Students engage in hands-on research. Students may conduct independent/collaborative research under the direction of an instructor.

Prerequisite: Completion of at least 75 college credits and consent of Instructor or department chair.

Offered: As needed.

**ANTH 484 - Anthropology Field School: Anthropological Linguistics (4-8)**

This is an introduction to the techniques and theory of anthropological fieldwork. Students engage in hands-on research. Students may conduct independent/collaborative research under the direction of an instructor.

Prerequisite: Completion of at least 75 college credits and consent of Instructor or department chair.

Offered: As needed.

**ANTH 490 - Independent Study in Anthropology (1-4)**

Students select a topic and undertake concentrated research or creative activity under the mentorship of a faculty member. May be repeated with a different topic or continuation of a non-honors project.

Prerequisite: Completion of at least 90 college credits and consent of dean, department chair and instructor with whom student plans to study.

Offered: As needed.

**ANTH 491 - Independent Study I (4)**

Students select a topic and undertake concentrated research or creative activity under the mentorship of a faculty member.

Prerequisite: Completion of at least 90 college credits; consent of instructor, department chair and dean, and admission to the anthropology honors program.

Offered: As needed.

**ANTH 492 - Independent Study II (4)**

This course continues the development of research or activity begun in ANTH 491. For departmental honors, the project requires final assessment from the department.

Prerequisite: ANTH 491, and consent of instructor, department chair and dean.

Offered: As needed.

**ANTH 495 - Internships in Anthropology (1-8)**

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.

Prerequisite: Completion of at least 60 college credits and consent of instructor and department chair.

Offered: As needed.

**ANTH 561 - Latinos in the United States (4)**

Students examine recent scholarship on Latinos in the United States and undertake research projects that focus on Latino educational issues. Students may receive credit for only one of the following: ANTH 561 or FNEC 561.

Prerequisite: Graduate status and any 300-level social or behavioral science course, or consent of department chair.

Offered: As needed.

## ARBC - Arabic

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**ARBC 101 - Elementary Arabic I (4)**

Students learn to understand, speak, read, and write in basic Modern Standard Arabic and gain an understanding of the diversity of Arabic life.

Offered: Fall, Spring.

**ARBC 102 - Elementary Arabic II (4)**

Four skills in Modern Standard Arabic—speaking, reading, writing, and listening comprehension—are further developed within the context of Arabic-speaking cultures.

Prerequisite: ARBC 101 or equivalent.

Offered: Fall, Spring.

## ART - Art

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**ART 101 - Drawing I: General Drawing (4)**

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 contact hours.

General Education Category: Arts - Visual and Performing.

Offered: Fall, Spring.

**ART 104 - Design I: Two-Dimensional Design (4)**

Two-dimensional compositional strategies are applied through intuitive and logical organization of visual elements. Students also develop basic problem-solving skills while learning to think visually. Studio. 6 contact hours.

General Education Category: Arts - Visual and Performing.

Offered: Fall, Spring.

**ART 105 - Drawing II (3)**

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 fee charged. 6 contact hours.

Prerequisite: ART 101.

Offered: Fall, Spring.

**ART 107 - Foundations in Digital Media (3)**

Combines and extends elements from ART 101 and ART 104 with more advanced exploration and research of digital still and moving images for art making. Includes digital photography shooting lab. Studio fee charged. 6 contact hours.

Prerequisite: ART 101 and ART 104.

Offered: Fall, Spring.

**ART 114 - Design II: Three-Dimensional Design (3)**

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 contact hours.

Prerequisite: ART 104.

Offered: Fall, Spring.

**ART 201 - Introduction to Visual Arts (4)**

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. For non-art majors only. Studio and lecture.

Offered: Summer.

**ART 202 - Painting I (3)**

The techniques of oil painting are introduced. Color, value, line, form, texture, and compositional problems are explored by observing objects and nature. Studio fee charged. 6 contact hours.

Prerequisite: Concurrent enrollment in or completion of ART 204 or ART 205.

Offered: Fall, Spring.

**ART 204 - Synthesis/Three-Dimensional Emphasis (3)**

Using 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. Includes wood shop lab. Studio fee charged. 6 contact hours.

Prerequisite: ART 105 and ART 114.

Offered: Fall, Spring.

**ART 205 - Synthesis/Two-Dimensional Emphasis (3)**

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. Studio fee charged. 6 contact hours.

Prerequisite: ART 105 and ART 114.

Offered: Fall, Spring.

**ART 206 - Ceramics I (3)**

Basic hand-building methods and simple direct decoration techniques are introduced. Students explore clay, glaze materials, and firing procedures at earthenware temperatures. Studio fee charged. 6 contact hours.

Prerequisite: Concurrent enrollment in or completion of ART 204 or ART 205 is prerequisite for art department majors. Nonart department majors must have consent of department chair.

Offered: Fall, Spring.

**ART 207 - Digital Media I (3)**

Students learn a wide range of digital techniques for 2D time-based works. Class demos and critiques focus on the use of such techniques in contemporary video art world. Studio fee charged. 6 contact hours.

Prerequisite: ART 107 and concurrent enrollment in or completion of ART 204 or ART 205.

Offered: Fall, Spring.

**ART 208 - Printmaking: Intaglio and Monotype (3)**

The materials and techniques of monotype and intaglio printmaking are introduced, with emphasis on the aesthetic and conceptual possibilities of various approaches. Studio fee charged. 6 contact hours.

Prerequisite: Concurrent enrollment in or completion of ART 204 or ART 205.

Offered: Spring.

**ART 210 - Nurturing Artistic and Musical Development (4)**

This hands-on art and music course provides students with experiences, knowledge, skills, and ideas for cultivating artistic development in their own lives and the lives of others. No prior artistic experience required. Studio fee charged.

General Education Category: Arts - Visual and Performing.

Offered: Fall, Spring.

**ART 217 - Introduction to Photography (3)**

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 fee charged. 6 contact hours.

Prerequisite: Concurrent enrollment in or completion of ART 204 or ART 205 is prerequisite for art department majors. Nonart department majors must have consent of department chair.

Offered: Fall, Spring.

**ART 218 - Printmaking: Lithography and Relief (3)**

The materials and techniques of relief and lithographic printmaking are introduced, with emphasis on the aesthetic and conceptual possibilities of various approaches. Studio fee charged. 6 contact hours.

Prerequisite: Concurrent enrollment in or completion of ART 204 or ART 205.

Offered: Fall.

**ART 221 - Metalsmithing and Jewelry: Basic Fabrication/Forming (3)**

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 fee charged. 6 contact hours.

Prerequisite: Concurrent enrollment in or completion of ART 204 or ART 205, or consent of department chair.

Offered: Fall, Spring.

**ART 223 - Metalsmithing and Jewelry: Casting/Duplication Processes (3)**

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 fee charged. 6 contact hours.

Prerequisite: Concurrent enrollment in or completion of ART 204 or ART 205, or consent of department chair.

Offered: Fall, Spring.

**ART 224 - Graphic Design I (3)**

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 fee charged. 6 contact hours.

Prerequisite: ART 107 and concurrent enrollment in or completion of ART 204 or ART 205 are prerequisites for art department majors. Nonart department majors must have consent of department chair.

Offered: Fall, Spring.

**ART 225 - Figurative Modeling (3)**

Elements that emphasize three-dimensional aspects of the figure and the development of figurative concepts are realized through modeling and drawing. Studio. 6 contact hours.

Prerequisite: ART 105.

Offered: Fall.

**ART 231 - Prehistoric to Renaissance Art (4)**

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.

General Education Category: Arts - Visual and Performing.

Offered: Fall, Spring, Summer.

**ART 232 - Renaissance to Modern Art (4)**

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.

General Education Category: Arts - Visual and Performing.

Offered: Fall, Spring, Summer.

**ART 234 - Sculpture: Wood and Alternate Materials (3)**

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 fee charged. 6 contact hours.

Prerequisite: Concurrent enrollment in or completion of ART 204 or ART 205.

Offered: Spring.

**ART 235 - Sculpture: Metal Casting and Fabrication (3)**

Traditional and contemporary approaches to sculptural form are explored using metalworking techniques, including welding, cold fabrication, forging, and casting. Studio fee charged. 6 contact hours.

Prerequisite: Concurrent enrollment in or completion of ART 204 or ART 205.

Offered: Fall.

**ART 261 - Art and Money (4)**

This course explores the many intersections of the spheres of art and money in the Western tradition through looking at art, readings in art history, art economics, history, and literature.

General Education Category: Connections.

Prerequisite: FYS 100, FYW 100/FYW 100P/FYW 100H, and at least 45 credits.

Offered: Spring.

**ART 262 - Encounters with Global Arts (4)**

Students explore thematic connections of art made in Africa, Asia, the Americas, the Pacific and Europe through analysis of art objects and texts in art history.

General Education Category: Connections.

Prerequisite: FYS 100, FYW 100/FYW 100P/FYW 100H, and at least 45 credits.

Offered: Spring.

**ART 302 - Painting II (3)**

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 fee charged. 6 contact hours.

Prerequisite: ART 202.

Offered: Fall, Spring.

**ART 306 - Ceramics II (3)**

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 fee charged. 6 contact hours.

Prerequisite: ART 206 is prerequisite for art department majors. Nonart department majors must have consent of department chair.

Offered: Fall, Spring.

**ART 307 - Digital Media II (3)**

Students learn advanced digital 3D strategies for the visual industry and contemporary art making. Students adapt 3D modeling techniques through solving a series of formal and conceptual problems. Studio fee charged. 6 contact hours.

Prerequisite: ART 207

Offered: Fall, Spring.

**ART 324 - Graphic Design II (3)**

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 fee charged. 6 contact hours.

Prerequisite: ART 224.

Offered: Fall, Spring.

**ART 331 - Greek and Roman Art (3)**

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.

Prerequisite: ART 231 and ART 232.

Offered: Spring.

**ART 332 - Renaissance Art (3)**

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.

Prerequisite: ART 231 and ART 232.

Offered: Fall.

**ART 333 - Baroque Art (3)**

Beginning with changes occurring in Rome around 1600, this course surveys seventeenth-century European art, with emphasis on Italian art. Lecture.

Prerequisite: ART 231 and ART 232.

Offered: Spring.

**ART 334 - American Art and Architecture (3)**

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.

Prerequisite: ART 231 and ART 232.

Offered: Fall.

**ART 336 - Nineteenth-Century European Art (3)**

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.

Prerequisite: ART 231 and ART 232.

Offered: Fall.

**ART 337 - Twentieth-Century Art (3)**

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.

Prerequisite: ART 231 and ART 232.

Offered: Spring, Summer.

**ART 338 - History of Photography (3)**

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.

Prerequisite: ART 231 and ART 232, or consent of instructor.

Offered: Spring.

**ART 339 - Evolution of the Functional Object (3)**

This course explores the important questions and dialogues in the current craft field and seeks to understand how they came about with perspectives from early industrial revolution to present-day.

Prerequisite: A minimum of 30 credits.

Offered: As needed.

**ART 347 - Photography II (3)**

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 fee charged. 6 contact hours.

Prerequisite: ART 107 and ART 217.

Offered: Fall, Spring.

**ART 400 - Issues for the Studio Artist (4)**

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.

Prerequisite: ART 231, ART 232, and all foundations courses required of B.F.A. majors.

Offered: Fall, Spring.

**ART 401 - Painting III (3)**

Students explore advanced painting with emphasis on development of a personal direction. A professional attitude of self-regulation in developing ideas and executing work is expected. Studio fee charged. 6 contact hours.

Prerequisite: ART 302 or consent of instructor or department chair.

Offered: Fall, Spring.

**ART 402 - Ceramics III (3)**

Students explore advanced ceramics with emphasis on development of a personal direction. A professional attitude of self-regulation in developing ideas and executing work is expected. Studio fee charged. 6 contact hours.

Prerequisite: ART 306 or consent of instructor or department chair.

Offered: Fall, Spring.

**ART 403 - Sculpture III (3)**

Students explore advanced sculpture with emphasis on development of a personal direction. A professional attitude of self-regulation in developing ideas and executing work is expected. Studio fee charged. 6 contact hours.

Prerequisite: ART 234 and ART 235, or consent of instructor or department chair.

Offered: Fall, Spring.

**ART 404 - Graphic Design III (3)**

Students explore identity design and brand awareness. Emphasis is on conceptual development, and strategic thinking/writing within the context of systems-based design, and continued development of visual communication, and presentation skills. Studio fee charged. 6 contact hours.

Prerequisite: ART 324 or consent of instructor or department chair.

Offered: Fall, Spring.

**ART 405 - Metalsmithing & Jewelry III (3)**

Students explore advanced metalsmithing and jewelry design with emphasis on conceptual development and strategic thinking. A professional attitude of self-regulation in developing ideas and executing work is expected. Studio fee charged. 6 contact hours.

Prerequisite: ART 221 and ART 223, or consent of instructor or department chair.

Offered: Fall, Spring.

**ART 406 - Photography III (3)**

Students explore advanced photography with emphasis on development of a personal direction. A professional attitude of self-regulation in developing ideas and executing work is expected. Studio fee charged. 6 contact hours.

Prerequisite: ART 347 or consent of instructor or department chair.

Offered: Fall, Spring.

**ART 407 - Printmaking III (3)**

Students explore advanced printmaking with emphasis on development of a personal direction. A professional attitude of self-regulation in developing ideas and executing work is expected. Studio fee charged. 6 contact hours.

Prerequisite: ART 208 and ART 218, or consent of instructor or department chair.

Offered: Fall, Spring.

**ART 408 - Digital Media III (3)**

Students explore experimental 3D animation and advanced digital media topics. A professional attitude of self-regulation in developing ideas and executing work is expected. Studio fee charged. 6 contact hours.

Prerequisite: ART 307 or consent of instructor or department chair.

Offered: Fall, Spring.

**ART 411 - B.F.A. Painting III (3)**

B.F.A. students expand advanced study in Painting III by enrolling in ART 401 and ART 411 concurrently—broadening the scope of personal direction, professionalism, self-regulation, idea development and execution of work. Studio. 6 contact hours.

Prerequisite: ART 302 and acceptance to the B.F.A. Program, or consent of instructor or department chair.

Offered: Fall, Spring.

**ART 412 - B.F.A. Ceramics III (3)**

B.F.A. students expand advanced study in Ceramics III by enrolling in ART 402 and ART 412 concurrently—broadening the scope of personal direction, professionalism, self-regulation, idea development and execution of work. Studio. 6 contact hours.

Prerequisite: ART 306 and acceptance to the B.F.A. Program, or consent of instructor or department chair.

Offered: Fall, Spring.

**ART 413 - B.F.A. Sculpture III (3)**

B.F.A. students expand advanced study in Sculpture III by enrolling in ART 403 and ART 413 concurrently—broadening the scope of personal direction, professionalism, self-regulation, idea development and execution of work. Studio. 6 contact hours.

Prerequisite: ART 234 and ART 235 and acceptance to the B.F.A. Program, or consent of instructor or department chair.

Offered: Fall, Spring.



**ART 414 - B.F.A. Graphic Design III (3)**

B.F.A. students expand advanced study in Graphic Design III by enrolling in ART 404 and ART 414 concurrently—broadening the scope of personal direction, professionalism, idea development and execution of work. Studio. 6 contact hours.

Prerequisite: ART 324 and acceptance to the B.F.A. Program, or consent of instructor or department chair.

Offered: Fall, Spring.

**ART 415 - B.F.A. Metalsmithing & Jewelry III (3)**

B.F.A. students expand advanced study in Metalsmithing/Jewelry III by enrolling in ART 405 and ART 415 concurrently—broadening the scope of personal direction, professionalism, self-regulation, idea development and execution of work. Studio. 6 contact hours.

Prerequisite: ART 221 and ART 223 and acceptance to the B.F.A. Program, or consent of instructor or department chair.

Offered: Fall, Spring.

**ART 416 - B.F.A. Photography III (3)**

B.F.A. students expand advanced study in Photography III by enrolling in ART 406 and ART 416 concurrently—broadening the scope of personal direction, professionalism, self-regulation, idea development and execution of work. Studio. 6 contact hours.

Prerequisite: ART 347 and acceptance to the B.F.A. Program, or consent of instructor or department chair.

Offered: Fall, Spring.

**ART 417 - B.F.A. Printmaking III (3)**

B.F.A. students expand advanced study in Printmaking III by enrolling in ART 407 and ART 417 concurrently—broadening the scope of personal direction, professionalism, self-regulation, idea development and execution of work. Studio. 6 contact hours.

Prerequisite: ART 208 and ART 218 and acceptance to the B.F.A. Program, or consent of instructor or department chair.

Offered: Fall, Spring.

**ART 418 - B.F.A. Digital Media III (3)**

B.F.A. students expand advanced studies related to experimental 3D animation in Digital Media by enrolling in ART 408 and ART 418 concurrently, with focus on conceptual development and completion of projects. Studio. 6 contact hours.

Prerequisite: ART 307 and acceptance to the B.F.A. Program, or consent of instructor or department chair.

Offered: Fall, Spring.

**ART 421 - Painting IV (3)**

Students continue study in advanced painting with emphasis on development of a personal direction. A professional attitude of self-regulation in developing ideas and executing work is expected. Studio fee charged. 6 contact hours.

Prerequisite: ART 401 or consent of instructor or department chair.

Offered: Fall, Spring.

**ART 422 - Ceramics IV (3)**

Students continue study in advanced ceramics with emphasis on development of a personal direction. A professional attitude of self-regulation in developing ideas and executing work is expected. Studio fee charged. 6 contact hours.

Prerequisite: ART 402 or consent of instructor or department chair.

Offered: Fall, Spring.

**ART 423 - Sculpture IV (3)**

Students continue study in advanced sculpture with emphasis on development of a personal direction. A professional attitude of self-regulation in developing ideas and executing work is expected. Studio fee charged. 6 contact hours.

Prerequisite: ART 403 or consent of instructor or department chair.

Offered: Fall, Spring.

**ART 424 - Graphic Design IV (3)**

Students continue study in advanced graphic design with emphasis on theory, practice, conceptual development, design effectiveness and contemporary issues. A professional attitude in developing ideas and executing work is expected. Studio fee charged. 6 contact hours.

Prerequisite: ART 404 or consent of instructor or department chair.

Offered: Fall, Spring.

**ART 425 - Metalsmithing & Jewelry IV (3)**

Students continue study in advanced metalsmithing/jewelry design, with emphasis on conceptual development, critical thinking and personal direction. A professional attitude of self-regulation in developing ideas and executing work is expected. Studio fee charged. 6 contact hours.

Prerequisite: ART 405 or consent of instructor or department chair.

Offered: Fall, Spring.

**ART 426 - Photography IV (3)**

Students continue study in advanced photography with emphasis on development of a personal direction. A professional attitude of self-regulation in developing ideas and executing work is expected. Studio fee charged. 6 contact hours.

Prerequisite: ART 406 or consent of instructor or department chair.

Offered: Fall, Spring.

**ART 427 - Printmaking IV (3)**

Students continue study in advanced printmaking with emphasis on development of a personal direction. A professional attitude of self-regulation in developing ideas and executing work is expected. Studio fee charged. 6 contact hours.

Prerequisite: ART 407 or consent of instructor or department chair.

Offered: Fall, Spring.

**ART 428 - Digital Media IV (3)**

Students continue study in advanced digital media with emphasis on 3D characters in virtual environments. A professional attitude of self-regulation in developing ideas and executing work is expected. Studio fee charged. 6 contact hours.

Prerequisite: ART 408 or consent of instructor or department chair.

Offered: Fall, Spring.

**ART 431 - B.F.A. Painting IV (3)**

B.F.A. students expand advanced study in Painting IV by enrolling in ART 421 and ART 431 concurrently—broadening the scope of personal direction, professionalism, self-regulation, idea development and execution of work. Studio. 6 contact hours.

Prerequisite: ART 401, ART 411 and retention in the B.F.A. Program, or consent of instructor or department chair.

Offered: Fall, Spring.

**ART 432 - B.F.A. Ceramics IV (3)**

B.F.A. students expand advanced study in Ceramics IV by enrolling in ART 422 and ART 432 concurrently—broadening the scope of personal direction, professionalism, self-regulation, idea development and execution of work. Studio. 6 contact hours.

Prerequisite: ART 402, ART 412 and retention in the BFA Program, or consent of instructor or department chair.

Offered: Fall, Spring.

**ART 433 - B.F.A. Sculpture IV (3)**

B.F.A. students expand advanced study in Sculpture IV by enrolling in ART 423 and ART 433 concurrently—broadening the scope of personal direction, professionalism, self-regulation, idea development and execution of work. Studio. 6 contact hours.

Prerequisite: ART 403, ART 413 and retention in the B.F.A. Program, or consent of instructor or department chair.

Offered: Fall, Spring.

**ART 434 - B.F.A. Graphic Design IV (3)**

B.F.A. students expand advanced study in Graphic Design IV by enrolling in ART 424 and ART 434 concurrently—broadening the scope of personal direction, professionalism, idea development and execution of work. Studio. 6 contact hours.

Prerequisite: ART 404, ART 414 and retention in the B.F.A. Program, or consent of instructor or department chair.

Offered: Fall, Spring.

**ART 435 - B.F.A. Metalsmithing & Jewelry IV (3)**

B.F.A. students expand advanced study in Metalsmithing/Jewelry IV by enrolling in ART 425 and ART 435 concurrently—broadening the scope of personal direction, professionalism, self-regulation, idea development and execution of work. Studio. 6 contact hours.

Prerequisite: ART 405, ART 415 and retention in the B.F.A. Program, or consent of instructor or department chair.

Offered: Fall, Spring.

**ART 436 - B.F.A. Photography IV (3)**

B.F.A. students expand advanced study in Photography IV by enrolling in ART 426 and ART 436 concurrently—broadening the scope of personal direction, professionalism, self-regulation, idea development and execution of work. Studio. 6 contact hours.

Prerequisite: ART 406, ART 416 and retention in the B.F.A. Program, or consent of instructor or department chair.

Offered: Fall, Spring.

**ART 437 - B.F.A. Printmaking IV (3)**

B.F.A. students expand advanced study in Printmaking IV by enrolling in ART 427 and ART 437 concurrently—broadening the scope of personal direction, professionalism, self-regulation, idea development and execution of work. Studio. 6 contact hours.

Prerequisite: ART 407, ART 417 and retention in the B.F.A. Program, or consent of instructor or department chair.

Offered: Fall, Spring.

**ART 438 - B.F.A. Digital Media IV (3)**

B.F.A. students expand advanced study of 3D characters in virtual environments in Digital Media IV by enrolling in ART 428 and ART 438 concurrently, with focus on conceptual development and completion of projects. Studio. 6 contact hours.

Prerequisite: ART 408, ART 418 and retention in the B.F.A. Program, or consent of instructor or department chair.

Offered: Fall, Spring.

**ART 441 - Painting V: Senior Studio (3)**

This final course in advanced painting culminates in an exhibition. In-depth exploration, conceptual inquiry, and articulation skills are promoted in relation to each student's personal direction. Studio fee charged. 6 contact hours.

Prerequisite: ART 421 or consent of instructor or department chair.

Offered: Fall, Spring.

**ART 442 - Ceramics V: Senior Studio (3)**

This final course in advanced ceramics culminates in an exhibition. In-depth exploration, conceptual inquiry, and articulation skills are promoted in relation to each student's personal direction. Studio fee charged. 6 contact hours.

Prerequisite: ART 422 or consent of instructor or department chair.

Offered: Fall, Spring.

**ART 443 - Sculpture V: Senior Studio (3)**

This final course in advanced sculpture culminates in an exhibition. In-depth exploration, conceptual inquiry, and articulation skills are promoted in relation to each student's personal direction. Studio fee charged. 6 contact hours.

Prerequisite: ART 423 or consent of instructor or department chair.

Offered: Fall, Spring.

**ART 444 - Graphic Design V: Senior Studio (3)**

This final course in advanced graphic design culminates in an exhibition. In-depth exploration, conceptual inquiry, and articulation skills are promoted in relation to each student's personal direction. Studio fee charged. 6 contact hours.

Prerequisite: ART 424 or consent of instructor or department chair.

Offered: Fall, Spring.

**ART 445 - Metalsmithing & Jewelry V: Senior Studio (3)**

This final course in advanced metalsmithing and jewelry design culminates in an exhibition. In-depth exploration, conceptual inquiry, and articulation skills are promoted in relation to each student's personal direction. Studio fee charged. 6 contact hours.

Prerequisite: ART 425 or consent of instructor or department chair.

Offered: Fall, Spring.

**ART 446 - Photography V: Senior Studio (3)**

This final course in advanced photography culminates in an exhibition. In-depth exploration, conceptual inquiry, and articulation skills are promoted in relation to each student's personal direction. Studio fee charged. 6 contact hours.

Prerequisite: ART 426 or consent of instructor or department chair.

Offered: Fall, Spring.

**ART 447 - Printmaking V: Senior Studio (3)**

This final course in advanced printmaking culminates in an exhibition. In-depth exploration, conceptual inquiry, and articulation skills are promoted in relation to each student's personal direction. Studio fee charged. 6 contact hours.

Prerequisite: ART 427 or consent of instructor or department chair.

Offered: Fall, Spring.

**ART 448 - Digital Media V: Senior Studio (3)**

This final course in advanced digital media culminates in an exhibition. In-depth exploration, conceptual inquiry, and articulation skills are promoted in relation to each student's personal direction. Studio fee charged. 6 contact hours.

Prerequisite: ART 428, or consent of instructor or department chair

Offered: Fall, Spring.

**ART 451 - B.F.A. Painting V: Senior Studio (3)**

Final B.F.A. advanced painting course; culminates in exhibition. B.F.A. students enroll in ART 441 and ART 451 concurrently—broadening the scope of in-depth exploration, conceptual inquiry, articulation skills, and personal direction. Studio. 6 contact hours.

Prerequisite: ART 421, ART 431 and retention in the B.F.A. Program, or consent of instructor or department chair.

Offered: Fall, Spring.

**ART 452 - B.F.A. Ceramics V: Senior Studio (3)**

Final B.F.A. advanced ceramics course; culminates in exhibition. B.F.A. students enroll in ART 442 and ART 452 concurrently—broadening the scope of in-depth exploration, conceptual inquiry, articulation skills, and personal direction. Studio. 6 contact hours.

Prerequisite: ART 422, ART 432 and retention in the B.F.A. Program, or consent of instructor or department chair.

Offered: Fall, Spring.

**ART 453 - B.F.A. Sculpture V: Senior Studio (3)**

Final B.F.A. advanced sculpture course; culminates in exhibition. B.F.A. students enroll in ART 443 and ART 453 concurrently—broadening the scope of in-depth exploration, conceptual inquiry, articulation skills, and personal direction. Studio. 6 contact hours.

Prerequisite: ART 423, ART 433 and retention in the B.F.A. Program, or consent of instructor or department chair.

Offered: Fall, Spring.

**ART 454 - B.F.A. Graphic Design V: Senior Studio (3)**

Final B.F.A. advanced graphic design course; culminates in exhibition. B.F.A. students enroll in ART 444 and ART 454 concurrently—broadening the scope of in-depth exploration, conceptual inquiry, articulation skills, and direction. Studio. 6 contact hours.

Prerequisite: ART 424, ART 434 and retention in the B.F.A. Program, or consent of instructor or department chair.

Offered: Fall, Spring.

**ART 455 - B.F.A. Metalsmithing & Jewelry V: Senior Studio (3)**

Final B.F.A. advanced metalsmithing/jewelry course; culminates in exhibition. B.F.A. students enroll in ART 445 and ART 455 concurrently—broadening the scope of in-depth exploration, conceptual inquiry, articulation skills, and personal direction. Studio. 6 contact hours.

Prerequisite: ART 425, ART 435 and retention in the B.F.A. Program, or consent of instructor or department chair.

Offered: Fall, Spring.

**ART 456 - B.F.A. Photography V: Senior Studio (3)**

Final B.F.A. advanced photography course; culminates in exhibition. B.F.A. students enroll in ART 446 and ART 456 concurrently—broadening the scope of in-depth exploration, conceptual inquiry, articulation skills, and personal direction. Studio. 6 contact hours.

Prerequisite: ART 426, ART 436 and retention in the B.F.A. Program, or consent of instructor or department chair.

Offered: Fall, Spring.

**ART 457 - B.F.A. Printmaking V: Senior Studio (3)**

Final B.F.A. advanced printmaking course; culminates in exhibition. B.F.A. students enroll in ART 447 and ART 457 concurrently—broadening the scope of in-depth exploration, conceptual inquiry, articulation skills, and personal direction. Studio. 6 contact hours.

Prerequisite: ART 427, ART 437 and retention in the B.F.A. Program, or consent of instructor or department chair.

Offered: Fall, Spring.

**ART 458 - B.F.A. Digital Media V: Senior Studio (3)**

Final B.F.A. advanced digital media course; culminates in exhibition. B.F.A. students enroll in ART 448 and ART 458 concurrently—broadening the scope of in-depth exploration, conceptual inquiry, articulation skills, and personal direction. Studio. 6 contact hours.

Prerequisite: ART 428, ART 438 and retention in the B.F.A. Program, or consent of instructor or department chair.

Offered: Fall, Spring.

**ART 460 - Seminar in the Visual Arts (3)**

Various historical and theoretical topics in the visual arts are explored. Lecture.

Prerequisite: Consent of instructor.

Offered: As needed.

**ART 461 - Seminar in Art History (3)**

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.

Prerequisite: Advanced class standing and consent of instructor.

Offered: Fall, Spring.

**ART 470 - Web Design: Principles and Practice (4)**

Focus is on methods of web design, development and production including HTML, CSS, Javascript and other tools. Students will learn contemporary techniques for planning, building, promoting and testing a website. Studio. 6 contact hours. Students cannot receive credit for both ART 470 and ARTM 521.

Prerequisite: ART 40X: Studio III, or consent of instructor or department chair.

Offered: Fall, Spring.

**ART 490 - Problems in the Visual Arts (1-6)**

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.

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 493 - Reading and Research in Art History (3)**

Working individually with the instructor, the student continues the exploration of Greek and Roman art, Renaissance art, baroque art, American art, or modern art.

Prerequisite: Lecture course in respective area and consent of instructor.

Offered: As needed.

**ART 560 - Graduate Seminar in the Visual Arts (3)**

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.

Prerequisite: Graduate status and consent of department chair.

Offered: Spring.

**ART 590 - Directed Graduate Study (4)**

Students conduct independent research and/or studio exploration in the visual arts under the supervision of a faculty member.

Prerequisite: Graduate status and consent of department chair. Open to candidates in the master's programs in art.

Offered: As needed.

**ART 594 - Graduate Studio: Topic (1-6)**

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 contact hours.

Prerequisite: Graduate status and 400-level course in the topic.

Offered: Fall, Spring.

**ART 595 - Graduate Studio: Topic (1-6)**

A continuation of ART 594, this course concludes with an Art Department Graduate Committee review. Studio. 2-12 contact hours.

Prerequisite: Graduate status, ART 594 and consent of instructor.

Offered: Fall, Spring.

**ART 596 - Graduate Studio: Topic (1-6)**

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 contact hours.

Prerequisite: Graduate status, ART 595 and consent of instructor.

Offered: Fall, Spring.

**ART 691 - Thesis (3)**

Students research and complete their thesis project under the direction of their thesis advisor. Credit for this course is contingent on final approval of the thesis.

Prerequisite: Graduate status, acceptance of thesis proposal and consent of department chair.

Offered: As needed.

## **ARTE - Art Education**

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**ARTE 303 - Introduction to Art Education (3)**

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.

Prerequisite: ART 204 or ART 205.

Offered: Fall, Spring.

**ARTE 340 - Methods and Materials in Art Education (2)**

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. Studio fee charged.

Prerequisite: Completion of college writing requirement and Gen. Ed. arts requirement.

Offered: Fall, Spring, Summer.

**ARTE 404 - Secondary Practicum in Art Education (3)**

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.

Prerequisite: Admission to the art education teacher preparation program, ARTE 303, and 24 credit hours of art courses.

Offered: Fall, Spring.

**ARTE 405 - Elementary Practicum in Art Education (3)**

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.

Prerequisite: ARTE 404 and 33 credit hours of art courses.

Offered: Fall, Spring.

**ARTE 421 - Art in the Elementary School (3)**

The objectives of an art program in the elementary grades are considered as well as the means of developing, presenting, encouraging, and evaluating programs.

Prerequisite: ARTE 340 or elementary teaching experience, and consent of instructor.

Offered: As needed.

**ARTE 426 - Student Teaching in Art Education (10)**

In this culminating field experience, candidates complete a teaching experience in an elementary and secondary school under the supervision of cooperating teachers and a college supervisor. This is a full-semester assignment. Graded S, U.

Prerequisite: Concurrent enrollment in ARTE 464; satisfactory completion of all major and professional courses required prior to student teaching; special departmental requirements; a cumulative GPA of 2.67 a full semester prior to student teaching; passing score(s) on the Praxis II, approved Preparing to Teach Portfolio; completion of the community service requirement; and a negative result from the required tuberculin test.

Offered: Fall, Spring.

**ARTE 464 - Student Teaching Seminar in Art Education (2)**

Teacher behaviors appropriate to effective teaching are developed. Topics include classroom and time management, effective communication, learning styles, and teaching strategies. This seminar meets weekly.

Prerequisite: Concurrent enrollment in ARTE 426.

Offered: Fall, Spring.

**ARTE 503 - Graduate Introduction to Art Education (3)**

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.

Prerequisite: Application or acceptance into the M.A.T. in art education program.

Offered: Fall, Spring.

**ARTE 504 - Graduate Secondary Practicum in Art Education (3)**

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 contact hours.

Prerequisite: CEP 552, prior or concurrent enrollment in ARTE 503, and acceptance into the M.A.T. in art education program.

Offered: Fall, Spring.

**ARTE 505 - Graduate Elementary Practicum in Art Education (3)**

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 contact hours.

Prerequisite: Graduate status and ARTE 504.

Offered: Fall, Spring.

**ARTE 515 - Curriculum in Art Education (3)**

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.

Prerequisite: Graduate status and consent of department chair.

Offered: Fall.

**ARTE 525 - Graduate Student Teaching in Art Education (10)**

In this culminating field experience, candidates complete a teaching experience in an elementary and secondary school under the supervision of cooperating teachers and a college supervisor. This is a full-semester assignment. Graded S, U.

Prerequisite: Graduate status, ARTE 505, CEP 552, FNED 546; concurrent enrollment in ARTE 562; a cumulative GPA of 3.00 a full semester prior to student teaching; satisfactory completion of all required courses in the M.A.T. program in art education prior to student teaching; a minimum grade of C+ in all professional education courses; passing score(s) on the Praxis II, approved Preparing to Teach Portfolio; and a negative result from the required tuberculin test.

Offered: Fall, Spring.

**ARTE 562 - Graduate Seminar in Student Teaching in Art Education (2)**

Teacher behaviors appropriate to effective teaching are developed. Topics include classroom and time management, effective communication, learning styles, and teaching strategies. This seminar meets weekly.

Prerequisite: Graduate status and concurrent enrollment in ARTE 525.

Offered: Fall, Spring.

**ARTE 591 - Readings and Research in Art Education (3)**

Students select a topic and undertake concentrated research under the supervision of a faculty advisor.

Prerequisite: Graduate status consent of department chair.

Offered: As needed.

**ARTE 613 - Research and Evaluation in Art (3)**

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.

Prerequisite: Graduate status and consent of department chair.

Offered: As needed.

## **ARTM - Art Media**

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**ARTM 521 - Electronic Media Production I (4)**

Studies visual aspects of web design, development and production, including typography, images, color, structure, HTML, CSS and Javascript. Students learn contemporary design techniques for planning, building, promoting and testing websites. Studio. 6 contact hours.

Prerequisite: Graduate status.

Offered: Fall.

**ARTM 522 - Electronic Media Production II (4)**

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. 6 contact hours.

Prerequisite: Graduate status and ARTM 521.

Offered: Spring.

**ARTM 523 - Digital Portfolio I (4)**

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 ARTM 524. Studio. 6 contact hours.

Prerequisite: Graduate status and ARTM 522.

Offered: Fall.

**ARTM 524 - Digital Portfolio II (4)**

In this capstone course, students consolidate their skills, while focusing on a specific topic and format. Studio. 6 contact hours.

Prerequisite: Graduate status, ARTM 523 and a written proposal submitted to and accepted by the instructor.

Offered: Spring.

**ARTM 532 - Media Ethics (4)**

The ethical context of contemporary media is examined.

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 who have completed at least 90 college credits may enroll with documented consent of the instructor, department chair, and appropriate dean.

Offered: As needed.

**ARTM 541 - Media Aesthetics (4)**

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.

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 who have completed at least 90 college credits may enroll with documented consent of the instructor, department chair, and appropriate dean.

Offered: Fall.

**ARTM 542 - Media Culture and Theory I (4)**

From a historico-theoretical foundation, students analyze new media and the transformations of traditional media into its recent electronic incarnations.

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 who have completed at least 90 college credits may enroll with documented consent of the instructor, department chair, and appropriate dean.

Offered: Spring.

**ARTM 543 - Media Culture and Theory II (4)**

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.

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 who have completed at least 90 college credits may enroll with documented consent of the instructor, department chair, and appropriate dean.

Offered: Fall.

**ARTM 579 - Media Studies Internship (1-4)**

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.

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 (4)**

Students conduct independent research in new media and/or engage in independent electronic media production under the supervision of a faculty member.

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 (4)**

Students research and complete their thesis project under the direction of their thesis advisor. Credit for this course is contingent on final approval of the thesis.

Prerequisite: Acceptance into the M.A. in art with concentration in media studies program and consent of instructor and department chair.

Offered: As needed.

## **BLBC - Bilingual Bicultural Education**

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UNDERGRADUATE STUDENTS NEED SPECIAL PERMISSION TO ENROLL IN GRADUATE COURSES. SEE COLLEGE HANDBOOK FOR DETAILS.

**BLBC 515 - Bilingual Education Issues (3)**

Bilingual education and its application in the United States are examined. Recent major research is also examined, critiqued, and discussed.

Prerequisite: Graduate status and 6 credit hours of teacher education courses or consent of department chair.

Offered: Spring.

**BLBC 516 - Methods and Materials in Bilingual-Bicultural Education (3)**

Methods and materials in bilingual-bicultural education are identified and analyzed. Materials on the national and international levels are discussed.

Prerequisite: Graduate status and 6 credit hours of teacher education courses or consent of department chair.

Offered: Fall.

**BLBC 517 - Curriculum Issues in Bilingual-Bicultural Education (3)**

Curriculum issues relating to second-language acquisition at both the elementary and secondary levels are identified and analyzed. Curriculum models are researched and evaluated.

Prerequisite: Graduate status and BLBC 547 or TESL 546.

Offered: As needed.

**BLBC 539 - Language Acquisition and Learning (3)**

Theory and research relating to first- and second-language acquisition and learning are examined from a pedagogical perspective. Students cannot receive credit for both BLBC 539 and TESL 539.

Prerequisite: Graduate status and 6 credit hours of teacher education courses or consent of department chair.

Offered: As needed.

**BLBC 547 - Concepts in Bilingual-Bicultural Education (3)**

Methods and materials relating to bilingual and bicultural learning situations at all levels are examined and compared. Essential components of a bilingual-bicultural program are identified and implemented.

Offered: As needed.

**BLBC 562 - Seminar in Bilingual Education (3)**

Focus is on developing appropriate investigative skills and methodologies in conducting bilingual classroom-centered research. Students attend weekly seminar discussions.

Prerequisite: Graduate status and 24 credit hours of graduate courses, including BLBC 517 and BLBC 547.

Offered: As needed.

## **BIOL - Biology**

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**BIOL 100 - Fundamental Concepts of Biology (4)**

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. 6 contact hours. Not open to biology and clinical laboratory science majors. Students cannot receive credit for both BIOL 100 and BIOL 109.

General Education Category: Natural Science.

Prerequisite: Completed college mathematics competency.

Offered: Fall, Spring, Summer.

**BIOL 103 - Human Biology (3)**

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.

Prerequisite: Completed college mathematics competency.

Offered: Fall, Spring, Summer.

**BIOL 108 - Basic Principles of Biology (4)**

Basic biological principles are introduced. This course prepares students for courses in anatomy, physiology, and microbiology. Lecture and laboratory (dissection included). 6 contact hours. Not open to biology majors.

General Education Category: Natural Science.

Prerequisite: Completed college mathematics competency.

Offered: Fall, Spring, Summer.

**BIOL 111 - Introductory Biology I (4)**

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. 6 contact hours.

General Education Category: Natural Science.

Prerequisite: Completed college mathematics competency.

Offered: Fall, Spring, Summer.

**BIOL 112 - Introductory Biology II (4)**

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). 6 contact hours.

Prerequisite: BIOL 111 with a minimum grade of C-.

Offered: Fall, Spring, Summer.

**BIOL 213 - Introductory Physiology of Plants and Animals (4)**

Physiologic mechanisms of multicellular organisms are introduced. Emphasis is on evolutionary adaptations of flowering plants and vertebrates. 6 contact hours.

Prerequisite: BIOL 111 and BIOL 112.

Offered: Spring.

**BIOL 221 - Genetics (4)**

A balanced treatment of classical Mendelian concepts, population topics, and the recent advances in molecular genetics are presented. Lecture and laboratory. 6 contact hours.

General Education Category: Advanced Quantitative/Scientific Reasoning.

Prerequisite: BIOL 111 and BIOL 112, with a grade of C or better.

Offered: Fall.

**BIOL 231 - Human Anatomy (4)**

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). 6 contact hours.

Prerequisite: BIOL 111 and BIOL 112, with a grade of C or better, or BIOL 108, with a grade of C or better.

Offered: Fall, Spring, Summer.

**BIOL 240 - Biostatistics (4)**

Elementary probability theory serves as a foundation to learn research design, sampling, hypothesis testing, and statistical inferences in biology. Students use SPSS to statistically analyze problems typical of biological research.

Prerequisite: Completion of college mathematics competency and a grade of C or better in BIOL 100, BIOL 108 or BIOL 112.

Offered: Spring.

**BIOL 241 - Biology Research Colloquium (0.5)**

Students attend formal scientific research seminars given by invited outside speakers from diverse fields of biology. Students discuss the research with the speaker and their peers. This course must be taken for two semesters. Graded S, U.

Prerequisite: BIOL 111 and BIOL 112, with a grade of C or better, or BIOL 108, with a grade of C or better.

Offered: Fall, Spring.

**BIOL 261 - The World's Forests (4)**

Interactions between people and the three major types of forests of the world (boreal, temperate, and tropical) are explored from historical, ecological, cultural, socioeconomic, environmental, and ethical perspectives.

General Education Category: Connections.

Prerequisite: FYS 100, FYW 100/FYW 100P/FYW 100H, and at least 45 credits.

Offered: Fall (even years).

**BIOL 300 - Developmental Biology of Animals (4)**

A descriptive and experimental approach is applied to animal ontogeny, with consideration of cell fate determination, differentiation, morphogenesis, and pattern formation. Lecture and laboratory. 6 contact hours.

Prerequisite: BIOL 111, BIOL 112, with a grade of C or better, BIOL 221, and completion or concurrent enrollment in BIOL 320.

Offered: Spring.

**BIOL 318 - Ecology (4)**

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 contact hours.

Prerequisite: BIOL 111 and BIOL 112, with a grade of C or better.

Offered: Fall.

**BIOL 320 - Cell and Molecular Biology (4)**

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 contact hours.

Prerequisite: BIOL 111, BIOL 112, with a grade of C or better, BIOL 221; CHEM 205.

Offered: Spring.

**BIOL 321 - Invertebrate Zoology (4)**

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.

Prerequisite: BIOL 111 and BIOL 112, with a grade of C or better.

Offered: As needed.

**BIOL 324 - Vertebrate Zoology (4)**

The origin, evolution, life history, and adaptation of the subphylum vertebrata are studied. Local fauna is stressed in the laboratory. Lecture and laboratory. 6 contact hours.

Prerequisite: BIOL 111 and BIOL 112, with a grade of C or better.

Offered: As needed.

**BIOL 329 - Comparative Vertebrate Anatomy (4)**

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 contact hours.

Prerequisite: BIOL 111 and BIOL 112, with a grade of C or better.

Offered: As needed.

**BIOL 335 - Human Physiology (4)**

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. 6 contact hours.

General Education Category: Gen. Ed. Advanced Quantitative/Scientific Reasoning.

Prerequisite: BIOL 111 and BIOL 112, with a grade of C or better, or BIOL 108, with a grade of C or better and BIOL 231.

Offered: Fall, Spring, Summer.

**BIOL 340 - Histology (4)**

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 contact hours.

Prerequisite: BIOL 111 and 112, with a grade of C or better.

Offered: As needed.

**BIOL 348 - Microbiology (4)**

Microbial structure and metabolism, dynamics of microbial populations, disease causation, microbial genetics, and virology are presented. Lecture and laboratory. 6 contact hours.

Prerequisite: BIOL 111 and BIOL 112, with a grade of C or better, or BIOL 108, with a grade of C or better.

Offered: Fall, Spring, Summer.

**BIOL 353 - The Plant Kingdom (4)**

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 contact hours.

Prerequisite: BIOL 111 and BIOL 112, with a grade of C or better, or consent of instructor.

Offered: As needed.

**BIOL 354 - Plant Growth and Development (4)**

Topics include photophysiology, nitrogen metabolism, phytohormones, translocation, mineral nutrition, and the anatomical structures associated with these processes. Lecture and laboratory. 6 contact hours.

Prerequisite: BIOL 111 and BIOL 112, with a grade of C or better, or consent of instructor.

Offered: As needed.

**BIOL 420 - Biochemistry of Proteins and Nucleic Acids (3)**

The physical and chemical properties and metabolism of proteins and nucleic acids are discussed. Students cannot receive credit for both BIOL 420 and CHEM 420. Lecture.

Prerequisite: Completed college mathematics competency, CHEM 206 and either BIOL 320 or CHEM 310.

Offered: As needed.

**BIOL 421 - Biochemistry of Energy Metabolism (3)**

The physical and chemical properties of carbohydrates and lipids are presented. Students cannot receive credit for both BIOL 421 and CHEM 421. Lecture.

Prerequisite: Completed college mathematics competency, CHEM 206 and either BIOL 320 or CHEM 310.

Offered: As needed.

**BIOL 429 - Medical Microbiology (4)**

This is a study of medically important microorganisms, with emphasis on the molecular mechanisms of pathogenicity. 6 contact hours.

Prerequisite: BIOL 348; CHEM 205, CHEM 206.

Offered: As needed.



**BIOL 431 - Immunology (3)**

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.

Prerequisite: BIOL 111, BIOL 112, with a grade of C or better; CHEM 205, CHEM 206; or consent of department chair.

Offered: As needed.

**BIOL 435 - Comparative Animal Physiology (3)**

This is an exploration of diverse physiological adaptations to environmental conditions. Particular emphasis is placed on the wide variety of mechanisms that animals use to cope with diverse environmental conditions.

Prerequisite: BIOL 111, BIOL 112 with a grade of C or better, and BIOL 221.

Offered: As needed.

**BIOL 440 - Evolution (3)**

An interdisciplinary approach is used to examine evolutionary trends of plants and animals, the origin of life, molecular evolution, and speciation. Lecture.

Prerequisite: BIOL 221.

Offered: As needed.

**BIOL 443 - Fundamentals of Neurobiology (4)**

A comprehensive survey of central nervous system (CNS) biology is presented. Emphasis is placed on molecular, cellular and physiological processes of the nervous system. Students cannot receive credit for both BIOL 443 and NEUR 443. 6 contact hours.

Prerequisite: BIOL 111, BIOL 112 and BIOL 221.

Offered: Annually.

**BIOL 445 - Behavioral Neuroscience (4)**

Advanced assessment of neural systems and function is presented, with an emphasis on techniques and laboratory approaches. Neuroscience labs include anatomical, physiological, pharmacological, genetic, and behavioral analyses in animal models. Credit cannot be received for both PSYC 445 and BIOL 445. 5 contact hours.

Prerequisite: Completed college mathematics competency, PSYC 110, PSYC 221 and PSYC 345.

Offered: Annually.

**BIOL 460 - Biology Senior Seminar (3)**

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. Graded H, S, U.

Prerequisite: Senior status (90 credit hours successfully completed), BIOL 111, BIOL 112, with a grade of C or better, BIOL 221, BIOL 318, BIOL 320; or consent of department chair.

Offered: Fall, Spring.

**BIOL 491-494 - Research in Biology (1-4)**

The experimental aspects and recent advances in different fields of biology are examined. Research projects and papers on the work accomplished are required. Not open to students enrolled in the M.A. program in biology.

Prerequisite: Two 300-level biology courses and consent of instructor, department chair and dean.

Offered: Fall, Spring, Summer

**BIOL 526 - Molecular Cell Physiology (3)**

Topics may include solution chemistry, membrane structure, gene regulation, homeostasis, and cell organelle structure and function. Lecture.

Prerequisite: Graduate status, BIOL 320, CHEM 205, CHEM 206.

Offered: As needed.

**BIOL 531 - Mammalian Endocrinology (3)**

Topics include neuroendocrinology, hypothalamic-pituitary relationships, mechanisms of hormone action, endocrine aspects of reproduction, carbohydrate metabolism, calcium homeostasis, and water/electrolyte balance. Lecture.

Prerequisite: Graduate status, two 300-level or above biology courses and consent of department chair.

Offered: As needed.

**BIOL 532 - Advanced Developmental Biology (4)**

The molecular regulation of development, differentiation, control of the cell cycle, and regeneration are examined, with emphasis on recent research. Lecture and laboratory. 6 contact hours.

Prerequisite: Graduate status, BIOL 221, BIOL 300, BIOL 320, or equivalents.

Offered: As needed.

**BIOL 533 - Research Methods in Molecular Biology (4)**

Students undertake a single semester-long research project, which requires the integration of diverse biological facts, principles, and techniques in order to answer a novel biological question.

Prerequisite: Graduate status or senior undergraduate status, with consent of department instructor, chair and dean.

Offered: As needed.

**BIOL 535 - Advanced Physiology I (4)**

Examination of human physiology and pathophysiology in relationship to anesthesia practice. This course will utilize a systems approach to the topics of cellular physiology, neurophysiology, cardiovascular and respiratory physiology.

Prerequisite: Enrollment in the M.S.N. nurse anesthesia program or permission of the instructor.

Offered: Fall.

**BIOL 536 - Advanced Physiology II (4)**

Continuation of the examination of human physiologic concepts. This course will utilize a systems approach to the topics of renal and acid-base, gastrointestinal, and endocrine concepts.

Prerequisite: Graduate status and BIOL 535.

Offered: Spring.

**BIOL 560 - Graduate Seminar (1)**

Students investigate a current biological topic using primary literature and develop skills that contribute to effective oral and written presentations in science.

Prerequisite: Graduate status. Open to undergraduates with consent of instructor, department chair and dean.

Offered: Fall.

**BIOL 651-654 - Advanced Topics in Biology (1-4)**

Individual study is provided under the direction of a faculty member of the biology department. Topics vary.

Prerequisite: Normally open only to students enrolled in the M.A. program in biology.

Offered: Fall, Spring, Summer.

**BIOL 691-696 - Directed Research (1-6)**

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.

Prerequisite: Graduate status and consent of advisor and department chair.

Offered: Fall, Spring, Summer.

## CTE - Career and Technical Education

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**CTE 300 - Methods of Teaching Career and Technical Education (4)**

Students are introduced to teaching career and technical education at the secondary and post-secondary levels. Topics include basic planning and teaching skills, writing skills, and strategies for identifying, organizing, and presenting lessons. (Only open to students enrolled for career and technical education certification.)

Prerequisite: CEP 315 or equivalent, with minimum grade of C; minimum GPA of 2.50 in all previous courses; or consent of department chair.

Offered: Spring.

**CTE 302 - Curriculum Construction in Career and Technical Education (3)**

Students develop the competencies needed to identify, write, and implement a curriculum in their occupational area. (Only open to students enrolled for career and technical education certification.)

Prerequisite: CEP 315 and FNED 346.

Offered: Spring.

## CHEM - Chemistry

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**CHEM 103 - General Chemistry I (4)**

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 contact hours.

General Education Category: Natural Science.

Prerequisite: Completed college mathematics competency.

Offered: Fall, Spring, Summer.

**CHEM 103H - Honors General Chemistry I (4)**

For students with a good background in science and mathematics. Topics are listed in and experiments are similar to CHEM 103, with increased emphasis on instrumentation and independent work. Lecture and laboratory. 7 contact hours.

General Education Category: Natural Science.

Prerequisite: Completed college mathematics competency.

Offered: Fall.

**CHEM 104 - General Chemistry II (4)**

Topics include states of matter, solutions, kinetics, acids and bases, equilibrium theory, thermodynamics, and electrochemistry. Lecture and laboratory. 7 contact hours.

General Education Category: Advanced Quantitative/Scientific Reasoning.

Prerequisite: CHEM 103 or equivalent with a minimum grade of C-.

Offered: Fall, Spring, Summer.

**CHEM 104H - Honors General Chemistry II (4)**

For students with a good background in science and mathematics. Topics are listed in and experiments are similar to CHEM 104, with increased emphasis on instrumentation and independent work. Lecture and laboratory. 7 contact hours.

General Education Category: Advanced Quantitative/Scientific Reasoning.

Prerequisite: CHEM 103H or equivalent with a minimum grade of C-.

Offered: Spring.

**CHEM 105 - General, Organic and Biological Chemistry I (4)**

General chemistry in preparation for studying organic and biochemistry is introduced, including structure, bonding, energy, reactions, rates, equilibrium, acids and bases; and from organic chemistry, alkanes and alkenes. Lecture and laboratory. 6 contact hours.

General Education Category: Natural Science.

Prerequisite: Completed college mathematics competency.

Offered: Fall, Spring, Summer.

**CHEM 106 - General, Organic, and Biological Chemistry II (4)**

Topics include alcohols, carbonyl compounds, amines, amides, carbohydrates, lipids, proteins, enzymes, bioenergetics, catabolism, biosynthesis, nucleic acids, hormones, and neurotransmitters. Lecture and laboratory. 6 contact hours.

General Education Category: Advanced Quantitative/Scientific Reasoning.

Prerequisite: CHEM 105 with a minimum grade of C-.

Offered: Fall, Spring, Summer.

**CHEM 205 - Organic Chemistry I (4)**

Topics include structure, stereochemistry, nomenclature, and chemistry of hydrocarbons and alkyl halides, spectroscopy, reaction mechanisms, and computational chemistry. Lecture and laboratory. 7 contact hours.

Prerequisite: CHEM 104 with a minimum grade of C-.

Offered: Fall, Summer.

**CHEM 206 - Organic Chemistry II (4)**

Topics include reactions of functional groups, synthesis and mechanism, spectroscopic identification, and topics in biochemistry and computational chemistry. Lecture and laboratory. 7 contact hours.

Prerequisite: CHEM 205.

Offered: Spring, Summer.

**CHEM 310 - Biochemistry (3)**

Topics include biological macromolecule structure, function and interactions, catalysis and kinetics of biochemistry, acid-base equilibrium in biological systems, and thermodynamics of binding and recognition. Lecture.

Prerequisite: CHEM 206.

Offered: Fall.

**CHEM 403 - Inorganic Chemistry I (3)**

Topics include electronic structure of atoms, molecular symmetry, bond theories, acid-base chemistry, solids, redox and coordination chemistry.

Prerequisite: CHEM 206.

Offered: Fall.

**CHEM 404 - Analytical Chemistry (4)**

Topics include the principles and applications of volumetric, gravimetric, and selected instrumental methods of analysis, including potentiometric and spectroscopic methods. Lecture and laboratory. 6 contact hours.

Prerequisite: CHEM 104.

Offered: Spring (even years).

**CHEM 405 - Physical Chemistry I (3)**

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.

Prerequisite: CHEM 104, MATH 213, and PHYS 102 or PHYS 201.

Offered: Fall.

**CHEM 406 - Physical Chemistry II (3)**

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.

Prerequisite: CHEM 104, MATH 314, and PHYS 102 or PHYS 201.

Offered: Spring.

**CHEM 407 - Physical Chemistry Laboratory I (1)**

Experiments involving topics covered in CHEM 405 are performed. The experimental methods of physical chemistry are developed. Error analysis, statistical methods, and computer applications are emphasized. 3 contact hours.

Prerequisite: Prerequisite or corequisite: CHEM 405.

Offered: Fall.

**CHEM 408 - Physical Chemistry Laboratory II (1)**

This is a continuation of CHEM 407. Experiments involving chemical kinetics, molecular spectroscopy, photochemistry, computational chemistry, and other topics covered in CHEM 406 are performed. 3 contact hours.

Prerequisite: Prerequisite or corequisite: CHEM 406.

Offered: Spring.

**CHEM 412 - Inorganic Chemistry II (2)**

Topics include molecular orbital theory, symmetry, spectral and magnetic properties of coordination compounds, and selected main group and organometallic chemistry.

Prerequisite: CHEM 403.

Offered: Spring.

**CHEM 413 - Inorganic Chemistry Laboratory (1)**

Experiments illustrate main group periodicity, coordination and organometallic compounds' properties, and techniques, including the use of inert atmospheres and microwave acceleration of rates. 3 contact hours.

Prerequisite: Prior or concurrent enrollment in CHEM 406 and CHEM 412.

Offered: Spring.

**CHEM 414 - Instrumental Methods of Analysis (4)**

Emphasis is on the areas of spectroscopy, electrochemistry, chromatography, and other identification and separation techniques using instrumental methods. Lecture and laboratory. 6 contact hours.

Prerequisite: CHEM 404 or CHEM 416.

Offered: Spring (odd years).

**CHEM 416 - Environmental Analytical Chemistry (4)**

Topics include the principles and applications of volumetric, gravimetric, and selected instrumental methods of analysis, including potentiometric and spectroscopic methods, with emphasis on environmental applications. Lecture and laboratory. 6 contact hours.

Prerequisite: CHEM 104.

Offered: Spring (odd years).

**CHEM 418 - Marine Environmental Chemistry (4)**

Examines biogeochemical cycling of material in the environment, including major and trace element distributions in seawater, environmental chemical equilibria, nutrient distributions and role of ocean in global climate. Students cannot receive credit for both CHEM 417 and CHEM 418.

Prerequisite: CHEM 206.

Offered: Spring (even years).

**CHEM 419 - Biochemistry Mechanisms (3)**

Mechanistic approaches to metabolic processes are discussed, including but not limited to glycolysis, citric acid cycle, oxidative phosphorylation and photosynthesis. Lecture.

Prerequisite: CHEM 310 or consent of department chair.

Offered: Spring.

**CHEM 420 - Biochemistry of Proteins and Nucleic Acids (3)**

The physical and chemical properties and metabolism of proteins and nucleic acids are discussed. Students cannot receive credit for both CHEM 420 and BIOL 420. Lecture.

Prerequisite: CHEM 206 and either BIOL 320 or CHEM 310.

Offered: Fall, Spring (odd years).

**CHEM 421 - Biochemistry of Energy Metabolism (3)**

The physical and chemical properties of carbohydrates and lipids are presented. Students cannot receive credit for both CHEM 421 and BIOL 421. Lecture.

Prerequisite: CHEM 206 and either BIOL 320 or CHEM 310.

Offered: As needed.

**CHEM 422 - Biochemistry Laboratory (3)**

Topics include basic laboratory concepts, including notebook documentation, ethics, and data interpretation, as well as experiments involving DNA cloning, protein purification, spectroscopic analysis, and functional assays. Laboratory.

Prerequisite: CHEM 310 or consent of department chair.

Offered: Spring.

**CHEM 425 - Advanced Organic Chemistry (4)**

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 contact hours.

Prerequisite: CHEM 206.

Offered: Fall (odd years).

**CHEM 435 - Pharmacology and Toxicology (3)**

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.

Prerequisite: CHEM 205 and CHEM 206, or consent of department chair.

Offered: As needed.

**CHEM 467 - Honors Colloquium in Chemistry (05)**

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. Graded S, U.

Prerequisite: CHEM 206 or consent of department chair.

Offered: Annually.

**CHEM 490 - Independent Study in Chemistry (3)**

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.

Prerequisite: Consent of department chair.

Offered: As needed.

**CHEM 491-493 - Research in Chemistry (1)**

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.

Prerequisite: Consent of department chair.

Offered: As needed.

**CHEM 519 - Biochemistry for Health Professionals (3)**

This course is designed to provide nurse anesthetist students with a strong foundation of biochemistry.

Prerequisite: CHEM 105 and CHEM 106 or equivalent, enrollment in the M.S.N. nurse anesthesia program or consent of the instructor.

Offered: Fall.

## COLL - College Course

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**COLL 101 - The College Experience (1)**

Through classroom instruction and academic advisement, students explore the meaning of higher education, the transition to college, academic organization and terminology, and time management.

Offered: Fall.

**COLL 125 - College Learning Strategies (3)**

Skills necessary for success in college 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 contact hours.

Offered: Fall, Spring.

**COLL 202 - Open Books-Open Minds Peer Discussion Program (1)**

Students facilitate analysis and discussion of the common book in a First Year Writing class. Discussion leaders participate and also encourage participation in Open Books-Open Minds events.

Prerequisite: Completion of 24 credit hours of courses and consent of instructor.

Offered: Fall, Spring.

## COMM - Communication

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**COMM 162 - East Asian Popular Cinema (4)**

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.

General Education Category: Core 3.

Offered: As needed.

**COMM 208 - Public Speaking (4)**

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.

Offered: Fall, Spring.

**COMM 240 - Mass Media and Society (4)**

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.

General Education Category: Social and Behavioral Sciences.

Offered: Fall, Spring, Summer.

**COMM 241 - Introduction to Cinema and Video (4)**

Hollywood industry, new digital technology, audiences, and other important cinematic elements (visual, technical, social, ideological, aesthetical, economic, and cultural aspects) are examined.

General Education Category: Arts - Visual and Performing.

Offered: Fall, Spring, Summer.

**COMM 242 - Message, Media, and Meaning (4)**

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.

Offered: Fall, Spring.

**COMM 243 - Preproduction for Digital Media (4)**

Students are introduced to the concepts and techniques used during the digital media preproduction process. Students also learn how to write for a variety of digital media distribution channels.

Prerequisite: FYW 100, FYW 100P or FYW 100H.

Offered: Fall, Spring.

**COMM 244 - Digital Media Lab (4)**

Students learn to create and analyze digital media in multiple forms, including still image work, motion graphics composition, audio and video production, and web design.

General Education Category: Arts - Visual and Performing.

Offered: Fall, Spring, Summer.

**COMM 246 - Television Production (4)**

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.

Prerequisite: COMM 243.

Offered: Fall, Spring.

**COMM 251 - Research Methods in Communication (4)**

Students will critique research from scholarly journals and apply a selected method in an original research proposal. Topics include communication research, quantitative and qualitative methods. (Formerly COMM 200.)

Prerequisite: Completion of at least 24 college credits.

Offered: Fall, Spring.

**COMM 255 - Introduction to Language (4)**

The diversity and basic similarities of languages are explored, including their phonetic, phonological, morphological, syntactic, semantic, and social properties.

Prerequisite: COMM 251.

Offered: Spring.

**COMM 256 - Human Communication and New Technology (4)**

Explores how human communication occurs through new technologies, including the Internet, social media, mobile communication, and virtual spaces. Students will study both theory and praxis in professional and personal contexts.

Prerequisite: COMM 251.

Offered: Spring.

**COMM 261 - Issues in Free Speech (4)**

Free speech issues are critically examined in historical and cultural context. Emphasis is on American law and circumstances compared to those of selected non-Western countries.

General Education Category: Connections.

Prerequisite: FYS 100, FYW 100/FYW 100P/FYW 100H, and at least 45 credits.

Offered: Annually.

**COMM 262 - Dialect: What We Speak (4)**

This course explores the variability within a human language as influenced by geography, history, social class, gender, age, ethnicity, and cultural identity.

General Education Category: Connections.

Prerequisite: FYS 100, FYW 100/FYW 100P/FYW 100H, and at least 45 credits.

Offered: As needed.

**COMM 263 - East Asian Media and Popular Culture (4)**

Examination of cultural forms in China, Japan, and Korea by studying socio-political and cultural implications of transnational flows between East Asia and the West through various forms of media.

General Education Category: Connections.

Prerequisite: FYS 100, FYW 100/FYW 100P/FYW 100H, and at least 45 credits.

Offered: Spring, Summer.

**COMM 301 - Public Relations (4)**

The field of public relations is surveyed, with emphasis on the role of the communication specialist as a practitioner. Topics include public relations history, ethics, campaign design, and media use.

Prerequisite: Completion of at least 45 college credits, including COMM 251, or consent of instructor.

Offered: Fall, Spring.

**COMM 302 - Writing for News and Public Relations (4)**

The fundamentals of composition using the AP style guide are introduced. Topics include news values, basic reporting, public relations formats, and techniques for achieving high-quality news and public relations writing.

Prerequisite: FYW 100 or FYW 100P or completion of the College Writing Requirement.

Offered: Fall, Spring.

**COMM 305 - Introduction to Communication Disorders (3)**

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.

Prerequisite: COMM 251.

Offered: Fall.

**COMM 311 - Advanced Public Relations (4)**

Additional public relations skills are learned, with emphasis on writing. Formats and public relations methods are also reviewed and applied to case studies.

Prerequisite: COMM 301 and COMM 302.

Offered: Fall.

**COMM 312 - Advanced News and Public Relations Writing (4)**

Students build on their news and media writing skills and become more proficient at public relations writing for digital and traditional outlets. Applications include news conferences and crisis communication.

Prerequisite: COMM 301 and COMM 302.

Offered: Fall, Spring.

**COMM 319 - Phonetics and Phonology (4)**

Students develop listening and transcription skills as well as knowledge about the production of speech. The sound structure of language is explored and students are introduced to phonological theory.

Prerequisite: COMM 255.

Offered: Fall.

**COMM 320 - Speech and Language Development (4)**

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.

Prerequisite: COMM 251 and COMM 255.

Offered: Fall.

**COMM 323 - Introduction to Audiology (3)**

Acoustics, anatomy, and physiology of the ear are introduced. Included are basic hearing tests, hearing disorders, and rehabilitation.

Prerequisite: COMM 251 and either COMM 255 or COMM 305.

Offered: Fall.

**COMM 325 - Anatomy and Physiology: Speech and Hearing (4)**

Topics include the anatomy and physiology of the speech and hearing mechanism, and neurological, skeletal, and muscular functions involved in speech and hearing.

Prerequisite: COMM 251 and either COMM 255 or COMM 305.

Offered: Spring.

**COMM 330 - Interpersonal Communication (4)**

By participating in a series of communication experiences, students explore principles, skills, theory, and techniques essential for effective face-to-face communication across a variety of contexts. (Formerly COMM 358.)

Prerequisite: Completion of at least 30 college credits or sophomore standing or permission of department chair.

Offered: Fall.

**COMM 332 - Gender and Communication (4)**

Theoretical foundations of gender and communication are introduced. Topics include verbal and nonverbal communication, communication style, socialization, and processing information. Contexts include interpersonal, organizational, political, and family.

Prerequisite: COMM 251 or permission of department chair.

Offered: Fall.

**COMM 333 - Intercultural Communication (4)**

The communication contexts, issues and consequences that accompany interaction between people from diverse cultures are explored. Research dealing with intercultural communication is explored.

Prerequisite: Junior standing, completion of at least 60 college credits or permission of program chair.

Offered: As needed.

**COMM 334 - Advertising (4)**

The key processes of modern advertising practice are introduced. Topics include production of effective advertising and media. Students cannot receive credit for both COMM 334 and MKT 338.

Prerequisite: COMM 240.

Offered: Fall, Spring.

**COMM 335 - Advertising Research (4)**

Students explore the processes of acquisition, evaluation, and analysis of information needed for advertising planning. Secondary and primary research for advertising is introduced.

Prerequisite: COMM 334.

Offered: Fall.

**COMM 336 - Health Communication (4)**

Explores the dynamics and impact of health communication between individuals and the health care system, such as doctor-patient communication, dissemination of health-related information, and the role of mediated communication.

Prerequisite: Completion of at least 60 hours credit or junior standing, or permission of department chair.

Offered: Spring.

**COMM 337 - Advertising Strategy (4)**

Theoretical foundations and the process of developing advertising strategy are introduced. Methods of using research data for developing advertising strategy are presented and case studies are discussed.

Prerequisite: COMM 334.

Offered: Spring.

**COMM 338 - Communication for Health Professionals (4)**

Designed for health professionals, this course examines the dynamics of patient-provider communication inside the context of the contemporary health system. Other topics covered include risk communication, diversity, influence of technology and social support and health.

Prerequisite: Completion of at least 60 college credits, enrollment in the Medical Imaging program and RADT 201.

Offered: Spring.

**COMM 339 - Advertising Creativity (4)**

The process of conceptualizing and preparing advertising for mass media is introduced. Emphasis is placed on creative thinking, strategic writing skills, and visualization.

Prerequisite: COMM 337.

Offered: Fall.

**COMM 340 - Media Ethics (4)**

Focus is on contemporary ethical issues that arise in both traditional mass media and new media contexts.

Prerequisite: COMM 240.

Offered: Spring.

**COMM 343 - Audio Production for Multimedia (4)**

This course covers the foundations of audio production for multimedia contexts including radio/podcasting, video/cinema/film, TV, and interactive multimedia.

Prerequisite: COMM 243 and COMM 244.

Offered: Fall, Spring.

**COMM 344 - Broadcast Journalism (4)**

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.

Prerequisite: COMM 246.

Offered: Spring.

**COMM 345 - Advanced Digital Media Production (4)**

Students advance their knowledge of digital media production, including video, digital graphics and audio, with an emphasis on nonfiction video projects. Course prepares them for their senior year capstone work.

Prerequisite: COMM 243 and COMM 244.

Offered: Fall, Spring.

**COMM 346 - Sports Reporting (4)**

Students will learn the skills necessary to succeed as sports reporters and will be required to read, watch and listen to sports reporting from a variety of sources.

Prerequisite: COMM 302 or consent of department chair.

Offered: Fall.

**COMM 347 - Media Law (4)**

Laws and regulations that affect both mass media and new media formats are examined. Topics include the First Amendment, libel, commercial speech, obscenity and other current legal issues.

Prerequisite: COMM 240.

Offered: Spring.

**COMM 348 - Global Communication (4)**

Students examine how the globalization of communication systems and content affects people's lives around the world. Media and interaction patterns within and across nations are compared.

Prerequisite: COMM 240.

Offered: Fall.

**COMM 349 - Media Theory and Research (4)**

Students should understand the role of audience research as related to film, radio, television and online media as well as within in the social sciences.

Prerequisite: COMM 240, COMM 242 and 60 Credits.

Offered: Fall.

**COMM 351 - Persuasion (4)**

Students will examine principles and techniques of effective influence. The course offers practical experience in persuasive message making in a variety of contexts.

Prerequisite: COMM 208 or permission of department chair.

Offered: Fall, Spring.

**COMM 353 - Political Communication (4)**

The role of communication in electoral campaigns, speechmaking, debates, media coverage, political advertising, and social media is examined. Special emphasis is placed on the use of strategic communication.

Prerequisite: Completion of at least 30 college credits or sophomore standing, or permission of department chair.

Offered: Annually.

**COMM 354 - Communication and Civic Engagement (4)**

Students will explore the ways in which public dialogue and deliberation is used to encourage citizen engagement. Experiential projects and student-designed learning experiences are integral to the course.

Prerequisite: Completion of at least 45 college credits and COMM 208, or consent of department chair.

Offered: Spring.

**COMM 356 - Group Decision Making (4)**

The principles of group dynamics and discussion in task-oriented experiences are examined. Topics include group leadership skills and cooperative problem-solving methods.

Prerequisite: COMM 208 or permission of department chair.

Offered: Spring.

**COMM 357 - Public Opinion and Propaganda (4)**

The nature and influence of public opinion are explored. Topics include propaganda as a technique for persuasion.

Prerequisite: COMM 240.

Offered: Spring.

**COMM 359 - Argumentation and Debate (4)**

The tools of argumentation and debate are introduced, including the construction of logical arguments and the analysis of arguments for weakness in reasoning or evidence.

Prerequisite: COMM 208 or permission of department chair.

Offered: Fall.

**COMM 376 - Advertising Laboratory (4)**

Students synthesize and apply the skills and knowledge learned in previous advertising courses to design a complete advertising campaign to enhance professional development skills.

Prerequisite: COMM 337, with a minimum grade of C.

Offered: Spring.

**COMM 377 - Public Relations Laboratory (4)**

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.

Prerequisite: COMM 301 and COMM 311, each with a minimum grade of C.

Offered: Spring.

**COMM 378 - Forensics (1)**

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.

Prerequisite: Completion of at least 30 college credits or sophomore standing.

Offered: Fall, Spring.

**COMM 412 - Strategies in Fundraising and Development (4)**

This course is designed to equip students with the practical skills of strategic fundraising and development, and to provide them with practice in applying these newly acquired skills.

Prerequisite: COMM 251 and COMM 351, or permission of department chair.

Offered: As needed.

**COMM 421 - Speech and Hearing Science (4)**

Basic acoustics, the acoustics of speech, speech production theory, psycho-acoustics, and speech perception are covered. Lecture and laboratory.

Prerequisite: COMM 319.

Offered: Spring.

**COMM 422 - Language Processes (4)**

Human language processes are examined, with explorations into its social, biological, and cognitive components. This course may be repeated for credit with a change in content.

Prerequisite: COMM 251 (or equivalent) and COMM 255.

Offered: As needed.

**COMM 429 - Introduction to the Clinical Process (3)**

The clinical process and ethics in speech-language pathology and audiology are introduced. Students earn 25 observation hours and learn professional report writing.

Prerequisite: Completion of at least six courses in communication, including COMM 305, with a minimum GPA of 3.00 in all courses.

Offered: As needed.

**COMM 443 - Sports, Culture, and Media (4)**

This course explores the dynamics of the relationship between sports and the media, and examines how media interprets sports through critical and cultural media theories.

Prerequisite: COMM 240 and 60 Credits.

Offered: Spring.

**COMM 452 - Conflict Resolution (4)**

Conflict is examined as a personal and societal challenge that can be managed by applying communication skills and knowledge.

Prerequisite: Junior standing, completion of at least 60 college credits or permission of program chair.

Offered: As needed.

**COMM 454 - Organizational Communication (4)**

A review of theory and practice of communication in organizations. Topics include corporate culture, leadership, teamwork, globalization, ethics, diversity, and critiques of communication systems and structures.

Prerequisite: Completion of at least 60 college credits or junior standing, or permission of department chair.

Offered: Annually.

**COMM 459 - Debate Practicum (4)**

By applying theories and methods of argumentation, students debate on controversial topics in public venues, such as high schools.

Prerequisite: COMM 359 or consent of department chair.

Offered: As needed.

**COMM 460 - Seminar in Communication (3)**

A topic not previously studied in communication is researched.

Prerequisite: Completion of at least 75 college credits, including COMM 208, COMM 251, and 12 additional credit hours of communication courses.

Offered: As needed.

**COMM 461 - Public and Professional Capstone (4)**

This course offers students an opportunity to engage in a research study employing rhetorical, qualitative, or quantitative methods, and author an essay suitable for presentation before academic or professional audiences.

Prerequisite: 75 credit hours, all communication required courses (COMM 208, COMM 251, COMM 351) and at least 4 other Public and Professional courses.

Offered: Spring.

**COMM 479 - Communication Internship (4)**

Students gain a more comprehensive understanding of communication fields through on-the-job training. This course may be repeated once for credit.

Prerequisite: Open to communication majors who have completed at least 75 credit hours of undergraduate courses, 18 of which are communication 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 - Directed Study (1-4)**

Designed to be a substitute for a traditional course under the instruction of a faculty member. This course may be repeated with a change in topic.

Prerequisite: Consent of instructor, department chair and dean.

Offered: As needed.

**COMM 491 - Special Problems in Communication (1-4)**

Students select a practicum-oriented problem and undertake concentrated research under the supervision of a faculty advisor. This course may be repeated once for credit with a change in content.

Prerequisite: Completion of at least 18 credit hours of communication courses, including COMM 251, and consent of instructor, department chair and dean.

Offered: As needed.

**COMM 492 - Digital Media Practicum (4)**

Students collaborate in teams to produce digital media content types across multiple media platforms, formats and delivery systems. Group and individual projects are evaluated via the student's capstone portfolio.

Prerequisite: COMM 343, COMM 345, and COMM 349 or consent of the department chair.

Offered: Fall, Spring.

**COMM 494 - Independent Study I (4)**

Students select a topic and undertake concentrated research or creative activity under the mentorship of a faculty member.

Prerequisite: Consent of instructor, department chair and dean, and admission to the communication honors program.

Offered: As needed.



**COMM 495 - Independent Study II (4)**

This course continues the development of research or creative activity begun in COMM 491. For departmental honors, the project requires final assessment from the department.

Prerequisite: COMM 491 and consent of instructor, department chair and dean.

Offered: As needed.

## **CTSC - Computed Tomography**

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**CTSC 300 - Principles of Computed Tomography (2)**

The principles of computed tomography imaging are taught, including basic patient care, pharmacology and drug administration, and routine pediatric and emergency medical care procedures.

Prerequisite: Acceptance into a medical imaging clinical program.

Offered: As needed.

**CTSC 301 - Computed Tomography Physics and Radiation Protection (2)**

Topics include the physical principles and instrumentation involved in computed tomography. An overview is also given of radiation protection and responsibilities.

Prerequisite: Acceptance into a medical imaging clinical program.

Offered: As needed.

**CTSC 407 - Sectional Anatomy and Pathology (2)**

Course content includes the detailed study of gross anatomical structures by location, relationship to other structures, and function. Thorough coverage is given of human diseases diagnosable via computed tomography.

Prerequisite: Acceptance into a medical imaging clinical program.

Offered: As needed.

**CTSC 432 - Computed Tomography Clinical Practice (8)**

Content and clinical practice experiences are designed to develop, apply, critically analyze, integrate, synthesize, and evaluate concepts and theories in performing computed tomography procedures. 24 contact hours.

Prerequisite: Acceptance into a medical imaging clinical program.

Offered: As needed.

**CTSC 438 - Registry Review (2)**

This course prepares students for successful completion of the American Registry of Radiologic Technologists Advanced Certification Examination in Computed Tomography.

Prerequisite: Concurrent enrollment in CTSC 300.

Offered: As needed.

## **CIS - Computer Information Systems**

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**CIS 251 - Computers in Management (3)**

This course focuses on the computer literacy and information requirements of organizations. A variety of software tools will be used to create content, problem solve, and present information.

Offered: Fall, Spring, Summer.

**CIS 255 - Introduction to Java in Business (3)**

Java programming language and application development are studied in the context of realistic, real-world business programming examples and case studies.

Prerequisite: CIS 251.

Offered: As needed.

**CIS 256 - Introduction to COBOL Programming (3)**

Topics include COBOL syntax, input/output statements, logic and arithmetic statements, basic sequential, and file processing.

Prerequisite: CIS 251 or equivalent or consent of department chair.

Offered: As needed.

**CIS 257 - Introduction to Visual Basic in Business (3)**

Business applications are designed and coded using a visual basic programming language. Emphasis is on object-oriented design and programming.

Prerequisite: CIS 251 or equivalent or consent of department chair.

Offered: As needed.

**CIS 320 - Information Technology: Hardware and Software Systems (3)**

The evolution of the major subsystems of computer hardware, technical knowledge of the integration of hardware, and selected operating systems software are examined.

Prerequisite: Completion of at least 60 college credits, CIS 352 and one course from the following: CIS 255, CIS 256, CIS 257 or consent of department chair.

Offered: As needed.

**CIS 324 - Web Design and Development (3)**

Students are introduced to basic concepts, issues, and techniques related to designing, developing, and deploying websites using a variety of tools. Study includes HTML, CSS, formatting, layout, and objects.

Prerequisite: Completion of at least 60 college credits, CIS 251 or equivalent or consent of department chair.

Offered: As needed.

**CIS 350 - Special Topics (3)**

New courses are offered by faculty to present latest computer information materials.

Prerequisite: Completion of at least 60 college credits, CIS 251 or equivalent or consent of department chair.

Offered: As needed.

**CIS 351 - Advanced Office Applications for Business (3)**

Advanced applications of Office Suite software are examined. Applications include database, spreadsheet, word processing, and presentation graphics.

Prerequisite: Completion of at least 60 college credits, CIS 251 or equivalent or consent of department chair.

Offered: Fall, Spring.

**CIS 352 - Management Information Systems (3)**

Information systems are an integral part of all business activities and careers. This course introduces students to contemporary information systems and demonstrates how these systems are used throughout global organizations.

Prerequisite: CIS 251 or equivalent and completion of 60 college credits.

Offered: Fall, Spring.

**CIS 355 - Advanced Business Applications in Java (3)**

Business applications using Java programming language are further developed. Topics include object-oriented design, object-oriented programming, and database connectivity.

Prerequisite: Completion of at least 60 college credits and CIS 255.

Offered: As needed.

**CIS 357 - Advanced Business Applications in Visual Basic (3)**

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.

Prerequisite: Completion of at least 60 college credits and CIS 257.

Offered: As needed.

**CIS 358 - Mobile Application Development (3)**

Students are introduced to mobile application design concepts and programming components. These concepts and components include simple mobile programs (e.g. canvas, animation and games); global variables and conditionals; procedures; and procedures with parameters, lists and tiny database.

Prerequisite: CIS 251 or equivalent and completion of 60 college credits.

Offered: Spring.

**CIS 416 - Human-Computer Interaction Design (4)**

Introduces students to fundamental concepts and techniques in the design, implementation and evaluation of user interfaces for computers, smart phones and other devices. Students cannot receive credit for both CIS 416 and CSCI 416.

Prerequisite: CIS 352, CSCI 212, or CSCI 315.

Offered: As needed.

**CIS 421 - Networks and Infrastructure (3)**

Both computer and systems architecture and communications networks are presented with a focus on the services and capabilities that information technology infrastructure solutions enable in an organizational context.

Prerequisite: CIS 352 or consent of department chair.

Offered: Fall, Spring.

**CIS 440 - Issues in Computer Security (3)**

Students evaluate organizational and technological methods employed to provide security for computer software, hardware, and data. Topics include controlling for error, natural disaster, and intentional attacks.

Prerequisite: CIS 352 or consent of department chair.

Offered: As needed.

**CIS 453 - Systems Analysis and Design (3)**

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.

Prerequisite: CIS 352 and one course from the following: CIS 255, CIS 256, CIS 257, or consent of department chair.

Offered: Fall, Spring.

**CIS 455 - Database Programming (3)**

The basic components of file and communication systems as they support information systems are surveyed.

Prerequisite: CIS 352 and one course from the following: CIS 255, CIS 256, CIS 257, or consent of department chair.

Offered: Fall, Spring.

**CIS 462 - Applied Software Development Project (3)**

This is a practicum in the application of programming and systems-development concepts, resulting in a comprehensive systems-development project.

Prerequisite: CIS 453 and CIS 455, or consent of department chair.

Offered: Fall, Spring.

**CIS 467 - Directed Internship (3-9)**

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. Graded S, U.

Prerequisite: Major in computer information systems and completion of at least 60 college credits.

Offered: Fall, Spring, Summer.

**CIS 470 - Introduction to Data Science (4)**

Domain knowledge in mathematics, statistics, machine learning and databases that pertains to specific data and information extraction are introduced. Students use these tools to solve unstructured problems.

Prerequisite: CIS 352 and MATH 248, or consent of department chair.

Offered: Fall.

**CIS 472 - Data Visualization (4)**

This course introduces algorithms and techniques for effective data visualizations based on data science principles, graphic and communication design, visual art, perceptual and cognitive science. Data visualization tools are introduced.

Prerequisite: CIS 352 and MATH 248, or consent of department chair.

Offered: As needed.

**CIS 490 - Directed Study (3)**

Designed to be a substitute for a traditional course under the instruction of a faculty member.

Prerequisite: Consent of instructor, department chair and dean.

Offered: As needed.

**CIS 491 - Independent Study I (3)**

This course emphasizes the development of research for students admitted to the computer information systems honors program. The research topic is selected and conducted under the mentorship of a faculty advisor.

Prerequisite: Admission to the accounting honors program and consent of instructor, department chair and dean.

Offered: As needed.

**CIS 492 - Independent Study II (3)**

This course continues the development of research begun in CIS 491. The honors research is completed under the consultation of a faculty advisor. A research paper and presentation are required.

Prerequisite: CIS 491 and consent of instructor, department chair and dean.

Offered: As needed.

**CIS 535 - Data Management (3)**

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.

Prerequisite: Graduate status and senior standing or consent of department chair.

Offered: As needed.

**CIS 541 - Legal Aspects of Information Technology (3)**

The legal environment within which an organization must conduct its electronic commerce is reviewed. Legal liability for data transmission and exchange is also explored.

Prerequisite: Graduate status and senior standing or consent of department chair.

Offered: As needed.

**CIS 542 - Electronic Commerce (3)**

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.

Prerequisite: Graduate status and senior standing or consent of department chair.

Offered: As needed.

**CIS 543 - Decision Support Systems (3)**

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.

Prerequisite: Graduate status and senior standing or consent of department chair.

Offered: As needed.

## **CSCI - Computer Science**

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**CSCI 101 - Introduction to Computers (3)**

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.

Prerequisite: Completed college mathematics competency.

Offered: Fall, Spring, Summer.

**CSCI 157 - Introduction to Algorithmic Thinking in Python (4)**

This course introduces algorithmic thinking and computer programming in the Python programming language. Topics include algorithms, flowcharts, top-down design, selection, repetition, modularization, input-output, and recursion.

Prerequisite: Completed college mathematics competency.

Offered: Fall, Spring.

**CSCI 201 - Computer Programming and Design (4)**

Fundamentals of problem specification, program design, and algorithm development are taught in the Java programming language. Topics include functions, selection, iteration, recursion, arrays, classes, and inheritance.

Prerequisite: CSCI 157 or consent of department chair.

Offered: Fall, Spring.

**CSCI 211 - Computer Programming and Design (4)**

Fundamentals of problem specification, program design, and algorithm development are taught in the Java programming language. Topics include functions, selection, iteration, recursion, arrays, classes, and inheritance.

Prerequisite: CSCI 157 or consent of department chair.

Offered: Fall, Spring.

**CSCI 212 - Data Structures (4)**

Abstract datatypes and data structures are presented. Topics include time complexity, linked lists, stacks, queues, lists, hashing, trees, heaps, searching, sorting, and development of object-oriented programming techniques.

Prerequisite: CSCI 211 or CSCI 221.

Offered: Fall, Spring.

**CSCI 221 - Computer Programming II (3)**

A continuation of CSCI 201, emphasis is on techniques needed to develop large object-oriented programs. Topics include graphical user interfaces, exception handling, strings, recursion, and files. Lecture and laboratory. 4 contact hours.

Prerequisite: CSCI 201.

Offered: Fall, Spring.

**CSCI 302 - C++ Programming (3)**

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.

Prerequisite: CSCI 211 or CSCI 221.

Offered: Spring.

**CSCI 305 - Functional Programming (4)**

Functional programming focuses on the design process from problems to well-organized solutions. Topics include, design recipes, functions, lists, self-referential data structures, recursion, lambda functions, and abstraction with practical applications.

Prerequisite: CSCI 201 or CSCI 211 or equivalent, or consent of department chair.

Offered: Fall.

**CSCI 312 - Computer Organization and Architecture I (4)**

Basic concepts of computer organization, architecture, and machine language programming are examined. Topics include data representation, binary and hexadecimal arithmetic, Boolean algebra, combinatorial and sequential circuits, and registers.

Prerequisite: CSCI 201 or CSCI 211.

Offered: Fall, Spring.

**CSCI 313 - Computer Organization and Architecture II (3)**

A continuation of CSCI 312. Topics include the central processing unit, memory access, input/output, and floating point operations.

Prerequisite: CSCI 312 and either CSCI 211 or CSCI 221.

Offered: Fall, Spring.

**CSCI 315 - Data Structures (3)**

Data structures are presented to represent and access information efficiently. Topics include time complexity, linked lists, stacks, queues, hashing, trees, heaps, searching, and sorting. (Formerly Information Structures.)

Prerequisite: CSCI 221.

Offered: Fall, Spring.

**CSCI 325 - Organization of Programming Language (3)**

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.

Prerequisite: CSCI 212 or CSCI 315.

Offered: Spring.

**CSCI 401 - Software Engineering (3)**

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.

Prerequisite: CSCI 212 or CSCI 315 or consent of department chair.

Offered: Spring.

**CSCI 415 - Software Testing (4)**

Software testing principles, concepts, and techniques are presented within the context of the software development life cycle. Topics include software test design, test process, test management, and software testing tools.

Prerequisite: CSCI 212 or CSCI 315 or consent of department chair.

Offered: Fall (even years).

**CSCI 416 - Human-Computer Interaction Design (4)**

Introduces students to fundamental concepts and techniques in the design, implementation and evaluation of user interfaces for computers, smart phones and other devices. Students cannot receive credit for both CIS 416 and CSCI 416.

Prerequisite: CIS 352, CSCI 212, or CSCI 315.

Offered: As needed.

**CSCI 422 - Introduction to Computation Theory (3)**

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.

Prerequisite: CSCI 325 and MATH 436.

Offered: Spring (odd years).

**CSCI 423 - Analysis of Algorithms (4)**

Techniques for designing algorithms and analyzing their efficiency are covered. Topics include "big-oh" analysis, divide-and-conquer, greedy method, efficient sorting and searching, graph algorithms, dynamic programming, and NP-completeness.

General Education Category: Advanced Quantitative/Scientific Reasoning

Prerequisite: Either CSCI 212 or CSCI 315; MATH 212; and MATH 436.

Offered: Spring.

**CSCI 427 - Introduction to Artificial Intelligence (3)**

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.

Prerequisite: CSCI 212 or CSCI 315.

Offered: As needed.

**CSCI 435 - Operating Systems and Computer Architecture (3)**

Topics include instruction sets, I/O and interrupt structure, addressing schemes, memory management, process management, performance, and evaluation.

Prerequisite: CSCI 313 and either CSCI 212 or CSCI 315.

Offered: Fall.

**CSCI 437 - Introduction to Data and Computer Communications (3)**

Data and computer communications are discussed through the topics of data transmission, data encoding, digital data communication techniques, data link control, multiplexing, and networking.

Prerequisite: CSCI 212 or CSCI 315.

Offered: As needed.

**CSCI 455 - Introduction to Database Systems (3)**

Database structure, organization, languages, and implementation are introduced, including data modeling, relational and object-oriented systems, query languages, and query processing.

Prerequisite: CSCI 212 or CSCI 315.

Offered: Fall (odd years).

**CSCI 467 - Computer Science Internship (4)**

Students work at a business or nonprofit organization integrating classroom study with work-based learning, supervised by a faculty member.

Prerequisite: Major in computer science, minimum GPA of 2.67 in computer science courses, completion of or concurrent enrollment in CSCI 401, and consent of department chair.

Offered: As needed.

**CSCI 476 - Advanced Topics in Computer Science (4)**

Recent developments and topics of current interest in computer science are studied. This course may be repeated for credit with a change in content.

Prerequisite: CSCI 212 or CSCI 315.

Offered: Spring.

**CSCI 490 - Directed Study in Computer Science (1-4)**

This course is open to students who have demonstrated superior ability in computer science. Designed to be a substitute for a traditional course under the instruction of a faculty member. This course may be repeated for credit once with a change in content.

Prerequisite: Consent of instructor, department chair and dean.

Offered: As needed.

**CSCI 491 - Independent Study in Computer Science (1-4)**

This course is open to students who have demonstrated superior ability in computer science. Students select a topic and undertake concentrated research or creative activity mentored by a faculty member. This course may be repeated for credit once with a change in content.

Prerequisite: Consent of instructor, department chair and dean.

Offered: As needed.

## **CEP - Counseling and Educational Psychology**

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**CEP 315 - Educational Psychology (3)**

Learner-centered psychological principles and research findings are analyzed. Emphasis is on the characteristics of the learner and the nature of developmentally responsive pedagogy.

Prerequisite: Admission to a teacher education program or consent of department chair.

Offered: Fall, Spring, Summer.

**CEP 509 - Professional Orientation and Ethical Practice (3)**

Overview of the counseling profession including history, contemporary issues, professional identity and preparation of clinical mental health counselors is provided. Standards of ethical practice in counseling are reviewed.

Prerequisite: Matriculation into a graduate counseling program or consent of department chair.

Offered: Fall, Spring, Summer.

**CEP 519 - Supervision of Field-Based Work (1)**

Students review the practice and administration of supervision for CEP candidates. Focus is on the characteristics of effective supervisors and the current trends in professional disciplines. Hybrid course.

Prerequisite: Graduate status or consent of department chair.

Offered: As needed.

**CEP 531 - Human Development across Cultures (3)**

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.

Prerequisite: Graduate status or consent of department chair.

Offered: Fall, Spring, Summer.

**CEP 532 - Theories and Methods of Counseling (3)**

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.

Prerequisite: Graduate status or consent of department chair.

Offered: Fall, Spring, Summer.

**CEP 534 - Quantitative Measurement and Test Interpretation (3)**

Students develop techniques for the effective use of test results in counseling, including statistical and data analysis techniques.

Prerequisite: Matriculation into the master's program in counseling or school psychology and CEP 532, or consent of department chair.

Offered: Fall, Summer.

**CEP 535 - Vocational Counseling and Placement (3)**

Counseling theories are explored, including the assessment of individual aptitudes, interests, and abilities. Also examined are occupational information sources and opportunities.

Prerequisite: Graduate status or consent of department chair.

Offered: Spring, Summer

**CEP 536 - Biological Perspectives in Mental Health (3)**

Students are introduced to the neuroscience perspective of studying human behavior, including the biology of mental illness and the role of psychopharmacology.

Prerequisite: CEP 532 and matriculation into the master's program in counseling or school psychology program, or consent of department chair.

Offered: Fall, Summer.

**CEP 537 - Introduction to Group Counseling (3)**

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.

Prerequisite: CEP 538 and matriculation into the master's program in counseling or school psychology program, or consent of department chair.

Offered: Fall, Summer.

**CEP 538 - Practicum I: Introduction to Counseling Skills (3)**

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.

Prerequisite: CEP 531, CEP 532, and matriculation into the master's program in counseling or school psychology program.

Offered: Fall, Summer.

**CEP 539 - Practicum II: Clinical Interviewing and Treatment Planning (3)**

Students learn to conduct clinical interviews and develop collaborative, evidenced-based clinical treatment plans. Students apply their skills in a supervised clinical setting for 50 hours over the semester.

Prerequisite: Graduate status and CEP 538, with minimum grade of B, and prior or concurrent enrollment in CEP 509 and CEP 543.

Offered: Spring.

**CEP 540 - Clinical Practicum with Children in Schools (3)**

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.

Prerequisite: Graduate status and CEP 538, with minimum grade of B.

Offered: Spring.

**CEP 541 - Clinical Internship in School Counseling I (3)**

Students complete 150 hours of supervised school counseling in a school setting.

Prerequisite: Graduate status and CEP 540, with minimum grade of B.

Offered: Fall.

**CEP 542 - Clinical Internship in School Counseling II (3)**

This is a continuation of CEP 541.

Prerequisite: Graduate status and CEP 541, with minimum grade of B.

Offered: Spring.

**CEP 543 - Clinical Assessment and Case Problems (3)**

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.

Prerequisite: Graduate status and prior or concurrent enrollment in CEP 536, or consent of department chair.

Offered: Fall, Spring.

**CEP 544 - Family Counseling Theory and Practice (3)**

Current family counseling theories and methods are introduced. Class instruction includes lectures, demonstrations, and family simulations.

Prerequisite: Graduate status and CEP 537 and CEP 538.

Offered: Spring.

**CEP 549 - Foundations in School Counseling (3)**

This is an introduction to the historical foundations, roles and functions, and professional standards and ethics in the practice of school counseling.

Prerequisite: CEP 531, CEP 532, and matriculation into the school counseling program.

Offered: Fall.

**CEP 551 - Behavioral Assessment and Intervention (3)**

Current theory, research, and applications of behavioral assessment and intervention are reviewed. Emphasis is on behavioral approaches to school-related problems.

Prerequisite: Matriculation into the school psychology program or consent of department chair.

Offered: Spring.

**CEP 552 - Psychological Perspectives on Learning and Teaching (3)**

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.

Prerequisite: Graduate status or consent of department chair.

Offered: Fall, Summer.

**CEP 553 - Counseling Children and Adolescents (3)**

This course explores the application of developmental theory, evidence-based literature, and the clinical knowledge of children and adolescents to guide effective counseling with diverse populations.

Prerequisite: Graduate status and CEP 531 and CEP 532.

Offered: Spring.

**CEP 554 - Research Methods in Applied Settings (3)**

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.

Prerequisite: Graduate status and a measurement and/or research course (CEP 534 or equivalent).

Offered: Fall, Spring.

**CEP 556 - Cognitive Behavioral Therapy Interventions (3)**

Students will learn the fundamental components and theoretical bases of cognitive behavioral therapy and how to conceptualize and treat various clinical problems through a cognitive behavioral therapy framework.

Prerequisite: Graduate status and CEP 538 or consent of department chair.

Offered: Summer.

**CEP 601 - Cognitive Assessment (3)**

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.

Prerequisite: Matriculation into the school psychology program.

Offered: Fall.

**CEP 602 - Social-Emotional Assessment and Intervention (3)**

Objective and projective techniques in the assessment of child and adolescent personalities are studied. Lab experiences are provided in test administration, scoring, and interpretation.

Prerequisite: Graduate status, CEP 534 and CEP 551.

Offered: Spring.

**CEP 603 - Professional School Psychology (3)**

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.

Prerequisite: Matriculation into the school psychology program.

Offered: Fall.

**CEP 604 - Psychoeducational Assessment and Response-to-Intervention (3)**

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.

Prerequisite: Graduate status and prior or concurrent enrollment in CEP 601.

Offered: Spring.

**CEP 605 - School Psychology Practicum (6)**

This is a yearlong, 400-hour practicum experience. Emphasis is on supervised practice in the problem-solving approach to school psychological service.

Prerequisite: Graduate status and CEP 601, CEP 603, and CEP 604, each with minimum grade of B.

Offered: Fall, Spring.

**CEP 610 - Advanced Clinical Internship I (3)**

Students attend a weekly seminar and log 300 hours at a work setting placement under the supervision of a field supervisor and department faculty member.

Prerequisite: Graduate status and CEP 509 and CEP 684 (with minimum grade of B) or consent of department chair.

Offered: Fall.

**CEP 611 - Advanced Clinical Internship II (3)**

Students attend a weekly seminar and log 300 hours at a work setting placement under the supervision of a field supervisor and department faculty member.

Prerequisite: Graduate status and CEP 610 (with a minimum grade of B) or consent of department chair.

Offered: Spring.

**CEP 612 - Cross-Cultural Counseling (3)**

Issues in counseling diverse groups are presented. Current counseling models are adapted to meet these groups' specific needs.

Prerequisite: Graduate status and CEP 539 or consent of department chair.

Offered: Fall, Summer.

**CEP 629 - Internship in School Psychology (12)**

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.

Prerequisite: Graduate status, CEP 604 and CEP 605.

Offered: Fall, Spring.

**CEP 648 - Assessment and Treatment of Co-Occurring Disorders (3)**

Students develop clinical skills to assess, diagnose, and engage chemically dependent individuals in counseling and recovery processes. The interactive nature of substance use and co-occurring mental health issues is explored.

Prerequisite: Graduate status and CEP 539 or consent of department chair.

Offered: Summer.

**CEP 651 - Academic Instruction, Interventions and Supports (3)**

Course covers evidence-based interventions to promote academic skills, including reading and mathematics. Students will learn how to conceptualize student needs and intervene through a Multi-Tiered System of Supports framework.

Prerequisite: Graduate status and CEP 604 or consent of department chair.

Offered: Fall.

**CEP 656 - Crisis Assessment and Intervention (3)**

This course includes an examination of diverse crisis situations as well as assessment and treatment strategies used by counselors to assist individuals, groups, and organizations in managing and resolving crises.

Prerequisite: Graduate status and CEP 539 or consent of department chair.

Offered: Fall, Summer.

**CEP 675 - Consultation and Collaboration in School and Community Settings (3)**

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.

Prerequisite: Matriculation into the counseling, educational leadership, or school psychology program; or consent of department chair.

Offered: Fall.

**CEP 683 - Practicum III: Advanced Counseling Skills (3)**

Students extend and deepen their counseling skills. Audio and video resources are used. Students apply their skills in a supervised clinical setting for a minimum of five hours a week.

Prerequisite: Graduate status and CEP 539 (with a minimum grade of B) or consent of department chair.

Offered: Fall.

**CEP 684 - Practicum IV: Advanced Clinical Interventions (3)**

Students learn advanced interventions skills and how to develop measurable outcomes to improve the effectiveness of counseling. Students work 100 hours in a supervised clinical setting providing direct client service.

Prerequisite: Graduate status and CEP 683 (with a minimum grade of B).

Offered: Spring.

**CEP 686 - Supervision in Counseling (3)**

Theoretical concepts and applied skills in the supervision of counseling are presented. Students develop their teaching, supervision, and consultation skills.

Prerequisite: Matriculation into a C.A.G.S. program or consent of department chair.

Offered: As needed.

**CEP 690 - Independent Study (3)**

Research is conducted under the supervision of a faculty advisor.

Prerequisite: Matriculation into a C.A.G.S. program and consent of department chair.

Offered: As needed.

## CURR - Curriculum

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**CURR 130 - Work Experience Seminar (1)**

Provides a framework through which youth service providers integrate course theory and work experiences with youth.

Prerequisite: Concurrent enrollment in PSYC 230, SWRK 324 and SWRK 326.

Offered: Fall, Spring, Summer.

**CURR 347 - Service Learning in Educational Contexts (1)**

Students engage in fifteen hours of service in a pre-K-12 educational setting and collaboratively examine the pedagogy and best practices of service learning.

Prerequisite: FNED 346 or consent of department chair.

Offered: Fall, Spring.

**CURR 410 - Teaching World Languages in Elementary Education (4)**

Major theories of children's language development are examined. Students learn and practice foreign language teaching strategies, and observe and teach several classes in a field-based elementary school setting.

Prerequisite: Admission to program or consent of department chair.

Offered: Spring as needed.

**CURR 501 - Media Literacy, Popular Culture, and Education (3)**

This course provides conceptual and practical tools to help educators integrate media literacy into K-16 classrooms. Specific attention is given to cultural studies and social justice perspectives on literacy.

Prerequisite: Graduate status or consent of department chair.

Offered: Summer.

**CURR 505 - Learning Theory and Curriculum Research (3)**

Students examine how learning theory informs various approaches to curriculum. Included are behavioral, cognitive, developmental, humanistic, and interactionist theories of learning.

Prerequisite: Graduate status or consent of department chair.

Offered: Spring (odd years).

**CURR 532 - Curriculum Theory and Research (3)**

The rationale for curriculum construction is examined. Research in curriculum is reviewed as it pertains to the development of theory.

Prerequisite: Graduate status or consent of department chair.

Offered: Fall.

**CURR 558 - Internship in Curriculum I (2)**

This is a 150-hour field-based experience under the supervision of a curriculum director and a faculty advisor.

Prerequisite: Graduate status or consent of department chair.

Offered: Fall.

**CURR 560 - Seminar in Curriculum (3)**

Topics vary.

Prerequisite: Graduate status and consent of department chair.

Offered: As needed.

## **DANC - Dance**

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**DANC 110 - Introductory Ballet (2)**

Ballet technique and the classical tradition in dance are introduced through an intensive studio experience, related readings, and attendance at ballet performances. 4 contact hours.

Offered: Fall.

**DANC 112 - Introductory Jazz (2)**

The technique, rhythms, styles, and historical background of jazz dance are introduced through an intensive studio experience, related readings, and films. 4 contact hours.

Offered: Fall.

**DANC 114 - Introductory Tap Dance (2)**

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 contact hours.

Offered: Fall (odd years).

**DANC 181 - Dance Company I (1)**

Credit is available to all qualified students who participate for the full academic year.

Prerequisite: Membership in the Rhode Island College Dance Company and consent of instructor.

Offered: Spring.

**DANC 210 - Intermediate Ballet (2)**

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. 4 contact hours.

Prerequisite: DANC 110.

Offered: Spring.

**DANC 212 - Intermediate Jazz (2)**

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. 4 contact hours.

Prerequisite: DANC 112.

Offered: Spring.

**DANC 214 - Intermediate Tap Dance (2)**

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 contact hours.

Prerequisite: DANC 114.

Offered: Fall (even years).

**DANC 215 - Contemporary Dance and Culture (4)**

Students are introduced to the techniques, improvisation, and performance of modern dance, with a concentration on proper form and body analysis. Lecture emphasizes dance history, cultural dance, and dance in our society today. 5 contact hours.

General Education Category: Arts - Visual and Performing.

Offered: Fall, Spring.

**DANC 216 - Intermediate Modern Dance (2)**

Intermediate modern dance technique is provided in a studio experience. Emphasis is on the refinement of technique and elements of performance. 4 contact hours.

Prerequisite: DANC 215.

Offered: Fall.

**DANC 281 - Dance Company II (1)**

Credit is available to all qualified students who participate for the full academic year.

Prerequisite: Membership in the Rhode Island College Dance Company and consent of instructor.

Offered: Spring.

**DANC 302 - Musical Resources for Dance (3)**

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.

Prerequisite: DANC 215.

Offered: As needed.



**DANC 303 - Dance Production (3)**

The fundamentals of technical production are studied. Emphasis is placed 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 contact hours.

Prerequisite: DANC 181 (one year in dance company).

Offered: As needed.

**DANC 304 - Choreography I (3)**

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 contact hours.

Prerequisite: Consent of instructor.

Offered: Fall (even years).

**DANC 309 - Dance History (3)**

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.

Prerequisite: DANC 215 or consent of dance director.

Offered: Spring (odd years).

**DANC 316 - Advanced Modern Dance (2)**

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. 4 contact hours.

Prerequisite: DANC 216.

Offered: Spring (even years).

**DANC 320 - Touring Dance (3)**

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 contact hours.

Prerequisite: DANC 216.

Offered: Spring (even years).

**DANC 321 - Dance for Musical Theatre (3)**

The performance of dance for musical theatre is studied in its theatrical context. Emphasis is placed on performance techniques and the characteristics of style. This course may be taken twice for credit. 6 contact hours.

Prerequisite: 9 credit hours of dance technique courses and consent of department chair.

Offered: Spring.

**DANC 322 - Repertory Performance (3)**

Performance and style are examined through repertory experience. New or existing dance works are prepared for formal and informal performances. 6 contact hours.

Prerequisite: 9 credit hours of dance technique courses and consent of department chair.

Offered: Fall (odd years).

**DANC 324 - Improvisation/Performance (2)**

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 contact hours.

Prerequisite: DANC 216.

Offered: As needed.

**DANC 360 - Seminar in Dance (3)**

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.

Prerequisite: 6 credit hours of dance courses and consent of instructor.

Offered: As needed.

**DANC 381 - Dance Company III (1)**

Credit is available to all qualified students who participate for the full academic year.

Prerequisite: Membership in the Rhode Island College Dance Company and consent of instructor.

Offered: Spring.

**DANC 405 - Choreography II (3)**

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.

Prerequisite: DANC 304.

Offered: As needed.

**DANC 491 - Independent Study in Dance (1-3)**

Students select a topic and undertake concentrated research under the supervision of a faculty advisor.

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 (3)**

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 student choreography showcase.

Prerequisite: Demonstration of superior ability and initiative in previous dance courses; and consent of instructor, department chair, and dean.

Offered: As needed.

## DMS - Diagnostic Medical Sonography

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**DMS 300 - Introduction to Diagnostic Medical Sonography (4)**

This course is designed to introduce students to diagnostic medical sonography, including sonographic principles and instrumentation, other imaging modalities, and medical terminology.

Prerequisite: Admission into the diagnostic medical sonography concentration.

Offered: Spring.

**DMS 301 - Abdominal, Obstetrical, and Gynecological Sonography (3)**

This course is designed to introduce the student to abdominal, obstetrical, and gynecological sonography.

Prerequisite: Admission into the diagnostic medical sonography concentration.

Offered: Spring.

**DMS 303 - Abdominal Sonography I (1.5)**

This course is designed to give the student an understanding of abdominal and small parts anatomy, physiology, pathophysiology, sonographic presentation, and the clinical presentation of multiple disease states.

Prerequisite: Admission into the diagnostic medical sonography concentration.

Offered: Summer.

**DMS 305 - Obstetrical and Gynecological Sonography I (1.5)**

Students gain knowledge of the menstrual cycle and sonographic anatomy of the female pelvis. Emphasis is placed on normal pelvic anatomy and an introduction to early pregnancy and its complications.

Prerequisite: Admission into the diagnostic medical sonography concentration.

Offered: Summer.

**DMS 307 - Sonographic Principles and Instrumentation I (1)**

Imaging techniques that use high frequency sound production are introduced. Included is in-depth study of the characteristics of ultrasound and its interaction with human tissue.

Prerequisite: DMS 303.

Offered: Fall.

**DMS 310 - Clinical Practice I (4.5)**

Students are introduced to clinical and practical experience in diagnostic medical imaging. They must demonstrate the structures of the abdomen and gravid and non-gravid female pelvis, using sonography under known conditions. 13.5 contact hours.

Prerequisite: Admission into the diagnostic medical sonography concentration.

Offered: Spring.

**DMS 330 - Clinical Practice II (8.5)**

This is a continuation of DMS 310. Students perform sonographic examinations and learn to recognize normal and abnormal sonographic patterns in the abdomen, female pelvis, and fetus. 25.5 contact hours.

Prerequisite: DMS 310.

Offered: Summer.

**DMS 333 - Abdominal Sonography II (1.5)**

This is a continuation of DMS 303. Students gain a more extensive understanding of abdominal anatomy, physiology, pathophysiology, sonographic presentation, and the clinical presentation of multiple disease states.

Prerequisite: DMS 303.

Offered: Fall.

**DMS 335 - Obstetrical and Gynecological Sonography II (1.5)**

This is a continuation of DMS 305. Gynecological pathology and obstetrical sonography are covered. Included are normal variations of the gravid uterus, fetal development, obstetrical measurements, and gynecological oncology.

Prerequisite: DMS 305.

Offered: Fall.

**DMS 337 - Sonographic Principles and Instrumentation II (1)**

This is a continuation of DMS 307. Students explore imaging techniques that relate to high frequency sound production, characteristics of ultrasound, and its interaction with tissue and quality control.

Prerequisite: Prerequisite DMS 307.

Offered: Spring.

**DMS 403 - Abdominal Sonography III (1.5)**

This is a continuation of DMS 333. Students receive advanced knowledge of abdominal anatomy, physiology, pathophysiology, sonographic presentation, and the clinical presentation of multiple disease states.

Prerequisite: DMS 333.

Offered: Spring.

**DMS 405 - Obstetrical and Gynecological Sonography III (1.5)**

This is a continuation of DMS 335. Focus is on the sonographic examination of congenital fetal anomalies, their etiologies, and their sonographic appearance.

Prerequisite: DMS 335.

Offered: Spring.

**DMS 410 - Clinical Practice III (8.5)**

This is a continuation of DMS 330. 25.5 contact hours.

Prerequisite: DMS 330.

Offered: Fall.

**DMS 430 - Clinical Practice IV (8.5)**

This is a continuation of DMS 410. 25.5 contact hours.

Prerequisite: DMS 410.

Offered: Spring.

## **DIS - Disability Studies**

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**DIS 100 - Self-Advocacy and Beyond (2)**

Person-centered planning is the basis of understanding college: the campus, the decisions required to engage in college and planning for after college.

Prerequisite: Consent of department chair.

Offered: Summer.

**DIS 101 - Introduction to Vocational Exploration (3)**

Understanding diversity of careers is the basis of this course. Students will gain an understanding of market data and the skills needed for different career choices.

Prerequisite: DIS 100.

Offered: Fall.

**DIS 102 - Campus Vocational Experience I (3)**

Students apply self-determination skills to identify potential campus employment. Students use job supports and effective communication to develop skills related to their initial campus employment experience.

Prerequisite: DIS 101.

Offered: Spring.

**DIS 201 - Campus/Community Vocational Experience II (3)**

Students extend their job experience to include employment into a new vocational area. Students expand their use of job supports and effective communication in their second campus/community experience.

Prerequisite: DIS 102.

Offered: Fall.

**DIS 202 - Community Vocational Internship (4)**

Students complete their final job experience in their local community. Job skills are expanded into this environment and documented on student resumes.

Prerequisite: DIS 201.

Offered: Spring.

**DIS 501 - Study of Disabilities in the USA (3)**

Expand understanding of perceptions of individuals with a disability within the United States over time.

Prerequisite: Graduate status.

Offered: Fall.

**DIS 538 - Fieldwork in Disability Studies (1)**

Students will engage in research, team collaboration, family support and/or product development related to individuals with disabilities.

Prerequisite: Graduate status and Sherlock Center Trainee or consent of department chair.

Offered: Fall, Spring.

**DIS 561 - Interdisciplinary Seminar 1: Foundations (1)**

This seminar will provide a forum for discussing issues pertinent to interdisciplinary practice. The foundations of interdisciplinary team decision-making and interdisciplinary service provision will be explored.

Prerequisite: Graduate status and Sherlock Center trainee or consent of department chair.

Offered: Fall (odd years).

**DIS 562 - Interdisciplinary Seminar 2: Legal/Legislative Influences (1)**

This seminar will provide forum for examining how law and legislation influence the lives of individuals with disabilities. The role of current and future leadership in law and legislative change will be discussed.

Prerequisite: Graduate status and Sherlock Center trainee or consent of department chair, DIS 561.

Offered: Spring (even years).

**DIS 563 - Interdisciplinary Seminar 3: Leadership (1)**

This seminar will provide a forum for trainees to develop leadership skills in disability studies. Participants will develop skills in presentations around disability study.

Prerequisite: Graduate status and Sherlock Center trainee or consent of department chair, DIS 561 and DIS 562.

Offered: Fall (even years).

**DIS 564 - Interdisciplinary Seminar 4: Funding (1)**

This seminar extends the opportunities for trainees to expand leadership skills in disability studies. Participants will develop skills in grant development around disability studies.

Prerequisite: Graduate status and Sherlock Center trainee or consent of department chair, DIS 561, DIS 562 and DIS 563.

Offered: Spring (odd years).

## **ECED - Early Childhood Education**

**ECED 290 - Early Childhood Education and Social Work (3)**

The application of social work principles to the field of early care and education is explored, with emphasis on a systems-based approach to working with children and families.

Offered: Fall.

**ECED 301 - Developmental Approaches to Teaching and Learning (3)**

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 contact 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.

**ECED 302 - Early Childhood Development, Birth to Eight (3)**

This course examines the characteristics and needs of young children, birth through eight, including the stages and multiple influences on early development and learning, using historical and culturally diverse perspectives.

Prerequisite: ECED 290 and admission to the early childhood education teacher preparation program, or consent of department chair.

Offered: Fall.

**ECED 303 - Creating an Early Childhood Learning Community (3)**

This course explores principles of care and education in the early childhood environment, including the importance of creating a community through relationships, physical space, and organization of time.

Prerequisite: CEP 315; ECED 301, ECED 302; SPED 310; and admission to the early childhood education teacher preparation program.

Offered: Spring.

**ECED 332 - Building Family, School, and Community Partnerships (3)**

Students examine methods of building respectful, reciprocal relationships that empower and support families in their children's development. Students also come to understand the complexities of family and community characteristics.

Prerequisite: ECED 301, ECED 302, ECED 419; SPED 310; and admission to the early childhood education teacher preparation program.

Offered: Spring.

**ECED 419 - Early Care and Education, Birth to Three Years (3)**

Students create and maintain positive learning activities for infant-toddler group care. 5 contact hours.

Prerequisite: Prior 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.

**ECED 420 - Mathematics, Prekindergarten through Second Grade (3)**

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 contact hours.

Prerequisite: ECED 301 or equivalent and ECED 419, each with minimum grade of B-; MATH 143 and MATH 144, each with minimum grade of C; admission to the early childhood education teacher preparation program; or consent of department chair.

Offered: Spring.

**ECED 423 - Developmental Literacy and the Language Arts I (4)**

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 contact hours.

Prerequisite: ECED 301; ECED 419, with minimum grade of B-; prior or concurrent enrollment in ECED 420, with minimum grade of B-; admission to the early childhood education teacher preparation program; or consent of department chair.

Offered: Spring.

**ECED 425 - Developmental Literacy and the Language Arts II (4)**

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 contact hours.

Prerequisite: ECED 301; ECED 419, ECED 420, ECED 423, each with minimum grade of B-; concurrent enrollment in ECED 429; admission to the early childhood education teacher preparation program; or consent of department chair.

Offered: Fall.

**ECED 429 - Early Childhood Social Studies and Science (4)**

Students use developmentally appropriate methods, content, and materials to establish positive learning environments. Practicum: prekindergarten and grade one. 7 contact hours.

Prerequisite: ECED 301 or equivalent, with minimum grade of B-; ECED 419, ECED 420, ECED 423; prior or concurrent enrollment in ECED 425; admission to the early childhood education teacher preparation program; or consent of department chair.

Offered: Fall.

**ECED 439 - Student Teaching in Early Childhood Settings (9)**

In this culminating field placement, candidates complete a teaching experience in a preschool or elementary school under the supervision of a cooperating teacher and college supervisor in a full-semester assignment.

Prerequisite: Concurrent enrollment in ECED 469 and satisfactory completion of all major and professional courses.

Offered: Spring.

**ECED 440 - Building Collaborative Relationships Through Coaching (3)**

Application of the coaching model to build capacity and support children, families and practitioners in a variety of early childhood settings will be explored; along with principles of adult learning.

Prerequisite: Admission to the FSEHD ECED Program/Concentration Community Programs. Completion of ECED 302 and ECED 332.

Offered: Spring.

**ECED 449 - Early Childhood Community Program Internship (6)**

In this culminating experience, candidates complete in an infant-toddler program, preschool program, or community-based program under the supervision of a cooperating teacher/supervisor and college supervisor. Graded S/U.

Prerequisite: Completion of all program major requirements.

Offered: Spring.

**ECED 469 - Best Practices in Early Childhood Settings (3)**

Candidates analyze the teaching profession and examine current issues and practices in early childhood teaching in order to understand collaborations among school personnel, families, community agencies, assessment, and classroom management.

Prerequisite: Concurrent enrollment in ECED 439.

Offered: Spring.

**ECED 490 - Directed Study (3)**

Designed to be a substitute for a traditional course under the instruction of a faculty member.

Prerequisite: Consent of instructor, department chair and dean.

Offered: As needed.

**ECED 491 - Independent Study I (3)**

Students select a topic and undertake concentrated research or creative activity under the mentorship of a faculty member.

Prerequisite: Consent of instructor, program director and dean, and admission to the early childhood education honors program.

Offered: As needed.

**ECED 492 - Independent Study II (3)**

This course continues the development of research or activity begun in ECED 491. For departmental honors, the project requires final assessment from the department.

Prerequisite: ECED 491 and consent of instructor, program director and dean.

Offered: As needed.

**ECED 502 - Curriculum, Developmental Play, and Programs (3)**

Development and content of curriculum and trends in research for early care and education through primary grades are examined.

Prerequisite: Graduate status or consent of instructor.

Offered: Fall.

**ECED 503 - Infants and Toddlers in Early Care and Education Programs (3)**

Components of quality group-care situations for infants and toddlers are analyzed. Topics include professional responsibilities and health and safety routines.

Prerequisite: Graduate status or consent of instructor.

Offered: Fall.

**ECED 505 - Early Childhood Education and Development Issues (3)**

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.

Prerequisite: Graduate status or consent of instructor.

Offered: Spring.

**ECED 509 - Emergent Literacy—Infants through Grade Two (3)**

Students learn how to help young children acquire an interest in reading and learn the necessary concepts concerning print and books.

Prerequisite: Graduate status or consent of instructor.

Offered: As needed.

**ECED 512 - Working with Families: Building Home-School Partnerships (3)**

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.

Prerequisite: Graduate status or consent of instructor.

Offered: Spring.

**ECED 661 - Directing Early Care and Education Programs (3)**

Quality day care and preschool programs are analyzed and the administrative functions necessary to maintain them.

Prerequisite: Graduate status or consent of instructor.

Offered: Spring.

**ECED 662 - Seminar in Early Childhood Education Research (3)**

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.

Prerequisite: Graduate status or consent of instructor.

Offered: Fall.

## **ECON - Economics**

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**ECON 200 - Introduction to Economics (4)**

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 government. Students cannot receive credit for ECON 200 if they have successfully completed or are currently enrolled in ECON 214.

General Education Category: Social and Behavioral Sciences.

Offered: Fall, Spring, Summer.

**ECON 214 - Principles of Microeconomics (3)**

Microeconomics is introduced, including such areas of decision making as individual demand theory, cost theory, production theory, and the structure of markets.

Prerequisite: Completion of College Mathematics Competency.

Offered: Fall, Spring, Summer.

**ECON 215 - Principles of Macroeconomics (3)**

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.

Prerequisite: Completion of College Mathematics Competency.

Offered: Fall, Spring, Summer.

**ECON 314 - Intermediate Microeconomic Theory and Applications (4)**

Theoretical foundations covered in ECON 214 are expanded upon and myriad applications of these theories are developed, using graphical and mathematical techniques. The role of microeconomics in managerial decision making is also explored.

Prerequisite: ECON 214, ECON 215 and MATH 177.

Offered: Fall.

**ECON 315 - Intermediate Macroeconomic Theory and Analysis (4)**

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.

Prerequisite: ECON 214, ECON 215; MATH 177.

Offered: Spring.

**ECON 331 - Topics in Global Economics (4)**

The course will introduce students to the basic operation of various economies while presenting facts of development and trade policies that are relevant for the study of the world economy.

Prerequisite: ECON 200 and Completion of College Math Competency, or ECON 214, or ECON 215.

Offered: Annually (even years).

**ECON 335 - Economics of Race and Gender (4)**

This course emphasizes study of both non-labor and labor market outcomes, and analysis of government policies, regulations, race and gender equality, and international comparisons on racial-ethnic and gender.

Prerequisite: ECON 200 and Completion of College Math Competency or ECON 214.

Offered: Annually (even years).

**ECON 337 - Economics of Climate Change and Sustainability (4)**

Students are introduced to the economic causes of climate change. A global perspective combined with emphasis on the role of uncertainty and sustainable development is used to explore policy responses.

Prerequisite: ECON 200 and Completion of College Math Competency, or ECON 214.

Offered: Annually (odd years).

**ECON 390 - Directed Study (4)**

Designed to be a substitute for a traditional course under the instruction of a faculty member.

Prerequisite: Consent of instructor, department chair and dean.

Offered: As needed.

**ECON 421 - International Economics (4)**

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 rates.

Prerequisite: ECON 214, ECON 215; MATH 177.

Offered: As needed.

**ECON 422 - Economics of Developing Countries (4)**

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.

Prerequisite: ECON 214, ECON 215; MATH 177.

Offered: As needed.

**ECON 431 - Labor Economics (4)**

The structures and operations of human resource markets are analyzed, including pricing and allocation of labor resources, wage differentials, income distribution, discrimination, and unemployment.

Prerequisite: ECON 214, ECON 215; MATH 177.

Offered: As needed.

**ECON 433 - Economics of Government (4)**

The role of the public sector in the United States and its effect on the economy are studied. Discussion includes the impact of federal, state, and local government expenditure and revenue.

Prerequisite: ECON 214, ECON 215; MATH 177.

Offered: As needed.

**ECON 435 - Urban Economics (4)**

Economic analysis is applied to the development and problems of urban areas. Urban issues, such as poverty, housing, and transportation, are examined and the market forces that determine why and where urban areas develop.

Prerequisite: ECON 214, ECON 215; MATH 177.

Offered: As needed.

**ECON 436 - Industrial Organization and Market Structure (4)**

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.

Prerequisite: ECON 214, ECON 215; MATH 177.

Offered: As needed.

**ECON 437 - Environmental Economics (4)**

Focus is on current environmental problems and policies. Topics include valuing the environment, approaches to controlling local and regional air pollution, energy policy, climate change, global warming, and sustainable economic growth.

Prerequisite: ECON 214, ECON 215; MATH 177.

Offered: As needed.

**ECON 438 - History of Economic Thought (4)**

The development of economic thought is examined from the prescholastics through the middle of the twentieth century.

Prerequisite: ECON 214, ECON 215 and at least one additional economics course at the 300-level or above.

Offered: As needed.

**ECON 449 - Introduction to Econometrics (4)**

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. Lecture and computer laboratory.

Prerequisite: ECON 214, ECON 215; MATH 248.

Offered: Fall, Spring.

**ECON 462 - Seminar in Economic Research (4)**

Students integrate economic literature, theory, data and empirical methodologies, write, and present a research paper in the style of a journal article.

Prerequisite: ECON 314, ECON 449 and one additional economics course at the 400-level.

Offered: Spring.

**ECON 467 - Directed Internship in Economics (3)**

Students are assigned to a business, government, industrial, or a not-for-profit organization and supervised by a mentor. A two-hour biweekly seminar is included.

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.

**ECON 490 - Independent Study in Economics (4)**

Students select a topic and undertake concentrated research under the supervision of a faculty advisor.

Prerequisite: Consent of instructor, department chair and dean.

Offered: As needed.

**ECON 491 - Independent Study I (4)**

This course emphasizes the development of research for students admitted to the economics honors program. The research topic is selected and conducted under the supervision of a faculty advisor.

Prerequisite: Admission to the economics honors program and consent of instructor, department chair and dean.

Offered: As needed.

**ECON 492 - Independent Study II (4)**

This course continues the development of research begun in ECON 491. The honors research is completed under the consultation of a faculty advisor. A research paper and presentation are required.

Prerequisite: ECON 491 and consent of instructor, department chair and dean.

Offered: As needed.

## **EDC - Education**

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**EDC 661 - Language and Thinking in Schools (3)**

Topics of language and thinking are considered broadly as they relate both theoretically and practically to curriculum in schools.

Prerequisite: Admission to joint URI/RIC Ph.D. in Education Program or graduate status with permission of instructor.

Offered: As needed.

**EDC 662 - Writing for Presentations and Publications (3)**

With peers, students will develop an academic writing practice through writing, reading and constructively critiquing academic texts. Final project options include an academic manuscript, presentation or reflective portfolio.

Prerequisite: Admission to joint URI/RIC Ph.D. in Education Program or graduate status and permission of instructor.

Offered: As needed.

**EDC 664 - Social Justice in Higher Education (3)**

This course provides a broad overview of historical and contemporary issues of social justice in higher education.

Prerequisite: Admission to joint URI/RIC Ph.D. in Education Program or graduate status with permission of instructor.

Offered: As needed.

**EDC 670 - Theory Construction in the Social Sciences (3)**

Students will construct an original theoretical framework in their area of specialization, informed by contemporary issues and trends in educational and social science theory.

Prerequisite: Admission to joint URI/RIC Ph.D. in Education Program or graduate status with permission of instructor.

Offered: As needed.

**EDC 681 - Culture and Discourse in Education (3)**

Learning and teaching are examined in terms of culture and discourse in social activity. Consideration is given to formal and informal activity settings and to theories and methods of research.

Prerequisite: Admission to joint URI/RIC Ph.D. in Education Program or graduate status with permission of instructor.

Offered: As needed.

**EDC 682 - Discourse Analysis in Education Research (3)**

The analysis of discourse in education research is examined and practiced in this course. Students conduct various analyses of discourse samples and explore a variety of analytic research frameworks.

Prerequisite: Admission to joint URI/RIC Ph.D. in Education Program or graduate status with permission of instructor.

Offered: As needed.

**EDC 684 - Data Analysis: A Hands-On Approach (3)**

Students will analyze data using three specific qualitative methodologies, noting that each of these methodologies offers a unique lens on phenomena.

Prerequisite: Admission to joint URI/RIC Ph.D. in Education Program or graduate status with permission of instructor.

Offered: As needed.

**EDC 685 - Survey Design (3)**

Principles, theories, techniques and applications for developing survey questionnaires and conducting survey research in education; developing questions; constructing instruments; implementing surveys; and reducing coverage and sampling errors.

Prerequisite: Graduate status, research methods (EDP 613 or equivalent), research design (EDP 623 or equivalent) and permission of instructor.

Offered: As needed.

## **EDP - Education Doctoral Program**

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**EDP 610 - Core Seminar I: Issues and Problems in Educational Inquiry and Foundations (3)**

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.

Prerequisite: Admission to the Ph.D. in Education program.

Offered: Fall.

**EDP 611 - Core Seminar I: Issues and Problems in Educational Inquiry and Foundations (3)**

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.

Prerequisite: Graduate status and EDP 610.

Offered: Spring.

**EDP 612 - Introduction to Qualitative Research (3)**

Qualitative methods of educational research, including terminology, historical development, assumptions, and models of inquiry, are examined.

Prerequisite: Admission to the Ph.D. in education program.

Offered: Fall.

**EDP 613 - Introduction to Quantitative Research (4)**

The quantitative analysis of educational research data is examined. Emphasis is on applications of the general linear model to a variety of research designs (i.e., ANOVA, Regression). Lecture and computer laboratory.

Prerequisite: Admission to the Ph.D. in education program.

Offered: Spring.

**EDP 620 - Core Seminar II: Issues and Problems in Human Development, Learning, and Teaching (3)**

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.

Prerequisite: Graduate status, EDP 610, EDP 611. EDP 620 is prerequisite to EDP 621.

Offered: Fall.

**EDP 621 - Core Seminar II: Issues and Problems in Human Development, Learning, and Teaching (3)**

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.

Prerequisite: Graduate status, EDP 610, EDP 611. EDP 620 is prerequisite to EDP 621.

Offered: Spring.

**EDP 622 - Community Service Learning (2)**

Focusing on the school, students examine theory and define problems related to community service and service learning.

Prerequisite: Graduate status, EDP 610 and EDP 611.

Offered: Spring.

**EDP 623 - Research Design (3)**

Students develop problem statements, research questions, hypotheses, and literature reviews, and identify appropriate methodology (qualitative, quantitative, mixed methods).

Prerequisite: Graduate status, EDP 610, EDP 611, EDP 612, EDP 613, or consent of codirector.

Offered: Fall.

**EDP 630 - Core Seminar III: Issues and Problems in Organizational Theory, Leadership, and Policy Analysis (3)**

Issues and problems are presented concerning the educational applications of organizational theory, leadership theory, and policy analysis as they relate to district, statewide, and/or regional educational offices and agencies.

Prerequisite: Graduate status, EDP 620, EDP 621. EDP 630 is prerequisite to EDP 631.

Offered: Fall.

**EDP 631 - Core Seminar III: Issues and Problems in Organizational Theory, Leadership, and Policy Analysis (3)**

Issues and problems are presented concerning the educational applications of organizational theory, leadership theory, and policy analysis as they relate to district, statewide, and/or regional educational offices and agencies.

Prerequisite: Graduate status, EDP 620, EDP 621. EDP 630 is prerequisite to EDP 631.

Offered: Spring.

**EDP 641 - Field Research Seminar (1)**

Second and third year students research questions and empirical designs and present them in biweekly forums. Discussion and feedback refine their research plans. Graded S, U.

Prerequisite: Admission to the Ph.D. in education program.

Offered: Fall, Spring.

**EDP 692-693 - Directed Readings and Research Problems (1-3)**

Students undertake directed readings and advanced research work under the supervision of their major instructor.

Prerequisite: Graduate status, EDP 623 and consent of instructor.

Offered: As needed.

**EDP 699 - Doctoral Dissertation Research (12)**

Students conduct a major research project and write a dissertation under the direction of the instructor. A minimum of 12 credit hours in this course is required. Graded S, U.

Prerequisite: Admission to the Ph.D. in education program and consent of major instructor and RIC co-director.

Offered: As needed.

## **LEAD - Educational Leadership**

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**LEAD 500 - Developing Leaders for Learning (3)**

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.

Prerequisite: Graduate status or consent of department chair.

Offered: Fall.

**LEAD 501 - Developing Inquiry for Reflective Leadership (1)**

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.

Prerequisite: Admission to the M.Ed. in educational leadership program and concurrent enrollment in both LEAD 505 and LEAD 511, or consent of department chair.

Offered: Spring.

**LEAD 502 - Building Connections: External Contexts of Leadership (3)**

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.

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 (1)**

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.

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 (4)**

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.

Prerequisite: Graduate status and concurrent enrollment in LEAD 500.

Offered: Fall.



**LEAD 505 - Leading Learning II: Collaboration, Supervision, Technology (2)**

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.

Prerequisite: Graduate status, LEAD 504 and concurrent enrollment in LEAD 511.

Offered: Spring.

**LEAD 506 - Creating Learning Structures: Equity, Law, Practice (4)**

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.

Prerequisite: Graduate status and LEAD 505.

Offered: Summer.

**LEAD 507 - Leading Change I: Challenges, Capacity, Transformation (4)**

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.

Prerequisite: Graduate status and LEAD 506.

Offered: Fall.

**LEAD 508 - Leading Change II: Research, Accountability, Ethics (2)**

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.

Prerequisite: Graduate status, LEAD 507 and concurrent enrollment in LEAD 512.

Offered: Spring.

**LEAD 511 - Leadership Internship I (2)**

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.

Prerequisite: Graduate status and concurrent enrollment in LEAD 505.

Offered: Spring.

**LEAD 512 - Leadership Internship II (2)**

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.

Prerequisite: Graduate status and concurrent enrollment in LEAD 508.

Offered: Spring.

**LEAD 522 - Classroom to Courtroom (3)**

Educators develop a mock trial to highlight the consequences for youth charged with serious legal offenses.

Prerequisite: Graduate status.

Offered: Summer.

**LEAD 530 - Instructional Leadership Foundation Seminar (2)**

An overview is given of instructional leadership theories and research. Students participate in self-assessment activities, using information for setting strategic goals for their own development while pursuing the LEAD-IL goals.

Prerequisite: Graduate status and concurrent enrollment in both LEAD 504 and LEAD 531.

Offered: Fall.

**LEAD 531 - Instructional Leaders as Coaches (2)**

Core beliefs and guiding principles are reviewed concerning instructional coaching, providing content, modeling segments, and tools to assist instructional leaders as they support the professional growth of teachers.

Prerequisite: Graduate status and concurrent enrollment in both LEAD 504 and LEAD 530.

Offered: Fall.

**LEAD 532 - Instructional Leader Internship I (2)**

Students participate in a supervised 150-hour teacher leader internship focused on coaching.

Prerequisite: Admission to the M.Ed. in instructional leadership program; completion of LEAD 504, LEAD 530, and LEAD 531.

Offered: Spring.

**LEAD 533 - Instructional Leader Seminar I: Leading Change (2)**

Students participate in an integrating leadership experience to link theoretical concepts, models, and process of leadership with the purpose of creating change and analyzing its resulting outcomes.

Prerequisite: Admission to the M.Ed. in instructional leadership program and concurrent enrollment in LEAD 532.

Offered: Spring.

**LEAD 534 - Instructional Leader Internship II (2)**

Students participate in a supervised 150-hour instructional leader internship.

Prerequisite: Admission to the M.Ed. in instructional leadership program, completion of LEAD 532 and LEAD 533, and concurrent enrollment in LEAD 535.

Offered: Fall.

**LEAD 535 - Instructional Leader Seminar II: Data Driven Decision Making (2)**

Students focus on integrating entry-level competencies on data-driven decision making, instructional leadership, and action research.

Prerequisite: Admission to the M.Ed. in instructional leadership program and concurrent enrollment in LEAD 534.

Offered: Spring.

## **ELED - Elementary Education**

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**ELED 300 - Concepts of Teaching Diverse Learners (3)**

The technical skills of teaching and classroom organization in diversity responsive classrooms are presented and practiced. Observations and multicultural field experience are required. 4 contact 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, Spring.

**ELED 302 - Teaching All Learners: Foundations and Strategies (4)**

Universal and selected teaching skills and strategies effective for diverse learners are presented and practiced; principles and practices addressing intellectual, physical, behavioral, and cultural differences among children are discussed. Practicum required. Students cannot receive credit for both ELED 302 and SPED 302.

Prerequisite: FNED 346, with minimum grade of B-; minimum GPA of 2.50 in all previous courses; and admission to the elementary and special education teacher preparation programs; or consent of department chair. Concurrent enrollment in ELED 302 (or SPED 302) and CEP 315 is required.

Offered: Fall.

**ELED 400 - Curriculum and Assessment with Instructional Technology (3)**

Theory and strategies for designing curriculum and assessing student learning are examined, along with other factors affecting teaching and learning. A variety of texts will be analyzed and discussed including: elementary student work, elementary textbooks, and digital media.

Prerequisite: ELED 300, with minimum grade of B-; admission to the elementary education teacher preparation program or consent of department chair.

Offered: Fall, Spring.

**ELED 410 - Education in Great Britain (3)**

This is a study of the British system of education and the British approach to teacher preparation. Participants visit the University of Cumbria in Carlisle, UK.

Prerequisite: Admission to the Feinstein School of Education and Human Development as well as admission to the Department of Elementary Education's student exchange program.

Offered: Fall.

**ELED 420 - Children's Literature and the Integrated Arts (3)**

The development of various patterns of literature instruction integrated with the arts of music, drama and art in the elementary school are studied.

Prerequisite: ELED 300, with minimum grade of B-; admission to the elementary education teacher preparation program; or consent of the department chair.

Offered: Fall, Spring.

**ELED 422 - Developmental Reading (3)**

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. Laboratory/conference required. 5 contact hours.

Prerequisite: ELED 300, with minimum grade of B-; admission to the elementary education teacher preparation program; or consent of department chair. Concurrent with ELED 435;

Offered: Fall, Spring.

**ELED 435 - Language Arts and ELL Instruction (3)**

The role of language arts in elementary schools and the development of teaching/learning strategies to include all children are examined, including English language learners and special populations.

Laboratory/conference required. 5 contact hours.

Prerequisite: ELED 300, with minimum grade of B-; admission to the elementary education teacher preparation program; or consent of department chair. Concurrent with ELED 422.

Offered: Fall, Spring.

**ELED 436 - Teaching Social Studies to Diverse Learners (3)**

The role of social studies in elementary schools and the development of teaching/learning strategies are examined, including becoming culturally conscientious and responsive to diverse learners. Laboratory/conference required. 5 contact hours.

Prerequisite: ELED 300, with minimum grade of B-; ELED 422 and ELED 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, Spring.

**ELED 437 - Elementary School Science and Health Education (3)**

The role of science and health in elementary schools and the development of teaching/learning strategies are examined, including teaching science and health to special populations. Laboratory/conference required. 5 contact hours.

Prerequisite: BIOL 100 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 ELED 435, each with minimum grade of B-; admission to the elementary education teacher preparation program; or consent of department chair.

Offered: Fall, Spring.

**ELED 438 - Teaching Elementary School Mathematics (3)**

The role of mathematics in elementary schools and the development of teaching/learning strategies are examined, including teaching mathematics to special populations. Laboratory/conference required. 5 contact hours.

Prerequisite: ELED 300, with minimum grade of B-; ELED 422 and ELED 435, each with minimum grade of B-; MATH 143 and MATH 144, each with minimum grade of C; admission to the elementary education teacher preparation program; or consent of department chair.

Offered: Fall, Spring.

**ELED 439 - Student Teaching in the Elementary School (9)**

In this culminating field experience, candidates complete a teaching experience in an elementary school under the supervision of a cooperating teacher and college supervisor. This is a full-semester assignment. Graded S, U.

Prerequisite: Concurrent enrollment in ELED 469; satisfactory completion of all major and professional courses required prior to student teaching; a positive recommendation from the professor of each elementary education course; a cumulative GPA of 2.50 a full semester prior to student teaching; passing score(s) on the Praxis II, approved Preparing to Teach Portfolio; and completion of the community service requirement.

Offered: Fall, Spring.

**ELED 469 - Best Practices: Instruction, Assessment, Classroom Management (3)**

Candidates analyze teaching as a profession. Topics include current issues and practices in teaching; collaborations among school personnel, families, and community agencies; assessment; classroom management; and job search.

Prerequisite: Concurrent enrollment in ELED 439.

Offered: Fall, Spring.

**ELED 490 - Directed Study (3)**

Designed to be a substitute for a traditional course under the instruction of a faculty member.

Prerequisite: Consent of instructor, department chair and dean.

Offered: As needed.

**ELED 491 - Independent Study I (3)**

Students select a topic and undertake concentrated research or creative activity under the mentorship of a faculty member.

Prerequisite: Consent of instructor, program director and dean, and admission to the elementary education honors program.

Offered: As needed.

**ELED 492 - Independent Study II (3)**

This course continues the development of research or activity begun in ELED 491. For departmental honors, the project requires final assessment by the department.

Prerequisite: ELED 491; and consent of instructor, program director and dean.

Offered: As needed.

**ELED 500 - Reflections: The Art and Science of Teaching (3)**

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.

Prerequisite: Prior or concurrent enrollment in CEP 552 and matriculation into M.A.T. program.

Offered: Fall, Spring, Summer.

**ELED 504 - Mathematics in the Elementary School (3)**

Focus is on the content and approach to modern mathematics programs, particularly current research and curriculum trends.

Prerequisite: Graduate status and elementary school teaching experience, or consent of instructor.

Offered: Fall, Spring.

**ELED 506 - Elementary Mathematics: Geometry, Measurement, Data, Statistics (3)**

Elementary mathematics curriculum, content knowledge, standards-based instruction, and research in pedagogy are linked to the teaching of geometry, measurement, and data in the elementary classroom.

Prerequisite: Graduate status and elementary school teaching experience, or consent of instructor.

Offered: As needed.

**ELED 508 - Language Arts in the Elementary School (3)**

Research and theory as it applies to oral and written language learning, classroom talk, sociocultural diversity in communication styles, and the teacher's role in a child-centered classroom are examined.

Prerequisite: Graduate status or consent of instructor.

Offered: Summer.

**ELED 510 - Research Methods, Analysis, and Applications (3)**

Practitioners and consumers of research literature examine the process, products, and application of educational inquiry. Topics include research design, data collection, and analysis.

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 512 - Theoretical Perspectives on How Students Learn (3)**

The research on learning and theory are explored that have informed teaching in the United States. Study includes the foundations of traditional and constructivist education.

Prerequisite: Graduate status.

Offered: Annually.

**ELED 513 - Designing and Assessing Teaching and Learning (3)**

Students examine the theory and strategies for designing and assessing instruction, considering the diversity of learners, the nature of content, and ways of knowing.

Prerequisite: Graduate status and ELED 512.

Offered: Annually.

**ELED 514 - Educational Change (3)**

Applications of change models are incorporated into professional and educational settings. Course readings and projects explore models of educational change and reform through teachers' professional development and grant-writing activities.

Prerequisite: ELED 513 and matriculation into the M.Ed. program.

Offered: Annually.

**ELED 518 - Science in the Elementary School (3)**

Emphasis is on recent research and curriculum trends in science education. Individual and group laboratory experiences employ various science processes.

Prerequisite: Graduate status and one year of college-level science or consent of instructor.

Offered: Fall, Spring.

**ELED 519 - Professional Development for Cooperating Teachers (3)**

Cooperating teachers gain knowledge, tools, and experience that help them prepare teacher candidates to meet professional requirements in elementary and early childhood education. This course may be repeated after four years. Hybrid course.

Prerequisite: Graduate status and currently serving as a cooperating teacher, or consent of department chair.

Offered: As needed.

**ELED 522 - Developmental Reading: M.A.T. Practicum I (3)**

Research and theory as it applies to developmental reading and associated teaching methods are examined. Emphasis is on application and authentic assessment in practicum settings with diverse populations. 5 contact 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 as needed.

**ELED 527 - Language Arts M.A.T. Practicum (3)**

Research and theory as it applies to language arts and associated teaching methods are examined. Emphasis is on application and authentic assessment in practicum settings with diverse populations. 5 contact 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 as needed.

**ELED 528 - Social Studies in the Elementary School (3)**

Students examine and evaluate objectives, content, and the organization of social studies curriculum, resource materials and selected instructional models in the light of current recommendations and research data.

Prerequisite: Graduate status and elementary school teaching experience or consent of instructor.

Offered: Fall, Spring, Summer.

**ELED 537 - Science M.A.T. Practicum (3)**

Research and theory as it applies to science and associated teaching methods are examined. Emphasis is on application and authentic assessment in practicum settings with diverse populations. 5 contact 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 as needed.

**ELED 538 - Mathematics M.A.T. Practicum (3)**

Research and theory as it applies to mathematics and associated teaching methods are examined. Emphasis is on application and authentic assessment in practicum settings with diverse populations. 5 contact 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 as needed.

**ELED 540 - Curriculum and Assessment (3)**

Theory and strategies for designing curriculum and assessing student learning are examined, along with other factors affecting teaching and learning. An online component is included.

Prerequisite: Graduate status and a Teach For America corps member, or consent of department chair.

Offered: As needed.

**ELED 541 - Teaching Literacy across the Curriculum (3)**

This course examines how literacy theory and children's language and literacy development drive effective literacy assessment and instructional practice. An online component is included.

Prerequisite: Graduate status and a Teach For America corps member, or consent of department chair.

Offered: As needed.

**ELED 542 - Educating All Students (3)**

Focus is on the influence of culture and language on teaching and learning. Students develop skills to educate diverse learners. An online component is included.

Prerequisite: Graduate status and a Teach For America corps member, or consent of department chair.

Offered: As needed.

**ELED 543 - Integrating Theory and Methods (3)**

This interdisciplinary course focuses on applying theory in practice across content taught in elementary schools. Emphasis is on mathematics, science, and social studies. An online component is included.

Prerequisite: Graduate status and a Teach For America corps member, or consent of department chair.

Offered: As needed.

**ELED 558 - Teaching and Learning Writing (3)**

Focus is on the nature of composition, text types, and genre, including narration, exposition, description, and persuasion.

Prerequisite: Graduate status and ELED 508, or consent of instructor.

Offered: Summer (as needed).

**ELED 559 - Student Teaching in the Elementary School (7)**

In this culminating field experience, candidates complete a teaching experience in a preschool or elementary school under the supervision of a cooperating teacher and college supervisor. This is a full-semester assignment. Graded S, U.

Prerequisite: Satisfactory completion of all courses in the M.A.T. in elementary education program required prior to student teaching; a positive recommendation from the professor of each elementary education course; a minimum grade of B- in all professional education courses; a cumulative GPA of 3.0 a full semester prior to student teaching; passing score(s) on the Praxis II, and an approved Preparing to Teach Portfolio.

Offered: Fall, Spring.

**ELED 569 - Student Teaching Seminar in Elementary Education (2)**

Teacher behaviors appropriate to effective teaching are developed. Topics include classroom and time management, effective communication, learning styles, and teaching strategies. This seminar meets weekly.

Prerequisite: Graduate status and concurrent enrollment in ELED 559.

Offered: Fall, Spring.

**ELED 618 - Elementary Mathematics Seminar (1)**

Teacher behaviors appropriate to effective Math Specialist teaching are developed. Candidates demonstrate Association of Mathematics Teacher Educators competencies while completing a 100-hour internship teaching mathematics. 2 contact hours.

Prerequisite: Graduate status, MTET 511, MTET 512, MTET 513, and MTET 514 or consent of department chair.

Offered: Fall.

**ELED 619 - Elementary Mathematics Assessment and Remediation Clinic (6)**

Focus is on the assessment and remediation of mathematics difficulties, proficiency in topics central to elementary mathematics, and understanding how children learn mathematics. This course is taught in a six-week summer clinic. Students complete 50 internship hours. 16 contact hours.

Prerequisite: Graduate status and ELED 504 or consent of department chair.

Offered: As needed.

**ELED 664 - Seminar in Education (3)**

Topics vary.

Offered: As needed.

**ELED 691-694 - Directed Research (1-4)**

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.

Prerequisite: Enrollment in the M.Ed. program in secondary education or the educational specialist programs and consent of department chair.

Offered: As needed.

## **ENGL - English**

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**ENGL 100 - Studies in Literature (4)**

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.

General Education Category: Literature.

Offered: Fall, Spring, Summer.

**ENGL 113 - Approaches to Drama: Page to Stage (4)**

What makes drama unique from other genres? Paying special attention to the performative aspects, students experience, explore, and analyze plays from the Greeks to the contemporary.

General Education Category: Arts - Visual and Performing.

Offered: Fall, Spring.

**ENGL 118 - Introduction to the Literary Experience (4)**

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.

Offered: As needed.

**ENGL 120 - Studies in Literature and Identity (4)**

This course provides students with a rich experience of literature from a variety of periods and genres that explores issues of identity.

General Education Category: Literature.

Offered: Fall, Spring, Summer.

**ENGL 121 - Studies in Literature and Nation (4)**

This course provides students with a rich experience of literature from a variety of periods and genres that explores issues of nationality and nationhood.

General Education Category: Literature.

Offered: Fall, Spring, Summer.

**ENGL 122 - Studies in Literature and the Canon (4)**

This course provides students with a rich experience of literature from a variety of periods and genres that explores canonical issues.

General Education Category: Literature.

Offered: Fall, Spring, Summer.

**ENGL 123 - Studies in Literature and Genre (4)**

This course provides students with a rich experience of literature from a variety of periods and genres that explores generic issues.

General Education Category: Literature.

Offered: Fall, Spring, Summer.

**ENGL 201 - Literary Studies: Analysis (4)**

Students examine the principles that define form and meaning in a literary text, particularly the practice of close reading and the acquisition of a critical vocabulary and methodology.

Prerequisite: Gen. Ed. literature in English and FYW 100 or FYW 100P (or completion of the college writing requirement).

Offered: Fall, Spring.

**ENGL 202 - Literary Studies: Theory and Criticism (4)**

Students read a range of critical and literary theories and consider fundamental issues of literary interpretation including the assumptions involved in reading and writing about texts.

Prerequisite: ENGL 201.

Offered: Fall, Spring.

**ENGL 205 - British Literature to 1700 (4)**

Students study works of British literature from the Middle Ages through the seventeenth century.

Prerequisite: Gen. Ed. literature in English and FYW 100 or FYW 100P (or completion of college writing requirement).

Offered: As needed.

**ENGL 206 - British Literature since 1700 (4)**

Students study works of British literature from the eighteenth century to the present.

Prerequisite: Gen. Ed. literature in English and FYW 100 or FYW 100P (or completion of college writing requirement).

Offered: As needed.

**ENGL 207 - American Literature, Beginnings to the present (4)**

Students survey American literature across all periods, from the pre-colonial to the present day, and study major historical and literary contexts.

Prerequisite: Gen. Ed. literature in English and FYW 100 or FYW 100P (or completion of college writing requirement).

Offered: Fall, Spring, Summer.

**ENGL 210 - Children's Literature: Interpretation and Evaluation (4)**

Studying writings from early folklore to current books written for toddlers to preteens tells us much about changing social perceptions of children and childhood throughout the ages.

Prerequisite: Gen. Ed. literature in English and FYW 100 or FYW 100P (or completion of college writing requirement).

Offered: Fall, Spring, Summer.

**ENGL 212 - Adolescent Literature: Images of Youth (4)**

Through a variety of literary and visual texts, students explore images of and themes related to adolescence in young adult literature.

Prerequisite: Gen. Ed. literature in English and FYW 100 or FYW 100P (or completion of college writing requirement).

Offered: Fall, Spring, Summer.

**ENGL 220 - Introduction to Creative Writing (4)**

Basic techniques of writing fiction and poetry are introduced. Emphasis is on fundamental methods and forms basic to contemporary fiction and poetry.

Prerequisite: FYW 100 or FYW 100P or completion of College Writing Requirement.

Offered: Fall, Spring.

**ENGL 230 - Writing for Professional Settings (4)**

Students explore the social and rhetorical dimensions of professional communication. Emphasis is on the rhetorical situation. Genres may include business letters, memos, proposals, and/or reports.

Prerequisite: FYW 100 or FYW 100P or completion of College Writing Requirement.

Offered: Fall, Spring, Summer.

**ENGL 231 - Writing for Digital and Multimedia Environments (4)**

Students examine the consumption and production of digital and multimedia communication. Emphasis is on the rhetorical situation. Genres may include rhetorical analyses, proposals, progress reports, and blogs.

Prerequisite: FYW 100 or FYW 100P or completion of College Writing Requirement.

Offered: As needed.

**ENGL 232 - Writing for the Public Sphere (4)**

Students explore the critical and communicative tools of democratic participation. Emphasis is on the rhetorical situation. Genres may include letters, editorials, rhetorical analyses, white papers, and/or position papers.

Prerequisite: FYW 100 or FYW 100P or completion of College Writing Requirement.

Offered: As needed.

**ENGL 261 - Arctic Encounters (4)**

Students examine narratives of cultural contact, both “factual” and “fictional,” between European “explorers” of the Arctic and native peoples in the comparative context of European colonialism and emergent native literatures.

General Education Category: Connections.

Prerequisite: FYS 100, FYW 100/FYW 100P/FYW 100H, and at least 45 credits.

Offered: As needed.

**ENGL 262 - Women, Crime, and Representation (4)**

Representations are examined in fiction, nonfiction, film, and television of women as criminals, as crime victims, and as detectives. Emphasis is on 20<sup>th</sup>- and 21<sup>st</sup>-century texts from several countries.

General Education Category: Connections.

Prerequisite: FYS 100, FYW 100/FYW 100P/FYW 100H, and at least 45 credits.

Offered: As needed.

**ENGL 263 - Zen East and West (4)**

Students explore Zen and its way of mindful “unknowing” from Eastern and Western expressions. Students read and write about literature, film, and representative works of Zen Buddhism from across time and across cultures.

General Education Category: Connections.

Prerequisite: FYS 100, FYW 100/FYW 100P/FYW 100H, and at least 45 credits.

Offered: Spring (alternate years).

**ENGL 265 - Women's Stories across Cultures (4)**

Contemporary narratives by women from various world cultures are compared. Focus is on women's struggles for identity and their diverse modes of telling stories, including fiction, film, memoir, and comics.

General Education Category: Connections.

Prerequisite: FYS 100, FYW 100/FYW 100P/FYW 100H, and at least 45 credits.

Offered: As needed.

**ENGL 266 - Food Matters: The Rhetoric of Eating (4)**

Employing a multi-disciplinary approach, students examine the contemporary U.S. food system and its implications for eaters and citizens.

General Education Category: Connections.

Prerequisite: FYS 100, FYW 100/FYW 100P/FYW 100H, and at least 45 credits.

Offered: Spring (alternate years).

**ENGL 267 - Books that Changed American Culture (4)**

Students will read and discuss selected fiction and nonfiction bestsellers that had a profound influence on twentieth-century American society.

General Education Category: Connections.

Prerequisite: FYS 100, FYW 100/FYW 100P/FYW 100H and at least 45 credits.

Offered: Alternate years.

**ENGL 301 - Reading America to the Civil War (4)**

Students read poetry, nonfiction prose, and short fiction from various periods of American history, from exploration and settlement through the rise of the nation to the cataclysmic Civil War.

Prerequisite: ENGL 202.

Offered: As needed.

**ENGL 302 - American Literature from 1860 to 1914 (4)**

Students read late nineteenth to early twentieth-century poetry, nonfiction prose, and short fiction focusing on such subjects as the Civil War, modernization, immigration, national identity, Realism, Naturalism, and Regionalism.

Prerequisite: ENGL 202.

Offered: As needed.

**ENGL 303 - Rise of the American Novel (4)**

Students study the beginnings and rise of the American novel to 1914 through literary developments and genres like historical and gothic romance, Regionalism and Realism, and sentimental and domestic fiction.

Prerequisite: ENGL 202.

Offered: As needed.

**ENGL 315 - Literature, Environment and Ecocriticism (4)**

Students explore the interdisciplinary connections among Ecocriticism-as-theory, literature, and film. Students will make the all-important interdisciplinary connections in and among varied fields related to Environmental Studies.

Prerequisite: ENST 200.

Offered: Annually.

**ENGL 321 - Poetry in the Modern Age (4)**

Students read poetry from 1900 to the mid-twentieth century.

Prerequisite: ENGL 202.

Offered: As needed.

**ENGL 322 - Redefining Drama in the Modern Age (4)**

Students follow late nineteenth to mid-twentieth century developments in realism, naturalism, and expressionism in British, European, and American drama.

Prerequisite: ENGL 202 or consent of department chair.

Offered: As needed.

**ENGL 323 - British Novels and the Modernist Revolution (4)**

Students read British novels of the early twentieth century in relation to the rise of literary modernism.

Prerequisite: ENGL 202.

Offered: As needed.

**ENGL 324 - Literature by Women (4)**

Students read works by women writers and engage issues of gender, tradition, and canon. The genre of literature may vary.

Prerequisite: ENGL 202 or consent of department chair.

Offered: As needed.

**ENGL 325 - Literature and Film: Page to Screen (4)**

Students explore the nature of adaptation by examining literary sources and their expression in cinematic and other visual forms.

Prerequisite: ENGL 202 or consent of department chair.

Offered: As needed.

**ENGL 326 - Studies in African American Literature (4)**

Students read African-American literature in English. Students may repeat this for credit with a change in content.

Prerequisite: ENGL 202 or consent of department chair.

Offered: As needed.

**ENGL 327 - Studies in Multicultural American Literatures (4)**

Students explore issues of race, ethnicity, and canon through the study of several American literatures, such as African-American, Asian-American, Hispanic-American, and Native-American. Students may repeat with change in content.

Prerequisite: ENGL 202.

Offered: As needed.

**ENGL 328 - Modernism and American Fiction (4)**

Students explore fiction from WWI to the mid-twentieth century with a focus on modernist literary experimentation and such themes as gender, race, urbanism, and expatriation.

Prerequisite: ENGL 202.

Offered: As needed.

**ENGL 329 - American Literature after 1945 (4)**

Students study American fiction from mid-twentieth century to the present.

Prerequisite: ENGL 202.

Offered: As needed.

**ENGL 335 - Literatures of the World to 1500 (4)**

Students analyze world literature to 1500 from such regions as ancient Greece, Europe, the Middle-East, Asia, Africa, and the Americas.

Students may repeat for credit with change in content.

Prerequisite: ENGL 202.

Offered: As needed.

**ENGL 336 - Reading Globally (4)**

Students engage various literary genres from Asia, Africa, and other regions in a global context.

Prerequisite: ENGL 202 or consent of department chair.

Offered: As needed.

**ENGL 337 - Topics in the Aesthetics of Film (4)**

This course is intended for students who are not necessarily majoring in film but still wish to explore a designated issue related to film and the cinematic medium. Topic varies.

Prerequisite: ENGL 202 or consent of department chair.

Offered: As needed.

**ENGL 340 - Contemporary Poetry (4)**

Students analyze major trends, movements, and figures from the mid-twentieth century to the present.

Prerequisite: ENGL 202.

Offered: As needed.

**ENGL 342 - Landmarks in Contemporary Drama (4)**

Students examine developments in the world of drama and stagecraft from the mid-twentieth century to the present with an emphasis on experiments in form, language, space, and topic.

Prerequisite: ENGL 202 or consent of department chair.

Offered: As needed.

**ENGL 343 - Recent Fiction (4)**

Students examine fiction of the last twenty years.

Prerequisite: ENGL 202.

Offered: As needed.

**ENGL 344 - The Age of Chaucer (4)**

Students read and analyze selected works of Chaucer and his near-contemporaries such as the Pearl Poet, Langland, and Christine de Pizan. Students will read texts primarily in the original Middle English.

Prerequisite: ENGL 202.

Offered: As needed.

**ENGL 345 - Shakespeare: Histories and Comedies (4)**

Students analyze Shakespeare's histories and comedies in their theatrical, literary, and social contexts.

Prerequisite: ENGL 202 or consent of department chair.

Offered: As needed.

**ENGL 346 - Shakespeare: The Tragedies and Romances (4)**

Students analyze Shakespeare's tragedies and romances in their theatrical, literary, and social contexts.

Prerequisite: ENGL 202 or consent of department chair.

Offered: As needed.

**ENGL 347 - Literatures of Medieval Britain (4)**

Students will read medieval texts from a rich variety of literary genres such as romances, tales of legendary heroes and heroines, dream visions, and lyric poetry.

Prerequisite: ENGL 202.

Offered: As needed.

**ENGL 348 - Early British Renaissance (4)**

Students read representative British literature from the 16<sup>th</sup> century.

Prerequisite: ENGL 202.

Offered: As needed.

**ENGL 350 - Topics Course in English (4)**

Topics courses vary in content and are not offered on a regular basis. For details, check the departmental course descriptions published each semester.

Prerequisite: ENGL 202.

Offered: As needed.

**ENGL 351 - Seventeenth-Century British Literature (4)**

Students read representative British literature from the 17<sup>th</sup> century.

Prerequisite: ENGL 202.

Offered: As needed.

**ENGL 352 - Restoration and Eighteenth-Century British Literature (4)**

Students read representative British literature from the 17<sup>th</sup> - 18<sup>th</sup> centuries.

Prerequisite: ENGL 202.

Offered: As needed.

**ENGL 354 - British Romanticism (4)**

Studying representative works and writers, students explore significant cultural and literary movements in Britain in the late-eighteenth and early-nineteenth centuries.

Prerequisite: ENGL 202.

Offered: As needed.

**ENGL 355 - Victorian Literature and Culture (4)**

Students explore some of the poetry, fiction, drama, and nonfiction of this fertile and diverse period. Writers include Carlyle, Darwin, Dickens, Tennyson, both Brownings, Eliot, and Wilde.

Prerequisite: ENGL 202.

Offered: As needed.

**ENGL 356 - Medieval and Renaissance Drama (4)**

Students follow the development of British drama from its beginnings in the Middle Ages to the theatre closings in 1642 and examine major Elizabethan and Jacobean dramatists other than Shakespeare.

Prerequisite: ENGL 202.

Offered: As needed.

**ENGL 357 - Dramatizing the Restoration and its Aftermath (4)**

1660 to 1784 saw drastic changes in the closely connected arenas of English politics and drama. Studying comedies and tragedies, students explore innovations in form and stagecraft of this period.

Prerequisite: ENGL 202.

Offered: As needed.

**ENGL 358 - Inventing the British Novel (4)**

Students analyze representative British novels from the 17<sup>th</sup> through the 18<sup>th</sup> centuries.

Prerequisite: ENGL 202.

Offered: As needed.

**ENGL 359 - The British Novel, 1800-1899 (4)**

Students analyze representative British novels from the 19<sup>th</sup> century.

Prerequisite: ENGL 202.

Offered: As needed.

**ENGL 371 - Advanced Creative Writing, Fiction (4)**

Students write, discuss, and revise a number of original works and study the work of established writers. Students may repeat this course for credit.

Prerequisite: ENGL 220.

Offered: Fall, Spring.

**ENGL 372 - Advanced Creative Writing, Poetry (4)**

Students write, discuss, and revise a number of poems and analyze the works of established poets. Students may repeat this course for credit.

Prerequisite: ENGL 220.

Offered: Fall, Spring.

**ENGL 373 - Advanced Creative Writing, Nonfiction Prose (4)**

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. Students may repeat this course for credit.

Prerequisite: ENGL 220.

Offered: As needed.

**ENGL 375 - Shoreline Production: Selection and Editing (2)**

Students learn the basic principles of producing a literary magazine, Shoreline, including manuscript solicitation, selection, and editing. This course may be repeated for elective credit only.

Prerequisite: FYW 100 or FYW 100P or consent of the instructor.

Offered: Fall.

**ENGL 376 - Shoreline Production: Design and Distribution (2)**

Students learn the basic principles of producing a literary magazine, Shoreline, including copy editing, design, and distribution. This course may be repeated for elective credit only.

Prerequisite: FYW 100 or FYW 100P or consent of the instructor.

Offered: Spring.

**ENGL 378 - Studies in Composition (4)**

Students are introduced to the current themes and questions that animate the field of composition studies.

Prerequisite: ENGL 202 or consent of department chair.

Offered: As needed.



**ENGL 379 - Studies in Rhetoric (4)**

Students are introduced to the principles, histories, and theories of ancient and contemporary rhetoric.

Prerequisite: ENGL 202 or consent of department chair.

Offered: As needed.

**ENGL 390 - Directed Study (4)**

Designed to be a substitute for a traditional course under the instruction of a faculty member.

Prerequisite: Consent of instructor, department chair and dean.

Offered: As needed.

**ENGL 432 - History of the English Language (4)**

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.

Prerequisite: ENGL 202.

Offered: As needed.

**ENGL 433 - Modern English Grammar (4)**

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.

Prerequisite: ENGL 202.

Offered: As needed.

**ENGL 434 - Studies in Theory and Criticism (4)**

Topics are selected from contemporary theory or the history of criticism. This course may be repeated for credit with a change in content.

Prerequisite: ENGL 202.

Offered: As needed.

**ENGL 460 - Seminar in Major Authors and Themes (4)**

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.

Prerequisite: Four 300-level English courses.

Offered: Fall, Spring.

**ENGL 477 - Internship in Rhetoric and Writing (4)**

Students apply general writing knowledge in a workplace setting. Students also attend a weekly seminar. 8-10 contact hours.

Prerequisite: For students with a minor in rhetoric and writing: completion of two 200-level courses and two 300- to 400-level courses in the minor, and a minimum GPA of 3.0 in the major. For nonminors: a minimum GPA of 3.0 and/or permission of department chair or instructor.

Offered: As needed.

**ENGL 481 - Advanced Workshop in Creative Writing (4)**

Students produce original works of fiction, poetry, or nonfiction prose that is of publishable quality. Enrollment is limited to fifteen students.

Prerequisite: Completion of at least 8 credit hours of creative writing courses at the 300-level or consent of program director.

Offered: As needed.

**ENGL 490 - Directed Study (4)**

Students select a topic and undertake concentrated research under the supervision of a faculty member. Students who wish to pursue a creative writing project should submit a portfolio of work with their application.

Prerequisite: Consent of instructor, department chair, and dean.

Offered: As needed.

**ENGL 491 - Independent Study I (4)**

Students select a topic and undertake concentrated research or creative activity under the mentorship of a faculty member. Students who wish to pursue a creative writing project should submit a portfolio of work with their application.

Prerequisite: Completion of 12 credits of 300/400 level ENGL courses, consent of instructor, department chair and dean and admission to the English honors program. Students who wish to pursue a creative writing project should submit a portfolio of work with their application.

Offered: As needed.

**ENGL 492 - Independent Study II (4)**

This course continues the development of research or creative activity begun in ENGL 491. For departmental honors, the project requires final assessment by the department's Honors Committee or Creative Writing faculty.

Prerequisite: ENGL 491; and consent of instructor, department chair and dean.

Offered: As needed.

**ENGL 501 - Introduction to Graduate Study (3)**

Students are introduced to the advanced study of literature and to current critical theories and methodologies.

Prerequisite: Graduate status and consent of department chair.

Offered: Fall.

**ENGL 520 - Topics in Composition Theory and Rhetoric (3)**

Students are introduced to topics in the field of composition and rhetoric, including the theory and teaching of writing, the history of rhetoric and composition and various contemporary research areas.

Prerequisite: Graduate status and consent of department chair.

Offered: As needed.

**ENGL 521 - Topics in Cultural Studies (3)**

Students view texts as cultural products and as forms of cultural practice in the context of such issues as racial, sexual, and class politics.

Prerequisite: Graduate status and consent of department chair.

Offered: As needed.

**ENGL 522 - Topics in Feminist Theory and Literature (3)**

Focus is on one or more areas of contemporary feminist theory in conjunction with literature by women and/or representations of women in literature.

Prerequisite: Graduate status and consent of department chair.

Offered: As needed.

**ENGL 523 - Topics in Ethnic American and/or African American Literatures (3)**

Issues of culture, identity, race, and power are considered in the literature of one or more ethnic groups and/or of African Americans.

Prerequisite: Graduate status and consent of department chair.

Offered: As needed.

**ENGL 524 - Topics in Postcolonial Literatures (3)**

Students examine representative ideas found in African, South Asian, and Caribbean postcolonial literatures and their contributions to Western discourses on race, ethnicity, and gender and on debates about literary form and canon formation.

Prerequisite: Graduate status and consent of department chair.

Offered: As needed.

**ENGL 525 - Topics in Genre (3)**

Focus is on the theory and practice of a particular genre or on a comparative cross-genre approach.

Prerequisite: Graduate status and consent of department chair.

Offered: As needed.

**ENGL 530 - Topics in British Literature before 1660 (3)**

Achievements of British writers from the medieval and Renaissance periods are considered within their cultural contexts. Periods, topics, and approaches vary with instructor.

Prerequisite: Graduate status and consent of department chair.

Offered: As needed.

**ENGL 531 - Topics in British Literature from 1660 to 1900 (3)**

Achievements of Restoration and eighteenth-century, romantic and Victorian British writers are considered within their cultural contexts. Periods, topics, and approaches vary with instructor.

Prerequisite: Graduate status and consent of department chair.

Offered: As needed.

**ENGL 532 - Topics in British Literature since 1900 (3)**

Achievements of modern and contemporary British writers are considered within their cultural contexts. Periods, topics, and approaches vary with instructor.

Prerequisite: Graduate status and consent of department chair.

Offered: As needed.

**ENGL 540 - Topics in American Literature before 1900 (3)**

Achievements of American writers from the beginning through the nineteenth century are explored within their cultural contexts. Periods, topics, and approaches vary with instructor.

Prerequisite: Graduate status and consent of department chair.

Offered: As needed.

**ENGL 541 - Topics in American Literature since 1900 (3)**

Achievements of American writers of the past century are examined within their cultural contexts. Periods, topics, and approaches vary with instructor.

Prerequisite: Graduate status and consent of department chair.

Offered: As needed.

**ENGL 560 - Seminar in Literary Theory (3)**

Significant issues in literary and cultural theory are considered.

Prerequisite: Graduate status and consent of department chair.

Offered: As needed.

**ENGL 581 - Workshop in Creative Writing (3)**

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.

Prerequisite: Graduate status and consent of department chair.

Offered: As needed.

**ENGL 581 - Workshop in Creative Writing (12)****ENGL 591 - Directed Reading (3)**

After consulting an advisor, the student pursues a program of reading. This course may be repeated for credit with a change in content.

Prerequisite: Graduate status and consent of the Department of English Graduate Committee.

Offered: As needed.

**ENGL 592 - Master's Thesis (3)**

Students write either a substantial critical paper or a substantial portfolio of creative work under the supervision of a faculty member.

Prerequisite: Graduate status and approval of thesis proposal by the Department of English Graduate Committee.

Offered: As needed.

## **ESL - English as a Second Language**

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**ESL 101 - Intensive Basic English as a Second Language (4)**

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 contact hours. (Intended for nonnative speakers of English.)

Prerequisite: Department placement examination.

Offered: Fall, Spring.

**ESL 102 - Intensive Intermediate English as a Second Language (4)**

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 contact hours. (Intended for nonnative speakers of English.)

Prerequisite: ESL 101 or department placement examination.

Offered: Fall, Spring.

**ESL 201 - Intensive Advanced English as a Second Language (4)**

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 contact hours. (Intended for nonnative speakers of English.)

Prerequisite: ESL 102 or a department placement examination.

Offered: Fall, Spring.

## **ENST - Environmental Studies**

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**ENST 200 - Environmental Studies (4)**

Taking an interdisciplinary perspective, students will examine the reciprocal relationship between humans and the natural environment, emphasizing the ecological and social aspects of environmental issues.

Offered: Fall, Spring.

**ENST 350 - Topics in Environmental Studies (4)**

Topics courses vary in subject matter, covering current issues or specialized content that are not addressed in the main curriculum. This course may be repeated once for credit with a change in topic.

Prerequisite: Completion of ENST 200 and at least 45 college credits or consent of program chair and instructor.

Offered: As needed.

**ENST 390 - Directed Study in Environmental Studies (1-4)**

Designed to be a substitute for a traditional course under the instruction of a faculty member. This course may be repeated with a change in topic.

Prerequisite: Completion of at least 60 college credits, ENST 200, at least four (4) additional foundational courses in the major and consent of program chair and instructor.

Offered: As needed.

**ENST 461 - Environmental Studies Capstone Seminar (4)**

Senior environmental studies majors collaborate with campus and community organizations to lend their creativity, knowledge and research skills to addressing environmental issues in Rhode Island.

Prerequisite: ENST 200, at least 6 courses in the ENST major, 90 credit hours.

Offered: Fall.

**ENST 462 - Internship in Environmental Studies (4)**

This internship, normally taken during the senior year, provides students with field experience in local, state, or national agencies or private agencies. Assignments relate field experiences to academic concepts.

Prerequisite: ENST 200, at least 6 courses in the ENST major, 90 credit hours.

Offered: Fall, Spring, Summer.

**ENST 490 - Independent Study in Environmental Studies (1-4)**

Students select a topic and undertake concentrated research or creative activity under the mentorship of a faculty member. May be repeated with a change in topic or continuation of a non-honors project.

Prerequisite: Completion of at least 90 college credits and consent of dean, program chair and instructor with whom student plans to study.

Offered: As needed.

## FILM - Film Studies

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**FILM 116 - Introduction to Film (4)**

Film as an art form is studied through viewing and analyzing representative films and by reading and writing essays on the aesthetics of film.

General Education Category: Arts - Visual and Performing.

Offered: Fall, Spring, Summer.

**FILM 219 - Methods of Film Analysis (4)**

Major concepts and methodologies in film studies are introduced. Emphasis is on critical readings and writings of film.

Prerequisite: FILM 116 or consent of program director.

Offered: Spring.

**FILM 220 - History of Film I (4)**

The history of film is traced from its origins to World War II. Major theoretical statements from the period are also considered.

Prerequisite: FILM 116 or consent of program director.

Offered: Fall.

**FILM 221 - History of Film II (4)**

Focus is on international developments in film from World War II to the present. Students are encouraged to take FILM 220 before enrolling in this course.

Prerequisite: FILM 116 or consent of program director.

Offered: Spring.

**FILM 262 - Cross-Cultural Projections: Exploring Cinematic Representation (4)**

Focus is on cross-cultural representation in film. Students analyze how American cinema has represented other cultures and how other cultures have represented themselves and/or the United States. Topic varies.

General Education Category: Connections.

Prerequisite: FYS 100, FYW 100/FYW 100P/FYW 100H, and 45 credits.

Offered: As needed.

**FILM 349 - Visual Anthropology (4)**

Visual techniques for data collection, production and interpretation are explored within an anthropological framework. Students will learn how photography, film and other media can represent the self and other. Students cannot receive credit for both FILM 349 and ANTH 349.

Prerequisite: One of the following courses: ANTH 101, ANTH 102, ANTH 103, ANTH 104, FILM 219 or consent of instructor.

Offered: Alternate years.

**FILM 351 - Major Directors (4)**

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.

Prerequisite: FILM 219 or consent of program director.

Offered: Alternate years.

**FILM 352 - Film Genres (4)**

An important film genre is traced. Topic varies. This course may be repeated for credit with a change in content.

Prerequisite: FILM 219 or consent of program director.

Offered: Alternate years.

**FILM 353 - National Cinemas (4)**

Movements in national cinemas are analyzed. Topics vary. This course may be repeated for credit with a change in content.

Prerequisite: FILM 219 or consent of program director.

Offered: Alternate years.

**FILM 354 - Television Genres (4)**

**Aspects or issues related to the intersection of television and film are studied. Topic varies. This course may be repeated for credit with a change in content.**

Prerequisite: FILM 219 or consent of program director.

Offered: Alternate years.

**FILM 355 - New Media (4)**

Aspects or issues related to the intersection of new media and film are studied. Topic varies. This course may be repeated for credit with a change in content.

Prerequisite: FILM 219 or consent of program director.

Offered: Alternate years.

**FILM 370 - Screenwriting I (4)**

Basic techniques of screenwriting are introduced. Emphasis is on narrative film form and development of plot lines, character, and film treatments. The workshop approach allows students to write, discuss, and revise screenplays and treatments.

Prerequisite: FILM 219.

Offered: Fall.

**FILM 371 - Screenwriting II (4)**

Advanced techniques for screenwriting are presented. Emphasis is on the development of characters, dialogue, and direction. The workshop approach allows students to write, discuss, and revise an original screenplay using a treatment from FILM 370.

Prerequisite: FILM 370.

Offered: Spring.

**FILM 372 - Preproduction: Word to Moving Image (4)**

Basic techniques of planning a film production are introduced. Narrative and documentary forms are introduced. Emphasis is on storyboarding, script writing, location scouting, casting, equipment planning, and shooting schedules.

Prerequisite: FILM 219.

Offered: Fall.

**FILM 373 - Introduction to Film Production (4)**

Basic techniques for lighting, shooting, audio capture, and editing digital film are presented. Emphasis is on developing a working understanding of the grammar of film and digital film editing practices.

Prerequisite: FILM 372.

Offered: Spring.

**FILM 374 - Film Production: Narrative Form (4)**

Building on an understanding of the techniques of narrative film form, students conceptualize, script, cast, shoot, and edit multiple narrative short films.

Prerequisite: FILM 373.

Offered: Alternate years.

**FILM 375 - Film Production: Documentary Form (4)**

Building on an understanding of the documentary film form, students research and write a documentary film proposal. Upon approval, students produce a documentary short film.

Prerequisite: FILM 373.

Offered: Alternate years.

**FILM 376 - Film Production: Experimental (4)**

Students are introduced to historical and contemporary practices in experimental film/video, with emphasis on creative decision making, concepts of play and possibility, experimentation, and personal approaches to filmmaking.

Prerequisite: FILM 373.

Offered: As needed.

**FILM 377 - Film Production: 2D Animation (4)**

Students are introduced to 2D digital animation tools, with emphasis on basic techniques (movement, character/background design, walk cycles, lip sync, and motion graphics). Short projects are created.

Prerequisite: FILM 373.

Offered: As needed.

**FILM 378 - Film Production: 3D Animation (4)**

Students are introduced to 3D digital animation tools, with emphasis on modeling and animating scenes. Short projects are created.

Prerequisite: FILM 377.

Offered: As needed.

**FILM 379 - Digital Audio Production (4)**

Students are introduced to sound theory and digital audio production. They gain experience with sound design, field and studio recording, editing, mixing, signal processing, and basic MIDI production.

Prerequisite: FILM 373.

Offered: As needed.

**FILM 454 - Film Theory (4)**

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.

Prerequisite: FILM 220, FILM 221; at least two 300-level film courses; or consent of program director.

Offered: Spring.

**FILM 479 - Film Studies Internship (1)**

Students gain professional experience in a range of opportunities related to the discipline of film studies. Higher credit loads are intended for off-campus residency-based semester-long internship programs. This course may be repeated for credit.

Prerequisite: A major in film studies; completion of at least 55 college credits, 18 of which are in film studies; and a 3.0 GPA in the major.

Offered: Fall, Spring, Summer.

**FILM 490 - Directed Study (4)**

Students select a topic and undertake concentrated research under the supervision of a faculty advisor.

Prerequisite: Consent of program director.

Offered: As needed.

**FILM 491 - Independent Study I (4)**

Students select a topic and undertake concentrated research or creative activity under the mentorship of a faculty member.

Prerequisite: Consent of instructor, program director and dean, and admission to the film studies honors program.

Offered: As needed.

**FILM 492 - Independent Study II (4)**

This course continues the development of research or creative activity begun in FILM 491. For departmental honors, the project requires final assessment by the department.

Prerequisite: FILM 491; and consent of instructor, program director and dean.

Offered: As needed.

## FIN - Finance

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### FIN 230 - Personal Finance (3)

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.

Offered: As needed.

### FIN 301 - Financial Management (4)

Financial management concepts are introduced. Topics include the time value of money, risk and return, capital budgeting, cost of capital, and capital structure. Bloomberg certification is incorporated as lab component.

Prerequisite: ACCT 201; MATH 177.

Offered: Fall, Spring, Summer.

### FIN 390 - Directed Study (4)

Designed to be a substitute for a traditional course under the instruction of a faculty member.

Prerequisite: Consent of instructor, department chair and dean.

Offered: As needed.

### FIN 423 - Financial Markets and Institutions (4)

Students examine securities markets and the institutions participating in them. Emphasis is on the Federal Reserve System, the regulation surrounding financial institutions and the lessons learned from past financial crises.

Prerequisite: ECON 215; FIN 301.

Offered: Fall, Spring.

### FIN 431 - Advanced Corporate Finance (4)

This course focuses on in-depth analysis of corporate finance issues related to risk management, cost of capital, capital budgeting, capital structure and dividend policy. Cases are used as learning tools.

Prerequisite: ECON 214; FIN 301; MATH 248.

Offered: Fall, Spring.

### FIN 432 - Investments (4)

This course explores the investment decision making process. Topics covered include different asset classes, trading mechanisms, market efficiency, modern portfolio theory, asset pricing models, derivatives and ethical issues.

Prerequisite: FIN 301; MATH 248.

Offered: Fall, Spring.

### FIN 434 - International Financial Management (4)

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.

Prerequisite: ECON 215; FIN 301; MATH 248.

Offered: Fall, Spring.

### FIN 435 - Financial Statement Analysis (4)

Financial statements and their use in assessing the value of a company's stock are analyzed. Students learn how different accounting methods can alter a company's financial disclosures. (Formerly FIN 335). Students cannot receive credit for both FIN 335 and FIN 435.

Prerequisite: FIN 301.

Offered: Fall, Spring.

### FIN 436 - Fixed Income Analysis (4)

Focus is on the valuation of fixed income securities. Risk analysis and management of bonds and structural products, such as mortgage-backed and asset-backed securities, are introduced.

Prerequisite: FIN 301; MATH 248.

Offered: As needed.

### FIN 441 - Financial Derivatives and Risk Management (4)

Students understand how financial derivative contracts, such as options, forwards, futures, and swaps, work. Emphasis is on the use of derivatives for risk management. Derivative pricing models are also introduced.

Prerequisite: FIN 432.

Offered: As needed.

### FIN 447 - Financial Modeling (4)

This is a hands-on course in which students build models that come from different subfields of finance, from time value of money to derivatives.

Prerequisite: FIN 432.

Offered: As needed.

### FIN 461 - Seminar in Finance (4)

This capstone course integrates theoretical and practical aspects of investments and corporate finance with emphasis on strategic decision making. It is a writing-intensive, critical thinking-oriented course that uses cases.

Prerequisite: FIN 431, FIN 432, MATH 248.

Offered: Fall, Spring.

### FIN 463 - Seminar in Portfolio Management (4)

The portfolio management process is examined. Topics include investment policy statement, asset allocation, and rebalancing portfolios. Use of a student-managed fund blends theory with practice of money management.

Prerequisite: FIN 432 and approval by a faculty selection committee.

Offered: As needed.

### FIN 467 - Directed Internship (3-9)

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.

Prerequisite: Junior standing, a major or minor in a School of Business program, and consent of internship director and appropriate faculty member.

Offered: Fall, Spring, Summer.

**FIN 490 - Independent Study in Finance (4)**

Students select a topic and undertake concentrated research or creative activity under the mentorship of a faculty member. May be repeated with a different topic or continuation of a non-honors project.

Prerequisite: Consent of instructor, department chair and dean.

Offered: As needed.

**FIN 491 - Independent Study I (4)**

This course emphasizes the development of research for students admitted to the finance honors program. The research topic is selected and conducted under the mentorship of a faculty advisor.

Prerequisite: Admission to the finance honors program and consent of instructor, department chair and dean.

Offered: As needed

**FIN 492 - Independent Study II (4)**

This course continues the development of research begun in FIN 491. The honors research is completed under the consultation of a faculty advisor. A research paper and presentation are required.

Prerequisite: FIN 491 and consent of instructor, department chair and dean.

Offered: As needed.

**FIN 556 - Mutual Funds for Income and Retirement (3)**

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.

Prerequisite: Graduate status and ACCT 533 or consent of instructor.

Offered: As needed.

**FIN 558 - Asset Allocation (3)**

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.

Prerequisite: Graduate status and consent of chair.

Offered: As needed.

**FIN 559 - Insurance Planning and Risk Management (3)**

Topics include the best insurance products available, risks to being insured, policy provisions, and adequacy of insurance coverage.

Prerequisite: AGraduate status and ACCT 533 or consent of chair.

Offered: As needed.

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**FYS - First Year Seminar**

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**FYS 100 - First Year Seminar (4)**

Students choose from a wide variety of topics rooted in various disciplines. Each section is discussion-based, focused on developing critical thinking, oral communication, research fluency, and written communication.

General Education Category: First Year Seminar.

Offered: Fall, Spring.

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**FYW - First Year Writing**

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**FYW 010 - College Writing Strategies (0)**

Students build confidence in their writing as they work closely with their instructor and peers to prepare for enrollment in FYW 100. Grading is S or U.

Offered: Fall, Spring, Summer

**FYW 100 - Introduction to Academic Writing (4)**

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.

General Education Category: First Year Writing.

Offered: Fall, Spring, Summer.

**FYW 100P - Introduction to Academic Writing PLUS (6)**

FYW 100P has the same outcomes and goals as FYW 100; however, FYW 100P is six credit hours, meets weekly in a computer classroom, and engages a Writing Center tutor.

General Education Category: First Year Writing

Offered: Fall, Spring

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**FNED - Foundations of Education**

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**FNED 100 - Education in a Democratic Society (3)**

Students examine the social and cultural forces that affect schools, and the teacher's role in supporting and advancing equity and aspects of diversity in a democratic society.

Offered: Summer.

**FNED 346 - Schooling in a Democratic Society (4)**

The social and cultural forces that affect schools are examined. Fifteen hours of field-based experience is required.

Prerequisite: 12 credit hours of course work and a minimum grade of B in FYW 100, or consent of department chair.

Offered: Fall, Spring, Summer.

**FNED 502 - Social Issues in Education (3)**

The social and cultural foundations of education are explored. Topics include historical, political, global, and legal perspectives on contemporary schooling.

Prerequisite: Graduate status or consent of department chair.

Offered: Fall, Spring, Summer.

**FNED 546 - Contexts of Schooling (4)**

Integrating class work and a fifteen-hour field component, students examine the social and cultural forces that affect schools.

Prerequisite: Graduate status or consent of department chair.

Offered: Fall, Spring.

**FNED 547 - Introduction to Classroom Research (3)**

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.

Prerequisite: Graduate status or consent of department chair.

Offered: Fall, Spring.

**FNED 561 - Latinos in the United States (4)**

Students examine recent scholarship on Latinos in the United States and undertake research projects that focus on Latino educational issues. Students may receive credit for only one of the following: ANTH 561 or FNED 561.

Prerequisite: Graduate status and any 300-level social or behavioral science course, or consent of department chair.

Offered: As needed.

## **FREN - French**

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**FREN 101 - Elementary French I (4)**

Students learn to understand, speak, read, and write in French and gain an understanding of French life and character. Online work is required. Not open to students who have admission credit in French.

Offered: Fall, Spring.

**FREN 102 - Elementary French II (4)**

Four skills in elementary French—listening, speaking, reading, and writing—are further developed within the context of French culture.

Online work is required.

General Education Category: Satisfies Gen. Ed. language requirement with a grade of C.

Prerequisite: FREN 101 or one year of secondary school French, or consent of department chair.

Offered: Fall, Spring.

**FREN 113 - Intermediate French I (4)**

The cultural heritage of the French-speaking world is examined through selected cultural readings. Grammar and vocabulary are reviewed through a communicative approach. Online work is required.

Prerequisite: FREN 102, or three years of secondary school French, or a score of 500-549 on the CEEB Achievement Test in French.

Offered: Fall, Spring.

**FREN 114 - Intermediate French II (4)**

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. Online work is required.

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 115 - Literature of the French-Speaking World (4)**

Students are introduced to techniques of literary analysis through readings from France and the Francophone World as they continue to develop speaking, reading, and writing skills in French.

General Education Category: Literature.

Prerequisite: FREN 113 or equivalent, or consent of department chair.

Offered: Fall, Spring.

**FREN 201 - Advanced French: Conversation and Composition (4)**

Through contextualized activities, idiomatic spoken French and the structures required for written communication are studied. Modern France is discussed. Online work is required.

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 (4)**

Writing skills, style, and content are developed. Current issues in France and the Francophone world are discussed. Online work is required.

Prerequisite: FREN 201 or consent of department chair.

Offered: Spring.

**FREN 313 - Modern France and the Francophone World (4)**

The major political, social, cultural, and economic forces at work in France today are examined, as well as France's role in the European Union and the Francophone world.

Prerequisite: FREN 202 or consent of department chair.

Offered: Alternate years.

**FREN 323 - Survey of French Literature from the Middle Ages to 1789 (4)**

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.

Prerequisite: Prior or concurrent enrollment in FREN 202 or consent of department chair.

Offered: Alternate years.

**FREN 324 - Survey of French Literature from 1789 to the Present (4)**

This is a continuation of FREN 323. Major French and Francophone writers are studied and the technique of close reading is presented. This course is conducted in French.

Prerequisite: Prior or concurrent enrollment in FREN 202 or consent of the department chair.

Offered: Alternate years.

**FREN 390 - Directed Study (3)**

Designed to be a substitute for a traditional course under the instruction of a faculty member.

Prerequisite: Consent of instructor, department chair and dean.

Offered: As needed.

**FREN 416 - Studies in the Seventeenth Century (3)**

Representative works of the seventeenth century are studied against the historical and social background of the period.

Prerequisite: FREN 323 and FREN 324, or consent of department chair.

Offered: As needed.

**FREN 417 - Studies in the Eighteenth Century (3)**

Representative works of the eighteenth century are studied against the historical and social background of the period.

Prerequisite: FREN 323 and FREN 324, or consent of department chair.

Offered: As needed.

**FREN 418 - Studies in the Nineteenth Century (3)**

Representative works of the nineteenth century are studied against the historical and social background of the period.

Prerequisite: FREN 323 and FREN 324, or consent of department chair.

Offered: As needed.

**FREN 419 - Studies in the Twentieth Century (3)**

Representative works of the twentieth century are studied against the historical and social background of the period.

Prerequisite: FREN 323 and FREN 324, or consent of department chair.

Offered: As needed.

**FREN 420 - Applied Grammar (3)**

The practical application of grammar in both oral and written forms is exercised. Included is an intensive study of construction and idiomatic expressions.

Prerequisite: FREN 202 or equivalent.

Offered: Alternate years.

**FREN 460 - Seminar in French (3)**

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. This course may be repeated for credit with a change in content.

Prerequisite: Open to seniors majoring in French.

Offered: Spring.

**FREN 491 - Independent Study I (3)**

Students select a topic and undertake concentrated research or creative activity under the mentorship of a faculty advisor.

Prerequisite: Consent of instructor, program director and dean, and admission to the French honors program.

Offered: As needed.

**FREN 492 - Independent Study II (3)**

This course continues the development of research or creative activity begun in FREN 491. For departmental honors, the project requires final assessment by the department.

Prerequisite: FREN 491 and consent of instructor, program director and dean.

Offered: As needed.

**FREN 520 - Grammar, Composition, and Stylistics (3)**

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.

Prerequisite: Graduate status.

Offered: As needed.

**FREN 560 - Graduate Seminar in French (3)**

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.

Prerequisite: Graduate status.

Offered: Spring.

**FREN 590 - Directed Study (3)**

Students select a topic and undertake 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.

Prerequisite: Graduate status and consent of department chair.

Offered: As needed.

**FREN 595 - Master's Thesis (6)**

Credit is assigned in the semester that the thesis is completed and approved. No grade is given in this course. Graded H, S, U.

Prerequisite: Open only to students enrolled in the M.A. program in French.

Offered: As needed.

## **GEND - Gender and Women's Studies**

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**GEND 200 - Gender and Society (4)**

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.

General Education Category: Social and Behavioral Sciences.

Offered: Fall, Spring.

**GEND 201 - Introduction to Feminist Inquiry (4)**

Students explore central concerns of feminist research and analysis, including epistemologies, methodologies, and pedagogy as they relate to the body, language, labor, sexuality, race, and nation.

Prerequisite: GEND 200.

Offered: Spring.

**GEND 261 - Resisting Authority: Girls of Fictional Futures (4)**

Young adult dystopian novels examine adolescent angst across the backdrop of authoritarian oppression, often featuring a female hero. Students will analyze classic and contemporary texts through a gender perspective.

General Education Category: Connections.

Prerequisite: FYS 100, FYW 100/FYW 100P/FYW 100H, and at least 45 credits.

Offered: Spring (alternate years).

**GEND 352 - Feminist Theory (4)**

Building on the concepts introduced in GEND 200, students study contemporary feminist theory in depth and explore a range of interdisciplinary approaches.

Prerequisite: GEND 201 or consent of director.

Offered: Fall.

**GEND 353 - The Holocaust: Women and Resistance (4)**

Using an interdisciplinary approach, students expand on traditional academic approaches to the Holocaust and explore gender differences in the experiences, responses, and forms of resistance.

Prerequisite: Completion of at least 45 college credits or consent of director.

Offered: As needed.

**GEND 354 - Teenagers in/and the Media (4)**

Students explore and challenge representations of teenagers in the media and examine how teenagers use media culture to represent themselves.

Prerequisite: GEND 200 or consent of director.

Offered: As needed.



**GEND 355 - Women and Madness (4)**

Students consider patriarchal power, race, class and sexual identity in the development of the concept of women's 'madness,' and examine it from historical, psychological, literary, social and feminist perspectives.

Prerequisite: GEND 200 or consent of director.

Offered: Alternate years.

**GEND 356 - Class Matters (4)**

Focus is on the construction, reproduction, and representation of class in modern America; the impact of social and economic structures on opportunities, identities, and values; and intersections with gender and race.

Prerequisite: GEND 200 or consent of director.

Offered: Fall.

**GEND 357 - Gender and Sexuality (4)**

Students examine how the social construction of gender and issues of power, dominance, and resistance affect the practice and regulation of sexuality.

Prerequisite: GEND 200 or consent of director.

Offered: Fall.

**GEND 358 - Gender-Based Violence (4)**

Students examine forms and types of gender-based violence, including sexual assault and intimate partner, socio-cultural, economic and political violence in the United States with a secondary discussion of global violence.

Prerequisite: GEND 200 or consent of director.

Offered: Alternate years.

**GEND 400 - Internship in Gender and Women's Studies (4)**

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.

Prerequisite: GEND 200, junior or senior standing and consent of program director following an interview.

Offered: As needed.

**GEND 458 - Gender and Education (4)**

Students explore how gender impacts the experiences of boys/men and girls/women in educational settings.

Prerequisite: GEND 200 and consent of director.

Offered: As needed.

**GEND 461 - Seminar in Race, Gender, and Class (4)**

Students examine how race, gender, and class—interconnected systems that shape individual and collective social experiences—are constructed, experienced, and negotiated within specific historical eras and locations.

Prerequisite: 60 credit hours; major in Africana studies or gender and women's studies; or consent of program director.

Offered: As needed.

**GEND 491 - Independent Study I (4)**

In the first semester of their senior year, students undertake concentrated research or creative activity under the mentorship of a faculty member.

Prerequisite: Admission into the gender and women's studies honors program and consent of instructor, program director and dean.

Offered: As needed.

**GEND 492 - Independent Study II (4)**

In the second semester of their senior year, students prepare a final draft of their honors essay and submit it to the department for acceptance.

Prerequisite: GEND 491 and consent of instructor, program director and dean.

Offered: As needed.

## **GED - General Education**

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**GED 262 - Native American Narratives (4)**

Contemporary Native American literary genres by indigenous authors/artists in the United States and Canada are introduced and analyzed using narrative theory.

General Education Category: Connections.

Prerequisite: FYS 100, FYW 100/FYW 100P/FYW 100H, and at least 45 credits.

Offered: Fall, Spring.

## **GEOG - Geography**

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**GEOG 100 - Introduction to Environmental Geography (4)**

Focus is on the nature and extent of human modification of the earth's natural environments.

General Education Category: Social and Behavioral Sciences.

Offered: Fall, Spring, Summer.

**GEOG 101 - Introduction to Geography (4)**

Cultural and physical elements of geography are considered individually, in interrelationship, and as these elements are found in real patterns of political, cultural, and economic associations.

General Education Category: Social and Behavioral Sciences.

Offered: Fall, Spring, Summer.

**GEOG 200 - World Regional Geography (4)**

The geographic elements of major world areas are assessed. Focus is on physical and cultural elements in a comparative context. (Formerly GEOG 400: Regional Geography.)

General Education Category: Social and Behavioral Sciences.

Offered: Fall, Spring.

**GEOG 201 - Mapping Our Changing World (4)**

Basic mapping theories, models, and techniques enable students to become knowledgeable, critical consumers of the geographic data that is promulgated by government, industry, and the popular media.

General Education Category: Advanced Quantitative/Scientific Reasoning.

Prerequisite: Gen. Ed. Mathematics.

Offered: Fall, Spring.

**GEOG 202 - Geographic Information Systems I (4)**

Introductory concepts and techniques, with hands-on laboratory experience, enable students to produce their own GIS maps of human and environmental phenomena.

Prerequisite: GEOG 201 or consent of department chair.

Offered: Spring.

**GEOG 205 - Earth's Physical Environments (4)**

Atmospheric, oceanic, and landform processes are studied as they shape and give character to the surface of the earth.

General Education Category: Advanced Quantitative/Scientific Reasoning.

Prerequisite: Gen. Ed. Mathematics.

Offered: Fall, Spring.

**GEOG 206 - Disaster Management (4)**

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. (Formerly GEOG 300.)

General Education Category: Social and Behavioral Sciences.

Offered: Fall, Spring.

**GEOG 261 - Globalization, Cities and Sustainability (4)**

The consequences of migration to the world's great cities are studied in comparative context. The forces of globalization and the prospects for more sustainable communities in the 21st century are examined. Hybrid course.

General Education Category: Connections.

Prerequisite: FYS 100, FYW 100/FYW 100P/FYW 100H, and at least 45 credits.

Offered: Spring.

**GEOG 301 - Natural Resource Management (4)**

The extent and variety of natural resource use is examined, as well as the environmental impacts thereof, and the management philosophies and efforts to regulate this use for the benefit of contemporary and future populations.

Prerequisite: Any 100- or 200-level geography course or consent of program director.

Offered: As needed.

**GEOG 303 - Historical Geography of the United States (4)**

The historical development of the United States is examined from a geographical perspective. Emphasis is on the interaction of physical and cultural elements that contribute to the emergence of distinctive landscapes.

Prerequisite: Any 100- or 200-level geography course or consent of program director.

Offered: As needed.

**GEOG 304 - Geography of Rhode Island (4)**

Discussion centers on the geographic elements in the history and development of Rhode Island. Rhode Island's place in the New England, national and world scenes is assessed.

Prerequisite: Any 100- or 200-level geography course or consent of program director.

Offered: As needed.

**GEOG 307 - Coastal Geography (4)**

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.

Prerequisite: Any 100- or 200-level geography course or consent of program director.

Offered: As needed.

**GEOG 308 - Geographic Information Systems II (4)**

GIS is used by students in the computer laboratory to produce complex, multi-layered maps of various spatial phenomena at a level designed to promote proficiency with the latest analytical software.

Prerequisite: GEOG 202.

Offered: As needed.

**GEOG 309 - New England Landscapes Pre-1900 (3)**

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.

Prerequisite: Completion of any course in a social science or consent of department chair.

Offered: Summer.

**GEOG 310 - New England Landscapes since 1900 (3)**

Field studies are conducted of maturing twentieth-century New England landscapes. Topics include the coastal zone, the metropolis, the rural/urban fringe and rural New England.

Prerequisite: Completion of any course in a social science or consent of department chair.

Offered: Summer.

**GEOG 337 - Urban Political Geography (3)**

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 GEOG 337 and POL 337.

Prerequisite: Completion of 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 (3)**

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.

Prerequisite: Any 100- or 200-level geography course or consent of program director.

Offered: As needed.

**GEOG 339 - Metropolitan Providence: Past, Present, and Future (3)**

The historic growth, subsequent decline, and modern renaissance of Providence are examined. Topics include local politics, public policies, and major public building projects.

Prerequisite: Any 100- or 200-level geography course or consent of program director.

Offered: As needed.

**GEOG 460 - Senior Seminar: Theory and Research (4)**

The evolution of geographic theories and philosophies is examined, along with their application to contemporary research problems.

Prerequisite: Completion of at least 15 credit hours of geography courses.

Offered: Spring.

**GEOG 463 - Internship in Geography (4-6)**

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.

Prerequisite: Consent of instructor.

Offered: Fall, Spring, Summer.

**GEOG 470 - Reading Course in Geography (1-4)**

Directed reading under the guidance of a geographer is determined on the basis of the student's and the instructor's interests.

Prerequisite: Consent of program director.

Offered: Fall, Spring, Summer.

**GEOG 490 - Directed Study in Geography (1-4)**

Students select a topic and undertake concentrated research under the supervision of a faculty advisor.

Prerequisite: Consent of department chair, instructor with whom student wishes to work, and dean.

Offered: As needed.

## **GRMN - German**

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**GRMN 101 - Elementary German I (4)**

Students learn to understand, speak, read, and write in German and gain an understanding of German life and character. Online work is required. Not open to students who have admission credit in German.

Offered: Fall.

**GRMN 102 - Elementary German II (4)**

Four skills in elementary German—listening, speaking, reading, and writing—are further developed within the context of German culture. Online work is required.

Prerequisite: GRMN 101 or one year of secondary school German, or consent of department chair.

Offered: Spring.

**GRMN 113 - Intermediate German (4)**

The cultural and linguistic heritage of Germany is examined through selected readings. Grammar is reviewed and basic oral and written skills developed. Online work is required.

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 (4)**

Literature as a reflection of the German-speaking world is examined through selected readings. The development of language skills continues through a communicative approach. Online work is required.

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.

## **GRTL - Gerontology**

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**GRTL 303 - Fountain of Age (4)**

The impacts of aging at the individual, interactional, and societal level are examined, with ethical, public policy and economic challenges considered. Historical, cross-cultural and gender variations in aging are explored. Students cannot receive credit for both GRTL 303 and SOC 303 or SOC 261.

Prerequisite: Any 200-level sociology course or consent of department chair.

Offered: As needed.

**GRTL 314 - Health and Aging (4)**

An interdisciplinary approach is taken to the health/mental health of older adults. Normal aging is compared to disease/disorders. Students cannot receive credit for both GRTL 314 and NURS 314.

Prerequisite: Completion of at least 45 credit hours.

Offered: Fall, Spring, Summer.

## **GLOB - Global Studies**

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**GLOB 200 - Global Studies: Methods (4)**

An introduction to the tools of historical inquiry, the nature and evaluation of sources and evidence and the conceptual framework of historical interpretation as it applies to the global community. Students cannot receive credit for both GLOB 200 and HIST 200.

Prerequisite: General Education History course or consent of program director.

Offered: Fall, Spring.

**GLOB 356 - The Atlantic World (4)**

A comparative study of the linkages and interactions among Europe, Africa and the Western Hemisphere, which profoundly affected the historical development of each continent.

Prerequisite: HIST 200 or GLOB 200, 45 credits and at least two 300 level or above courses from the Global Studies program, or consent of program director.

Offered: As needed.

**GLOB 461 - Seminar in Global Studies (4)**

Building on methods from GLOB 200, emphasis is on global issues, the identification and definition of global problems, the research and writing of a substantial paper and global studies criticism. Students cannot receive credit for both GLOB 461 and HIST 361.

Prerequisite: GLOB 356 or equivalent, 60 credits, and at least four of the Global Studies 300 level or above distribution courses, or consent of program director.

Offered: Fall, Spring.

## **GRK - Greek**

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**GRK 101 - Introduction to Attic Greek (4)**

This is an introduction to Attic Greek, with focus on grammar, syntax, and translation of basic texts in ancient Greek.

Offered: Fall.

## **HCA - Health Care Administration**

### **HCA 201 - Introduction to Health Care Systems (3)**

Students analyze organizational structure, resources, current technology, informational systems, outcome measures, safety initiatives, health care policy and ethics. The consumer's central role in health care decision making is examined. Students cannot receive credit for HCA 201 and NURS 201.

Prerequisite: A major in health care administration or consent of department chair.

Offered: Fall, Spring.

### **HCA 302 - Health Care Organizations (3)**

The unique aspects of health care organizations are examined. Topics include governance, leadership challenges, performance improvement, finance, ethics and regulation. Comparisons are made to traditional business organizations. Students cannot receive credit for HCA 302 and NURS 302.

Prerequisite: HCA 201 or NURS 201, or consent of department chair.

Offered: Spring.

### **HCA 303 - Health Policy and Contemporary Issues (3)**

Policymaking processes and current policies affecting delivery of health care for individuals and populations are examined. Effectiveness, impact on cost, accessibility and quality of care are analyzed. Students cannot receive credit for HCA 303 and NURS 303.

Prerequisite: HCA 201 or NURS 201, or consent of department chair.

Offered: Spring.

### **HCA 330 - Health Care Finance (3)**

Fundamental principles of the financial management of healthcare organizations are presented. Topics include financial and managerial accounting, managerial finance and the unique features of healthcare financing and reimbursement.

Prerequisite: MGT 201 or MGT 301.

Offered: Annually.

### **HCA 355 - Quality Management/Improvement in Health Care (3)**

This course provides an overview of quality improvement in health care organizations. Quality management models, approaches, tools and techniques are presented in the context of organizational leadership and culture. Students cannot receive credit for both MGT 355 and HCA 355.

Prerequisite: HCA 302 or NURS 302, MGT 201 or MGT 301 and MATH 240.

Offered: Fall, Spring.

### **HCA 401 - Ethical and Legal Issues in Health Care Management (3)**

Ethical and legal issues in health care are examined. Topics include ethical theories and bioethics, legal and regulatory systems, and patients' rights and responsibilities. Students cannot receive credit for both HCA 401 and HCA 501. Students cannot receive credit for both NURS 401 and HCA 401 or HCA 501.

Prerequisite: HCA 201 or NURS 201, or consent of instructor.

Cross-Listed as: HCA 501.

Offered: Spring.

### **HCA 402 - Health Care Informatics (3)**

Informatics in health care are examined. Topics include essential computer components and internet structure, electronic medical records, clinical decision support and user/computer interfaces. Students cannot receive credit for HCA 402 and NURS 402.

Prerequisite: CIS 251 or consent of instructor.

Offered: As needed.

### **HCA 403 - Long-Term Care Administration (3)**

Theories and principles of management and leadership in nursing homes are explored. This course explores the needs of residents and their families and the role of the nursing home administrator in meeting those needs.

Prerequisite: MGT 201 or MGT 301.

Offered: Annually.

### **HCA 404 - Long-Term Care Laws and Regulations (2)**

Long-term care laws and regulations are studied. This course focuses on retrieval and understanding of laws and regulations, as well as practical methods and tools for successful compliance.

Prerequisite: MGT 201 or MGT 301.

Offered: Annually.

### **HCA 461 - Seminar in Strategic Health Care Management (3)**

In this capstone course, students integrate concepts and apply theories learned in previous courses to develop strategic perspectives and skills critical to the administration of health care organizations.

Prerequisite: Completion of all required and cognate courses in the health care administration major, except for electives and HCA 467.

Offered: As needed.

### **HCA 467 - Internship in Health Care Administration (3)**

Students receive on-the-job training, applying concepts learned in the health care administration program to a real-world health care environment.

Prerequisite: Completion of all major and cognate courses (except for electives and HCA 461) or be concurrently enrolled in any outstanding courses; or consent of program director.

Offered: Fall, Spring, Summer.

### **HCA 490 - Directed Study (3)**

Designed to be a substitute for a traditional course under the instruction of a faculty member.

Prerequisite: Admission into the HCA honors program and consent of instructor, program director and dean.

Offered: As needed.

### **HCA 491 - Independent Study I (3)**

This course emphasizes the development of research for students admitted to the HCA honors program. The research topic is selected and research conducted under the mentorship of a faculty advisor.

Prerequisite: Admission into the HCA honors program and consent of instructor, program director and dean.

Offered: As needed.

**HCA 492 - Independent Study II (3)**

This course continues the development of research begun in HCA 491. The honors research is completed under the consultation of a faculty advisor. A research paper and presentation are required.

Prerequisite: HCA 491 and consent of instructor, program director and dean.

Offered: As needed.

**HCA 501 - Health Law and Ethics (3)**

Health Law and Ethics examines the legal aspects of health services management. Topics include consumer protection, the patient/physician relationship, patient information management, professional liability, medical malpractice and public duties. Students cannot receive credit for both HCA 401 and HCA 501, or NURS 401.

Prerequisite: Acceptance into the HCA graduate program and HCA 502 or permission of program director.

Cross-Listed as: HCA 401.

Offered: Fall, Spring.

**HCA 502 - Health Care Systems (3)**

This course will provide an overview of the U.S. health care system and explore organization, financing, management, resources and performance of the U.S. health system, making comparisons to other developed nations.

Prerequisite: Acceptance into the HCA graduate program or permission of program director.

Cross-Listed as: NURS 502

Offered: Fall, Spring.

**HCA 503 - Health Care Policy (3)**

Health Care Policy provides an overview of U.S. health policies and their implications with study of the policy making process and analytical approaches to decision making. Critical issues in health policy are analyzed.

Prerequisite: Acceptance into the HCA graduate program and HCA 502 or permission of program director.

Cross-Listed as: NURS 705

Offered: Spring.

**HCA 514 - Economics of Health Care (3)**

Health policy is examined from an economic perspective in this offering. Basic economic theories and their relationships to the structure and function of the U.S. health care system are explored.

Prerequisite: Acceptance into the HCA graduate program and HCA 502 or permission of program director.

Offered: Fall.

**HCA 520 - Health Care Human Resource Management (3)**

This course overviews the HR issues, programs and systems used to balance organizational and employee goals. Special attention will be paid to application of HRM in health care settings.

Prerequisite: Acceptance into the HCA graduate program and HCA 502 or permission of program director.

Offered: Fall, Spring.

**HCA 530 - Health Care Finance (3)**

Students will apply financial theory to healthcare organizations. Students will understand profit/loss, managing resources, break-even analysis, accounts receivable, labor, supplies, reimbursement systems and financial incentives.

Prerequisite: Acceptance into the HCA graduate program and HCA 502 or permission of program director.

Offered: Fall, Spring.

**HCA 535 - Managing Community Health Care Systems (3)**

This course is designed to examine the manager's role in developing, implementing and evaluating strategies for community health initiatives. The transition in health care to integrated delivery systems to improve population health is explored.

Prerequisite: Acceptance into the HCA graduate program and HCA 502 or permission of program director.

Offered: Spring.

**HCA 537 - Performance Improvement in Health Care (3)**

This course provides an overview of quality improvement for health care leaders. Quality management models, approaches, tools, and techniques are presented in the context of organizational culture and leadership.

Prerequisite: Acceptance into the HCA graduate program and HCA 502 or permission of program director.

Offered: Fall, Spring.

**HCA 540 - Research Methods and Statistical Analysis (3)**

Research methods and statistical analysis develops statistical reasoning through the application of statistical techniques to managerial and health related problems. Statistical and analytical techniques used in public health/health care management are covered.

Prerequisite: Acceptance into the HCA graduate program and HCA 502 or permission of program director.

Offered: Fall.

**HCA 547 - Transformational Leadership in Health Care Organizations (3)**

Current leadership ideas focusing on leadership styles, motivation, teamwork, change management, innovation, creativity, emotional intelligence, organizational learning and culture will be studied in this course.

Prerequisite: Acceptance into the HCA graduate program and HCA 502 or permission of program director.

Offered: Fall, Spring.

**HCA 560 - Contemporary Topics in Health Care (2)**

Students will be exposed to relevant seminars, speakers and contemporary issues in health care that present current and innovative approaches to health care delivery and management.

Prerequisite: All courses in the HCA program must be completed except HCA 591 or permission of program director.

Offered: Summer.

**HCA 567 - Health Care Internship (3)**

This course will enable HCA students to apply health care competencies acquired in the classroom setting to real-world health care environments. By working in health care organizations, students will learn to integrate health care theory with practice.

Prerequisite: Graduate status, HCA 501, HCA 502, HCA 503, HCA 530, HCA 537, and HPE 507 or permission of program director.

Offered: Fall, Summer.

**HCA 591 - Master's Thesis in Health Care Administration (3)**

This course is for HCA M.S. candidates who are preparing a thesis under the supervision of a faculty member. Students will take this course in their final semester and complete research for and write a master's thesis on a health-related topic that has been approved by the Health Care Administration graduate program director or by their graduate advisor.

Prerequisite: Completion of all required HCA graduate courses with the exception of HCA 567 or permission of program director.

Offered: Fall, Spring.

## **HPE - Health and Physical Education**

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**HPE 101 - Human Sexuality (3)**

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.

Offered: Fall, Spring, Summer.

**HPE 102 - Personal Health (3)**

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.

Offered: Fall, Spring, Summer.

**HPE 105 - Bowling (1)**

The development of fundamental skills to promote participation in this activity is stressed. Social skills, strategies, and rule interpretations relevant to each activity are included. This is an eight-week course. 4 contact hours.

Offered: As needed.

**HPE 109 - Swimming Beginning (1)**

The development of fundamental skills to promote participation in this activity is stressed. Social skills, strategies, and rule interpretations relevant to each activity are included. This is an eight-week course. 4 credit hours.

Offered: Fall, Spring.

**HPE 110 - Mind-Body Stress Reduction (1)**

In this experiential course, students learn mindfulness-based stress reduction skills, including meditation and Hatha yoga, and explore the practice of nonjudgmental awareness in daily life. This is an eight-week course. 2 contact hours.

Offered: Fall, Spring.

**HPE 111 - Field Hockey (1)**

The development of fundamental skills to promote participation in this activity is stressed. Social skills, strategies, and rule interpretations relevant to each activity are included. This is an eight-week course. 4 credit hours.

Offered: As needed.

**HPE 115 - Fundamentals of First Aid and Cardiopulmonary Resuscitation (2)**

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 contact hours.

Offered: Fall, Spring, Summer.

**HPE 118 - Lacrosse (1)**

The development of fundamental skills to promote participation in this activity is stressed. Social skills, strategies, and rule interpretations relevant to each activity are included. This is an eight-week course. 4 contact hours.

Offered: As needed.

**HPE 119 - Lifesaving (1)**

The development of fundamental skills to promote participation in this activity is stressed. Social skills, strategies, and rule interpretations relevant to each activity are included. This is an eight-week course. 4 contact hours.

Offered: Fall.

**HPE 120 - Beginning Yoga (1)**

The development of fundamental skills to promote participation in this activity is stressed. Social skills, strategies, and rule interpretations relevant to each activity are included. This is an eight-week course. 4 contact hours.

Offered: Fall, Spring.

**HPE 122 - Softball (1)**

The development of fundamental skills to promote participation in this activity is stressed. Social skills, strategies, and rule interpretations relevant to each activity are included. This is an eight-week course. 4 contact hours.

Offered: As needed.

**HPE 123 - Outdoor Activities (1)**

The development of fundamental skills to promote participation in this activity is stressed. Social skills, strategies, and rule interpretations relevant to each activity are included. This is an eight-week course. 4 contact hours.

Offered: As needed.

**HPE 124 - Swimming Intermediate (1)**

The development of fundamental skills to promote participation in this activity is stressed. Social skills, strategies, and rule interpretations relevant to each activity are included. This is an eight-week course. 4 contact hours.

Offered: Spring.

**HPE 125 - Soccer (1)**

The development of fundamental skills to promote participation in this activity is stressed. Social skills, strategies, and rule interpretations relevant to each activity are included. This is an eight-week course. 4 contact hours.

Offered: As needed.

**HPE 126 - Track and Field (1)**

The development of fundamental skills to promote participation in this activity is stressed. Social skills, strategies, and rule interpretations relevant to each activity are included. This is an eight-week course. 4 contact hours.

Offered: As needed.

**HPE 127 - Zumba (1)**

The development of fundamental skills to promote participation in this activity is stressed. Social skills, strategies, and rule interpretations relevant to each activity are included. This is an eight-week course. 4 contact hours.

Offered: Fall, Spring.

**HPE 128 - Volleyball (1)**

The development of fundamental skills to promote participation in this activity is stressed. Social skills, strategies, and rule interpretations relevant to each activity are included. This is an eight-week course. 4 contact hours.

Offered: As needed.

**HPE 129 - Weight Training (1)**

The development of fundamental skills to promote participation in this activity is stressed. Social skills, strategies, and rule interpretations relevant to each activity are included. This is an eight-week course. 4 contact hours.

Offered: As needed.

**HPE 131 - Golf (1)**

The development of fundamental skills to promote participation in this activity is stressed. Social skills, strategies, and rule interpretations relevant to each activity are included. This is an eight-week course. 4 contact hours.

Offered: As needed.

**HPE 132 - Educational Gymnastics (1)**

The development of fundamental skills to promote participation in this activity is stressed. Social skills, strategies, and rule interpretations relevant to each activity are included. This is an eight-week course. 4 contact hours.

Offered: As needed.

**HPE 133 - Tennis (1)**

The development of fundamental skills to promote participation in this activity is stressed. Social skills, strategies, and rule interpretations relevant to each activity are included. This is an eight-week course. 4 contact hours.

Offered: As needed.

**HPE 134 - Dance Aerobics (1)**

The development of fundamental skills to promote participation in this activity is stressed. Social skills, strategies, and rule interpretations relevant to each activity are included. This is an eight-week course. 4 contact hours.

Offered: As needed.

**HPE 140 - Foundations of Wellness and Health Promotion (3)**

An introduction to the professional fields of health, physical education and movement science allows students to develop professional philosophies. Studies focus on wellness trends, careers and the role of technology.

Offered: Fall, Spring.

**HPE 151 - Introduction to Recreation in Modern Society (3)**

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.

Offered: As needed.

**HPE 152 - Introduction to Outdoor Recreation (3)**

Students develop skills in select outdoor activities and are exposed to a range of outdoor recreational pursuits, including Outward Bound/Adventure-type activities. 4 contact hours.

Offered: As needed.

**HPE 200 - Promoting Health and Well-Being in Schools (3)**

Students develop competencies in content knowledge and skills to address critical health issues facing children and youth. Application of strategies to promote healthy behaviors and well-being in schools are explored.

Prerequisite: 24 credit hours or consent of department chair.

Offered: Fall, Spring.

**HPE 201 - Prevention and Care of Athletic Injuries (3)**

Students acquire a basic understanding of sports medicine. Topics include preventive techniques, basic anatomy, injury recognition and rehabilitation of athletic injuries. 4 contact hours.

Offered: Spring.

**HPE 202 - Principles of Health Education (3)**

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.

Prerequisite: HPE 102 or consent of department chair.

Offered: Fall, Spring.

**HPE 205 - Conditioning for Personal Fitness (3)**

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 contact hours.

Offered: Fall, Spring.

**HPE 206 - Fundamental Movement and Its Analysis (3)**

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 contact hours.

Offered: Fall, Spring.

**HPE 207 - Motor Skill Development for Lifetime Wellness I (3)**

Basic competencies are developed in a variety of team activities. Included are relevant skill and tactical development and background information. Emphasis is placed on relating the activities to wellness concepts. 4 contact hours.

Prerequisite: HPE 206.

Offered: Fall, Spring.

**HPE 208 - Motor Skill Development for Lifetime Wellness II (3)**

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 contact hours.

Prerequisite: HPE 206

Offered: Fall, Spring.

**HPE 221 - Nutrition (3)**

The fundamental principles of human nutrition are presented, with application to the planning of dietaries.

Offered: Fall, Spring.

**HPE 233 - Social and Global Perspectives on Health (3)**

Students explore social, global and population perspectives on health, health equity and social justice. Sociocultural factors influencing health decision-making are studied. Health behavior theories are integrated. Advocacy skills are developed.

Prerequisite: 24 credit hours or consent of department chair.

Offered: Fall, Spring, Summer.

**HPE 243 - Motor Development and Motor Learning (3)**

Through lecture and lab experiences the fundamentals of motor development and motor learning theories are explored. Studies focus on the effects of growth and developmental factors throughout the lifespan.

Offered: Fall, Spring.

**HPE 247 - Rhythmic Movement (3)**

Focus is on the development of movement concepts and skill themes to promote exploration of a variety of educational gymnastic movements as well as rhythmic activities. 4 contact hours.

Prerequisite: HPE 206.

Offered: Spring.

**HPE 251 - Recreation Delivery Systems (3)**

Services provided by agencies in both the public and private sectors of leisure-service industries are examined. The functions of these agencies are investigated through lectures, field trips and on-site volunteer work. 4 contact hours.

Offered: As needed.

**HPE 252 - Camping and Recreational Leadership (3)**

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.

Offered: As needed.

**HPE 253 - Introduction to Therapeutic Recreation (3)**

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.

Offered: As needed.

**HPE 278 - Coaching Skills and Tactics (3)**

Skill development and tactical awareness are introduced. Students acquire the ability to explain, demonstrate, analyze and provide feedback for physical movements while coaching players of all ages.

Prerequisite: HPE 243.

Offered: Fall, Spring.

**HPE 300 - Concepts of Teaching (3)**

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.

Prerequisite: Minimum cumulative GPA of 2.75 and admission into the health education teacher preparation program, or community health and wellness program, or consent of department chair.

Offered: Fall, Spring.

**HPE 301 - Principles of Teaching Activity (3)**

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.

Prerequisite: HPE 140 and HPE 243; and admission to the Feinstein School of Education and Human Development or consent of department chair.

Offered: Fall, Spring.

**HPE 302 - Practicum in Team Activities (3)**

Students analyze select team sport skills and tactics to develop appropriate teaching progressions in team activities. Observations and supervised teaching experiences in pre-K-12 school settings are included. 6 contact hours.

Prerequisite: HPE 207 and HPE 301, or consent of department chair; and admission to the physical education teacher preparation program.

Offered: Spring.

**HPE 303 - Community Health (3)**

Readings, discussions, and presentations are given on the critical issues of community health. Included is an interpretation of vital statistics, special populations, and communicable diseases.

Prerequisite: Admission to the Feinstein School of Education and Human Development or consent of department chair.

Offered: Fall, Spring.

**HPE 305 - Advanced Prevention and Care of Athletic Injuries (3)**

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.

Prerequisite: HPE 201.

Offered: As needed.



**HPE 307 - Dynamics and Determinants of Disease (3)**

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.

Prerequisite: HPE 102 and 30 credit hours or consent of department chair.

Offered: Fall, Spring.

**HPE 308 - The Science of Coaching (3)**

Scientific aspects of coaching, motor skill acquisition, sport psychology and developmentally appropriate sport programs are analyzed. Emphasis is on coaching philosophy, methodology as well as ethics in coaching.

Prerequisite: HPE 205, HPE 243 and HPE 278, or consent of department chair.

Offered: Spring.

**HPE 313 - Elementary Activities (3)**

Basic competencies are developed to build a movement framework for children (BSER framework). Included are exploration related to locomotor, non-locomotor, manipulative and creative movement concepts at the elementary level.

Prerequisite: 12 credit hours, including HPE 243, or consent of department chair.

Offered: Fall.

**HPE 314 - Middle School Activities (3)**

Basic competencies are developed to enhance skill development. Included are skill analysis, development of strategies and tactics of individual/dual, team, adventure education and rhythmic activities at the middle school setting.

Prerequisite: HPE 301 and 313, or consent of department chair.

Offered: Fall.

**HPE 315 - High School Activities (3)**

Basic competencies are developed to enhance skill development. Included are skill analysis, development of strategies and tactics of individual and dual/team, adventure education and rhythmic activities in the high school setting.

Prerequisite: HPE 314; consent of department chair.

Offered: Fall.

**HPE 323 - Teaching in Adventure Education (3)**

In-depth analysis is given of adventure education and outdoor pursuits. Emphasis is on implementing alternative physical activities. Teaching experiences in pre-K-12 school settings are included. 4 contact hours.

Prerequisite: Students in the teacher preparation program must complete two of the three practicums or have consent of department chair. Students majoring in community health and wellness must complete HPE 323 within one year of enrolling in HPE 427.

Offered: Fall, Spring.

**HPE 325 - Assessment in Health and Physical Education (3)**

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.

Prerequisite: HPE 300 or HPE 301, or concurrent enrollment in HPE 300 or HPE 301, or consent of department chair.

Offered: Fall.

**HPE 345 - Wellness for the Young Child (3)**

Wellness topics for early childhood education (B-8) programs are addressed. This course includes experiences in teaching specific basic wellness topics (e.g., health, safety, nutrition and overall wellness).

Hybrid course.

Prerequisite: Admission to the ECED Program or consent of the Health and Physical Education department chair.

Offered: Spring, Summer.

**HPE 346 - Pedagogical Skills in Elementary Health/Physical Education (3)**

Basic principles of comprehensive health education and physical education programs for elementary schools are addressed. 4 contact hours.

Prerequisite: Admission to the Feinstein School of Education and Human Development.

Offered: Fall, Spring, Summer.

**HPE 351 - Leadership and Supervision of Recreation (3)**

Leadership styles and techniques appropriate for different age groups and a variety of settings are analyzed.

Prerequisite: HPE 151.

Offered: As needed.

**HPE 356 - Recreation Practicum (4)**

Students assist in the development, presentation and evaluation of leisure-time activities in community, agency, school or college settings. Lecture and field experience. 7 contact hours.

Prerequisite: HPE 151 and HPE 252.

Offered: As needed.

**HPE 390 - Independent Study in Physical Education (1)**

Students select a topic and undertake concentrated research under the supervision of a faculty advisor.

Prerequisite: Consent of department chair.

Offered: As needed.

**HPE 402 - Advanced Practicum in Curriculum and Instruction (3)**

Students analyze select individual/dual and team sport skills, tactics and strategies to develop appropriate teaching progressions. Observations and supervised teaching experiences in pre-K-12 school settings are included.

Prerequisite: HPE 207, HPE 208, HPE 300, HPE 301, HPE 418 and admission to the health and physical education teacher preparation program or consent of department chair.

Offered: Spring.

**HPE 404 - School Health and Physical Education Leadership (3)**

Topics include practical organizational and administrative content and skills, consideration for program planning, teacher evaluation, curriculum, policies, leadership, technology and standards for health education, physical education and extracurricular activities.

Prerequisite: HPE 414 or HPE 418, or concurrent enrollment in HPE 414 or HPE 418, or consent of department chair.

Offered: Spring.

**HPE 406 - Program Development in Health Promotion (3)**

Students will learn a systematic approach to develop health promotion programs. Planning models, needs assessments, behavior change theories, social marketing, program implementation, and evaluation techniques will be addressed.

Prerequisite: HPE 300 or HPE 301; HPE 303; or consent of the department chair.

Offered: Spring or as needed.

**HPE 408 - Coaching Applications (3)**

Effective planning, implementation and evaluation of practice and game management, as well as seasonal responsibilities of the coach, are analyzed. Includes field work in coaching.

Prerequisite: HPE 201, HPE 205, HPE 243, HPE 278, HPE 308, and current first aid/CPR (infant, child, and adult with AED) certification.

Offered: Fall.

**HPE 409 - Adapted Physical Education (3)**

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.

Prerequisite: SPED 433 and concurrent enrollment in or completion of HPE 413 or HPE 414.

Offered: Spring.

**HPE 410 - Stress Management ()**

Students explore connections between mental and physical health as related to managing stress. Activities include the identification of sources, the identification of the impact of stress on health, and the implementation of stress management techniques.

Prerequisite: 45 credit hours or consent of department chair.

Offered: Fall, Spring.

**HPE 411 - Kinesiology (3)**

The effects of physical and anatomical principles on the performance of motor patterns are studied and the mechanical analysis of specific activities are analyzed.

Prerequisite: BIOL 231, HPE 206 (for HPE majors) and admission to the Feinstein School of Education and Human Development or consent of department chair.

Offered: Fall.

**HPE 412 - Organization and Administration of Physical Education Programs: Prekindergarten through Grade Twelve (3)**

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. 4 contact hours.

Prerequisite: HPE 301 or HPE 418 or consent of department chair.

Offered: Fall.

**HPE 413 - Practicum in Elementary Physical Education (3)**

Practice creating and implementing developmentally appropriate lessons associated with rhythmic, individual, dual, team and adventure activities at the elementary level. Includes observations and supervised teaching experiences in PK-5 settings. (Formerly Practicum in Creative Movement and Dance.) 4 contact hours.

Prerequisite: HPE 313; admission to the Feinstein School of Education and Human Development or consent of department chair.

Offered: Spring.

**HPE 414 - Practicum In Secondary Physical Education (3)**

Practice creating and implementing developmentally appropriate lessons associated with rhythmic, individual, dual, team and adventure activities at the secondary level. Includes observations and supervised teaching experiences in 6th-12th grade settings. (Formerly Practicum in Individual and Dual Activities.) 6 contact hours.

Prerequisite: HPE 314 and HPE 315; admission to the Feinstein School of Education and Human Development or consent of department chair.

Offered: Spring.

**HPE 415 - Teaching/Assessment in Adapted Physical Education (3)**

Students assess individuals to determine if APE services are needed. Creating/implementing lesson plans in gross motor function, instructional tools and IEP's are practiced. Supervised teaching in school settings are included.

Prerequisite: HPE 409 and SPED 433 with a minimum grade of B-; or consent of department chair.

Offered: Fall.

**HPE 417 - Practicum In Elementary Health Education (3)**

Students prepare and implement skills-based school health education lessons for the elementary student. Included are planning and implementation of a unit plan and a supervised teaching experience.

Prerequisite: HPE 431 or consent of department chair.

Offered: Fall.

**HPE 418 - Practicum in Secondary Health Education (3)**

Students prepare and implement skills-based school health education for the secondary student. Included are development of a unit plan and a supervised teaching experience.

Prerequisite: HPE 417 or consent of department chair.

Offered: Spring.

**HPE 419 - Practicum in Community Health (3)**

Under the guidance of the instructor and the health agency personnel, students gain the practical experience necessary for planning, implementing, and evaluating community health education and health promotion programs.

Prerequisite: BIOL 231, BIOL 335; HPE 406; a minimum cumulative GPA of 2.50; or consent of department chair.

Offered: Fall.

**HPE 420 - Physiological Aspects of Exercise (3)**

Topics range from the physiological response of the human muscular and cardiorespiratory systems to the acute and chronic effects of physical activity. Lecture and laboratory. 4 contact hours.

Prerequisite: BIOL 335 and admission to the physical education teacher preparation program or consent of department chair.

Offered: Fall.

**HPE 421 - Practicum in Movement Studies and Assessment (3)**

Under the guidance of the instructor and wellness center supervisor, students gain the practical experience necessary for analyzing, planning, implementing and assessing fitness programs for individuals and groups. 4 contact hours.

Prerequisite: BIOL 231; BIOL 335; HPE 406; a minimum cumulative GPA of 2.50; or consent of the department chair.

Offered: Fall.

**HPE 422 - Student Teaching Seminar in Health Education (2)**

Teacher behaviors appropriate to effective teaching are developed. Topics include classroom and time management, effective communication, learning styles and teaching strategies. This seminar meets weekly.

Prerequisite: Concurrent enrollment in HPE 424.

Offered: Fall, Spring.

**HPE 423 - Student Teaching Seminar in Physical Education (2)**

Teacher behaviors appropriate to effective teaching are developed. Topics include classroom and time management, effective communication, learning styles and teaching strategies. This seminar meets weekly.

Prerequisite: Concurrent enrollment in HPE 425.

Offered: Fall, Spring.

**HPE 424 - Student Teaching in Health Education (10)**

In this culminating field experience, candidates complete a teaching experience in an elementary and secondary school under the supervision of cooperating teachers and a college supervisor. This is a full-semester assignment. Graded S, U.

Prerequisite: Concurrent enrollment in HPE 422, passing score(s) on Praxis, approved Preparing to Teach Portfolio and other Feinstein School of Education and Human Development admission and retention requirements.

Offered: Fall, Spring.

**HPE 425 - Student Teaching in Physical Education (10)**

In this culminating field experience, candidates complete a teaching experience in an elementary and secondary school under the supervision of cooperating teachers and a college supervisor. This is a full-semester assignment. Graded S, U.

Prerequisite: Concurrent enrollment in HPE 423, passing score(s) on Praxis, approved Preparing to Teach Portfolio and other Feinstein School of Education and Human Development admission and retention requirements.

Offered: Fall, Spring.

**HPE 426 - Internship in Community Health (10)**

Professional skills essential to the community health education and health promotion profession are developed and implemented in a variety of agencies or organizations. This is a full-semester assignment. Graded S, U.

Prerequisite: HPE 419, minimum cumulative GPA of 2.50, an approved Preparing for Internship Portfolio, and completion of all required courses.

Offered: Fall, Spring, Summer.

**HPE 427 - Internship in Movement Studies and Recreation (10)**

Professional skills essential to the movement studies or recreation profession are developed and implemented in a selected setting. This is a full-semester assignment.

Prerequisite: HPE 421, concurrent enrollment in HPE 430, a minimum cumulative GPA of 2.50, approved Preparing for Internship Portfolio and completion of all required courses.

Offered: Fall, Spring, Summer.

**HPE 429 - Seminar in Community Health (2)**

Students are provided a professional learning community to analyze, reflect, and share internship experiences. Responsibilities and competencies of the profession are explored and developed.

Prerequisite: Concurrent enrollment in HPE 426.

Offered: Fall, Spring, Summer.

**HPE 430 - Seminar in Movement Studies and Recreation (2)**

In a professional learning community, students analyze, reflect and share internship experiences. Responsibilities and best practices of the profession are explored and developed.

Prerequisite: Concurrent enrollment in HPE 427.

Offered: Fall, Spring, Summer.

**HPE 431 - Drug Education (3)**

Standards-based strategies for drug education in school and community settings are explored. Impact of alcohol, tobacco and other drugs on dimensions of wellness, risk factors, prevention and trends are examined.

Prerequisite: HPE 233 and 60 credit hours, or consent of department chair.

Offered: Fall, Spring.

**HPE 444 - Specialization in Adapted Physical Education (3)**

Teacher candidates plan, organize, teach and evaluate individualized physical education programs for individuals with disabilities. Course work includes many hands-on teaching experiences.

Prerequisite: Maintain a B in all special education, adapted physical education and practicum classes required in the physical education major.

Offered: Early Spring.

**HPE 451 - Recreation and Aging (3)**

Students explore steps needed to plan, organize, conduct and evaluate recreation programs for the older population. Included are recreation programming, diverse recreation activity experiences and staffing considerations.

Prerequisite: Completion of at least 60 college credits or consent of department chair.

Offered: As needed.

**HPE 500 - Introduction to Health Education and Health Promotion (3)**

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.

Prerequisite: Graduate status.

Offered: Fall.

**HPE 501 - Curriculum Design in Health Education (3)**

The development of curriculum in health education programs is considered with regard to individual and social needs.

Prerequisite: Graduate status and HPE 500 or consent of instructor.

Offered: Fall.

**HPE 503 - Health Education Pedagogy (3)**

Pedagogical practices within the field of health education, including an overview of health content, teaching strategies, standards-based learning and best practices, will be addressed in a hands-on setting.

Prerequisite: HPE 500 or consent of department chair.

Offered: Spring.

**HPE 504 - Application of Health Content (3)**

Students continue developing health education competencies through analytical study and practical experience. Critical analysis of health content, standard-based approaches, behavior theories, instructional planning, classroom management and assessment are addressed.

Prerequisite: HPE 503 or consent of department chair.

Offered: Fall.

**HPE 505 - Principles of Program Development in Health Education (3)**

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.

Prerequisite: Graduate status or consent of instructor.

Offered: Spring.

**HPE 507 - Epidemiology and Biostatistics (3)**

Topics covered include statistical concepts, evaluation of health research literature, outcome measurements, health surveillance and determinants of health.

Prerequisite: Graduate status or consent of instructor.

Offered: Spring.

**HPE 508 - Psycho-Social Aspects of Human Movement (3)**

Psychological and sociological constructs related to human movement and sport are analyzed. Topics include athletic leadership, coaching behavior and individual and societal-cultural factors related to human movement.

Prerequisite: Undergraduate degree in physical education or consent of department chair.

Offered: As needed.

**HPE 509 - Teaching Sports through a Tactical Perspective (3)**

Various sports are explored using student-centered, guided discovery instructional models. Games for understanding theory and curriculum are introduced. Emphasis is on developing cognitive off-the-ball and on-the-ball tactics.

Prerequisite: Undergraduate degree in physical education or consent of department chair.

Offered: As needed.

**HPE 512 - Curriculum Construction in Physical Education (3)**

Discussion of curricular models provide a foundation in designing a curriculum. Conceptual frameworks are used to guide decision-making processes in curriculum design.

Prerequisite: Undergraduate degree in physical education or consent of department chair.

Offered: As needed.

**HPE 519 - Professional Development for Cooperating Teachers (3)**

Cooperating teachers gain knowledge, tools and experience that help them prepare teacher candidates to meet professional requirements in health education. This course may be repeated after four years. Hybrid course.

Prerequisite: Graduate status and currently serving as a cooperating teacher, or consent of department chair.

Offered: As needed.

**HPE 522 - Current Issues in Physical Education (3)**

Current issues and how they relate to the fields of physical education, recreation and sport are examined. Particular attention is given to professional issues pertinent to class members.

Prerequisite: Undergraduate degree in physical education or consent of department chair.

Offered: As needed.

**HPE 523 - Adventure Education (3)**

Students are prepared for adventure education content knowledge and introduced to the principles of curriculum development for prekindergarten through grade 12. Students analyze and integrate adventure education into instruction.

Prerequisite: Undergraduate degree in physical education or consent of department chair.

Offered: As needed.

**HPE 530 - Family Life and Sexuality Education (3)**

Human sexuality issues and sexuality education principles are studied. Students develop those skills necessary for implementing school-based sexuality education programs.

Prerequisite: HPE 503 or consent of department chair.

Offered: Fall.

**HPE 531 - Methods and Procedures for School Nurse Teachers (3)**

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.

Prerequisite: Registered nurse with B.S. degree.

Offered: Spring.

**HPE 561 - Evaluation and Assessment in Health Education (3)**

This course is designed to provide health educators with the knowledge and skills to assess and evaluate health education lessons, programs and individual health behaviors and knowledge.

Prerequisite: HPE 504 and ELED 510 or consent of department chair.

Offered: Fall.

**HPE 562 - Seminar in Health Education (3)**

As a capstone experience for graduate students in health education, students learn to plan, implement and evaluate a health education program in the field.

Prerequisite: ELED 510 and completion of at least 18 additional credits in the M.Ed. in Health Education program, or consent of department chair.

Offered: Spring.

**HPE 563 - Professional Ethics and Social Health Issues (3)**

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.

Prerequisite: Graduate status or consent of instructor.

Offered: Spring.

**HPE 590 - Directed Study in Health Education (3)**

Under faculty supervision, students initiate a formal inquiry into a significant health issue or problem.

Prerequisite: Graduate status, HPE 562; consent of advisor, department chair, and dean.

Offered: As needed.

**HPE 591 - Directed Reading in Health Education (3)**

Under faculty supervision, students engage in intensive reading on a specific health issue.

Prerequisite: Graduate status, HPE 500, HPE 501; consent of advisor, department chair, and dean.

Offered: As needed.

## HSCI - Health Sciences

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**HSCI 100 - Introduction to Food Safety (3)**

This introductory course is designed to acquaint the student with the scope of the food industry and the role of science in the preservation, processing, and utilization of foods.

Offered: Fall.

**HSCI 102 - Food Plant Sanitation (3)**

Relation of food plant sanitation to good manufacturing practices and regulations affecting sanitation are examined.

Offered: Spring.

**HSCI 105 - Medical Terminology (2)**

This course will provide students with a basic medical terminology vocabulary for use in the health care setting.

Offered: Fall, Spring.

**HSCI 202 - Fundamentals of Food Processing (3)**

The basic concepts of industrial food processing and preservation are presented.

Prerequisite: HSCI 102.

Offered: Spring.

**HSCI 232 - Human Genetics (4)**

Human genetics and biotechnology are presented in the context of health care and public health policy. These topics are explored using problem-based learning and case studies.

General Education Category: Advanced Quantitative/Scientific Reasoning.

Prerequisite: BIOL 100, BIOL 108, or BIOL 111.

Offered: Fall.

**HSCI 300 - Food Chemistry (3)**

This course presents the basic composition, structure, and properties of foods, and the chemistry of changes occurring during processing, storage and use.

Prerequisite: CHEM 206

Offered: Fall.

**HSCI 302 - Hazard Analysis and Critical Control Points (3)**

This course is a comprehensive study of the Hazard Analysis and Critical Control Point System and its application in the food industry.

Prerequisite: BIOL 108; CHEM 104

Offered: Spring.

**HSCI 400 - Quality Assurance of Food Products (3)**

This course presents quality assurance practices in the food industry.

Prerequisite: BIOL 348.

Offered: Fall.

**HSCI 401 - Topics in Respiratory Therapy (4)**

Various aspects of respiratory therapy are reviewed for evidence-based recommendations and updates. Diagnostic techniques, treatment approaches, current clinical practice guidelines and updates, and cardiopulmonary medications are addressed.

Prerequisite: Enrollment in the respiratory therapy completion concentration of the B.S. in health sciences.

Offered: Spring.

**HSCI 402 - Current Topics in Dental Hygiene (4)**

This course familiarizes dental hygiene students with evolving professional trends related to the dental hygiene process of care in private or public practice.

Prerequisite: Enrollment in the dental hygiene completion concentration of the B.S. in health sciences.

Offered: As needed.

**HSCI 403 - Food Borne Disease (3)**

This course presents the conditions that lead to food borne illness.

Prerequisite: BIOL 348

Offered: Fall.

**HSCI 404 - Food Microbiology (3)**

The microbiology of food is examined with an emphasis on conditions promoting microbial growth and prevention.

Prerequisite: BIOL 348

Offered: Spring.

**HSCI 405 - Food Safety Case Study (1)**

An overview of problem solving and teamwork concepts involved in industrial food safety.

Prerequisite: HSCI 400.

Offered: Spring.

**HSCI 465 - Seminar in Respiratory Therapy (4)**

Readings and discussion on selected topics include a review of research methods in health care, critical evaluation of research methods and design, and adoption of evidence-based recommendations into clinical practice.

Prerequisite: MATH 240 or consent of instructor.

Offered: Fall.

**HSCI 466 - Evidence-Based Decision Making for Dental Hygiene (4)**

This evidence-based decision-making course aids students in evaluating and applying current and emerging research which, coupled with expertise and critical thinking, guides the dental hygiene process of care.

Prerequisite: HSCI 402, HPE 307 and MATH 240.

Offered: As needed.

**HSCI 491 - Independent Study I (4)**

Students select a topic and undertake concentrated research or creative activity under the mentorship of a faculty member.

Prerequisite: Consent of instructor, department chair and dean, and admission to the health science honors program.

Offered: As needed.

**HSCI 492 - Independent Study II (4)**

This course continues the development of research or creative activity begun in HSCI 491. For departmental honors, the project requires final assessment by the department.

Prerequisite: HSCI 491 and consent of instructor, department chair and dean.

Offered: As needed.

**HSCI 494 - Independent Study in Health Sciences (4)**

Students choose a topic for a research project or pursue an internship under the supervision of faculty.

Prerequisite: Consent of instructor, department chair and dean.

Offered: As needed.

## **HIST - History**

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**HIST 101 - Multiple Voices: Africa in the World (4)**

Students examine the historian's craft by studying pivotal events highlighting the historical relationship between Africa and the world.

General Education Category: History.

Offered: Fall, Spring, Summer.

**HIST 102 - Multiple Voices: Asia in the World (4)**

Students examine the historian's craft by studying pivotal events highlighting the historical relationship between Asia and the world.

General Education Category: History.

Offered: Fall, Spring, Summer.

**HIST 103 - Multiple Voices: Europe in the World to 1600 (4)**

Students examine the historian's craft by studying pivotal events highlighting the historical relationship between Europe and the world to 1600.

General Education Category: History.

Offered: Fall, Spring, Summer.

**HIST 104 - Multiple Voices: Europe in the World Since 1600 (4)**

Students examine the historian's craft by studying pivotal events highlighting the historical relationship between Europe and the world since 1600.

General Education Category: History.

Offered: Fall, Spring, Summer.

**HIST 105 - Multiple Voices: Latin America in the World (4)**

Students examine the historian's craft by studying pivotal events highlighting the historical relationship between Latin America and the world.

General Education Category: History.

Offered: Fall, Spring, Summer.

**HIST 106 - Multiple Voices: Muslim People in the World (4)**

Students examine the historian's craft by studying pivotal events highlighting the historical relationship between Muslim peoples and the world.

General Education Category: History.

Offered: Fall, Spring, Summer.

**HIST 107 - Multiple Voices: The United States in the World (4)**

Students examine the historian's craft by studying pivotal events highlighting the historical relationship between the United States and the world.

General Education Category: History.

Offered: Fall, Spring, Summer.

**HIST 117 - Special Topics in History (4)**

This course introduces students to historical themes within a particular era or period such as European history, Western civilization or the holocaust.

Offered: As needed.

**HIST 118 - Topics in U.S. History to 1877 (4)**

This course provides an in-depth study of the history of the United States up to 1877 through five strands of history: political, economic, religious, social and intellectual.

Offered: As needed.

**HIST 119 - Topics in U.S. History from 1877 to Present (4)**

This course provides an in-depth study of the history of the United States from 1877 to the present through five strands of history: political, economic, religious, social and intellectual.

Offered: As needed.

**HIST 200 - The Nature of Historical Inquiry (4)**

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.

Prerequisite: Completion of one of the following: HIST 101, HIST 102, HIST 103, HIST 104, HIST 105, HIST 106, HIST 107, or HIST 161; or consent of department chair.

Offered: Fall, Spring.

**HIST 201 - U.S. History to 1877 (4)**

The development of the United States from its colonial origins to the end of Reconstruction is surveyed.

Offered: Fall, Spring, Summer.

**HIST 202 - U.S. History from 1877 to the Present (4)**

The development of the United States from the rise of industrialization to the present is surveyed.

Offered: Fall, Spring, Summer.

**HIST 204 - Global History since 1500 (4)**

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.

Prerequisite: Completion of one of the following: HIST 101, HIST 102, HIST 103, HIST 104, HIST 105, HIST 106, HIST 107, or HIST 161; or consent of department chair.

Offered: Fall, Spring.

**HIST 207 - Quantitative History Through Applied Statistics (4)**

This course uses statistics to enable students to broaden their historical reasoning so as to better assess the multiplicity of human, institutional, and environmental factors creating present and past historical reality.

Prerequisite: Completion of MATH 240 or MATH 248, and one of the following: HIST 101, HIST 102, HIST 103, HIST 104, HIST 105, HIST 106, HIST 107.

Offered: Spring (alternate years).

**HIST 263 - Christianity (4)**

This course explores the historical evolution of the traditions and practices of Christianity in diverse geographical and cultural settings from its biblical origins to the present.

General Education Category: Connections.

Prerequisite: FYS 100, FYW 100/FYW 100P/FYW 100H, and at least 45 credits.

Offered: Fall, Spring.

**HIST 267 - Europe and Beyond: Historical Reminiscences (4)**

An interdisciplinary examination of historical events since 1700 through the lens of men's and women's memoirs, autobiographies, fiction, and film.

General Education Category: Connections.

Prerequisite: FYS 100, FYW 100/FYW 100P/FYW 100H and 45 credit hours.

Offered: Annually.

**HIST 268 - Civil Rights and National Liberation Movements (4)**

This course emphasizes a global approach to American history that places movements of national liberation, exemplified by Vietnam, Cuba, and Guinea Bissau, and the American Civil Rights movement, in context.

General Education Category: Connections.

Prerequisite: FYS 100, FYW 100/FYW 100P/FYW 100H and 45 credit hours.

Offered: Annually.

**HIST 269 - Jazz and Civil Rights: Freedom Sounds (4)**

This course explores the evolution of jazz from bebop through free jazz, emphasizing the relationship between music and social change, in particular the civil rights movement, domestically and internationally.

General Education Category: Connections.

Prerequisite: FYS 100, FYW 100/FYW 100P/FYW 100H and 45 credit hours.

Offered: Fall, Spring, Summer.

**HIST 272 - Globalization, 15th Century to the Present (4)**

This course examines the traditional interpretation of the "Rise of the West" as an inevitable historical process by exploring the essential contributions of diverse global societies to contemporary globalization.

General Education Category: Connections.

Prerequisite: FYS 100, FYW 100/FYW 100P/FYW 100H and 45 credit hours.

Offered: Fall, Spring, Summer.

**HIST 273 - Latin America and Globalization, 1492-Present (4)**

A history of globalization's impact on Latin America from 1492 to the present through a cross-cultural analysis of the interactions of Latin America with Europe, Africa, and Asia.

General Education Category: Connections.

Prerequisite: FYS 100, FYW 100/FYW 100P/FYW 100H and 45 credit hours.

Offered: Annually.

**HIST 275 - Russia from Beginning to End (4)**

Course highlights major events in Russian civilization such as the Mongols, tsars, imperial Russia, Soviet communism, World War II, and Russia today, through art, architecture, history, literature, and music.

General Education Category: Connections.

Prerequisite: FYS 100, FYW 100/FYW 100P/FYW 100H and 45 credit hours.

Offered: Fall, Spring.

**HIST 300 - History of Ancient Greece (4)**

The development of ancient Greece from the archaic period to the death of Alexander the Great is examined. Topics include constitutional development, colonization, the Persian and Peloponnesians wars and slavery.

Prerequisite: Completion of one of the following: HIST 101, HIST 102, HIST 103, HIST 104, HIST 105, HIST 106, HIST 107, or HIST 161; or consent of department chair.

Offered: Alternate years.

**HIST 301 - Alexander and the Hellenistic World (4)**

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.

Prerequisite: Completion of one of the following: HIST 101, HIST 102, HIST 103, HIST 104, HIST 105, HIST 106, HIST 107, or HIST 161; or consent of department chair.

Offered: As needed.

**HIST 302 - The Roman Republic (4)**

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.

Prerequisite: Completion of one of the following: HIST 101, HIST 102, HIST 103, HIST 104, HIST 105, HIST 106, HIST 107, or HIST 161; or consent of department chair.

Offered: As needed.

**HIST 303 - The Roman Empire (4)**

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.

Prerequisite: Completion of one of the following: HIST 101, HIST 102, HIST 103, HIST 104, HIST 105, HIST 106, HIST 107, or HIST 161; or consent of department chair.

Offered: As needed.

**HIST 304 - Medieval History (4)**

Western civilization is explored from the breakup of the Roman Empire to the beginning of the fourteenth century. Topics include the rise of Christianity, feudalism, and economic and technological developments.

Prerequisite: Completion of one of the following: HIST 101, HIST 102, HIST 103, HIST 104, HIST 105, HIST 106, HIST 107, or HIST 161; or consent of department chair.

Offered: As needed.

**HIST 305 - The Age of the Renaissance (4)**

Europe's transition from the fourteenth century through Shakespeare's death are examined, focusing on changing patterns of thought, art and political forms in Italian city-states, Northern Europe, Britain and Spain.

Prerequisite: Completion of one of the following: HIST 101, HIST 102, HIST 103, HIST 104, HIST 105, HIST 106, HIST 107, or HIST 161; or consent of department chair.

Offered: Fall.

**HIST 306 - Protestant Reformations and Catholic Renewal (4)**

Students explore religious crises intertwined with the social, political, economic and intellectual history of the fourteenth through seventeenth centuries that produced modern times.

Prerequisite: Completion of one of the following: HIST 101, HIST 102, HIST 103, HIST 104, HIST 105, HIST 106, HIST 107, or HIST 161; or consent of department chair.

Offered: As needed.

**HIST 307 - Europe in the Age of Enlightenment (4)**

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.

Prerequisite: Completion of one of the following: HIST 101, HIST 102, HIST 103, HIST 104, HIST 105, HIST 106, HIST 107, or HIST 161; or consent of department chair.

Offered: As needed.

**HIST 308 - Europe in the Age of Revolution, 1789 to 1850 (4)**

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.

Prerequisite: Completion of one of the following: HIST 101, HIST 102, HIST 103, HIST 104, HIST 105, HIST 106, HIST 107, or HIST 161; or consent of department chair.

Offered: As needed.

**HIST 309 - Europe in the Age of Nationalism, 1850 to 1914 (4)**

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.

Prerequisite: Completion of one of the following: HIST 101, HIST 102, HIST 103, HIST 104, HIST 105, HIST 106, HIST 107, or HIST 161; or consent of department chair.

Offered: As needed.

**HIST 310 - Twentieth-Century Europe (4)**

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.

Prerequisite: Completion of one of the following: HIST 101, HIST 102, HIST 103, HIST 104, HIST 105, HIST 106, HIST 107, or HIST 161; or consent of department chair.

Offered: As needed.

**HIST 311 - The Origins of Russia to 1700 (4)**

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.

Prerequisite: Completion of one of the following: HIST 101, HIST 102, HIST 103, HIST 104, HIST 105, HIST 106, HIST 107, or HIST 161; or consent of department chair.

Offered: Alternate years.

**HIST 312 - Russia from Peter to Lenin (4)**

Russian history during westernization is examined. Topics include elite and non-elite social development, serfdom, autocratic state, modernization, the Russian Revolutionary movement, non-Russian peoples, warfare, and diplomacy.

Prerequisite: Completion of one of the following: HIST 101, HIST 102, HIST 103, HIST 104, HIST 105, HIST 106, HIST 107, or HIST 161; or consent of department chair.

Offered: Alternate years.



**HIST 313 - The Soviet Union and After (4)**

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.

Prerequisite: Completion of one of the following: HIST 101, HIST 102, HIST 103, HIST 104, HIST 105, HIST 106, HIST 107, or HIST 161; or consent of department chair.

Offered: Alternate years.

**HIST 314 - Women in European History (4)**

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.

Prerequisite: Completion of one of the following: HIST 101, HIST 102, HIST 103, HIST 104, HIST 105, HIST 106, HIST 107, or HIST 161; or consent of department chair.

Offered: As needed.

**HIST 315 - Western Legal Systems (4)**

This is a comparative study of English common law and continental European civil law. Students cannot receive credit for both POL 315 and HIST 315.

Prerequisite: Completion of one of the following: HIST 101, HIST 102, HIST 103, HIST 104, HIST 105, HIST 106, HIST 107, or HIST 161; or consent of department chair.

Offered: As needed.

**HIST 316 - Modern Western Political Thought (4)**

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 HIST 316 and POL 316.

Prerequisite: Completion of one of the following: HIST 101, HIST 102, HIST 103, HIST 104, HIST 105, HIST 106, HIST 107 or HIST 161; or consent of department chair.

Offered: Fall.

**HIST 317 - Politics and Society (4)**

Relationships of power and authority and their social foundations are examined. Students cannot receive credit for more than one of the following: HIST 317, POL 317, and SOC 317.

Prerequisite: Completion of one of the following: HIST 101, HIST 102, HIST 103, HIST 104, HIST 105, HIST 106, HIST 107, or HIST 161; or consent of department chair.

Offered: Spring.

**HIST 318 - Tudor-Stuart England (4)**

British history is studied from the Tudors to the Stuarts, including Henry VIII, Elizabeth, the Puritans, the Civil War, and the Glorious Revolution. Topics include social, cultural, legal, military, economic, and medieval history.

Prerequisite: Completion of one of the following: HIST 101, HIST 102, HIST 103, HIST 104, HIST 105, HIST 106, HIST 107, or HIST 161; or consent of department chair.

Offered: As needed.

**HIST 320 - American Colonial History (4)**

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.

Prerequisite: Completion of one of the following: HIST 101, HIST 102, HIST 103, HIST 104, HIST 105, HIST 106, HIST 107, or HIST 161; or consent of department chair.

Offered: Annually.

**HIST 321 - The American Revolution (4)**

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.

Prerequisite: Completion of one of the following: HIST 101, HIST 102, HIST 103, HIST 104, HIST 105, HIST 106, HIST 107, or HIST 161; or consent of department chair.

Offered: Annually.

**HIST 322 - The Early American Republic (4)**

Focus is on the creation of competing political, economic, social, and moral identities in the North and South, from the Constitution to the Mexican War.

Prerequisite: Completion of one of the following: HIST 101, HIST 102, HIST 103, HIST 104, HIST 105, HIST 106, HIST 107, or HIST 161; or consent of department chair.

Offered: Annually.

**HIST 323 - The Gilded Age and Progressive Era (4)**

Students explore the effects of industrialization, immigration, urbanization and globalization on American society from 1877-1920. These transformations created new opportunities, challenges and controversies for different groups of Americans

Prerequisite: Completion of one of the following: HIST 101, HIST 102, HIST 103, HIST 104, HIST 105, HIST 106, HIST 107, or HIST 161; or consent of department chair.

Offered: Alternate years.

**HIST 324 - Crises of American Modernity, 1914-1945 (4)**

Students examine how tradition and modernity clashed in music, art and ideas, and how Americans grappled with prohibition, the Great Depression, global war and the dawn of the atomic age.

Prerequisite: Completion of one of the following: HIST 101, HIST 102, HIST 103, HIST 104, HIST 105, HIST 106, HIST 107, or HIST 161; or consent of department chair.

Offered: Annually.

**HIST 325 - Superpower America 1945-1990 (4)**

Students examine how the United States became an atomic superpower, faced new challenges and forced Americans to confront long-simmering conflicts, leading to social revolutions.

Prerequisite: Completion of one of the following: HIST 101, HIST 102, HIST 103, HIST 104, HIST 105, HIST 106, HIST 107, or HIST 161; or consent of department chair.

Offered: Annually.

**HIST 326 - American Cultural History: The Nineteenth Century (4)**

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.

Prerequisite: Completion of one of the following: HIST 101, HIST 102, HIST 103, HIST 104, HIST 105, HIST 106, HIST 107, or HIST 161; or consent of department chair.

Offered: As needed.

**HIST 327 - Popular Culture in Twentieth Century America (4)**

Students examine the influence of popular culture in American history, and how Americans utilized and interpreted popular culture such as films, television and music, throughout the twentieth century.

Prerequisite: Completion of one of the following: HIST 101, HIST 102, HIST 103, HIST 104, HIST 105, HIST 106, HIST 107, or HIST 161; or consent of department chair.

Offered: Alternate years.

**HIST 328 - History of the American West (4)**

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.

Prerequisite: Completion of one of the following: HIST 101, HIST 102, HIST 103, HIST 104, HIST 105, HIST 106, HIST 107, or HIST 161; or consent of department chair.

Offered: As needed.

**HIST 329 - Civil War and Reconstruction (4)**

Topics include the conflicts of the 1850s; the Civil War's impact on American politics, economy, culture, and society; postwar political, economic, and racial reconstruction; and the contested memory of the war.

Prerequisite: Completion of one of the following: HIST 101, HIST 102, HIST 103, HIST 104, HIST 105, HIST 106, HIST 107, or HIST 161; or consent of department chair.

Offered: As needed.

**HIST 330 - History of American Immigration (4)**

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.

Prerequisite: Completion of one of the following: HIST 101, HIST 102, HIST 103, HIST 104, HIST 105, HIST 106, HIST 107, or HIST 161; or consent of department chair.

Offered: As needed.

**HIST 331 - Rhode Island History (4)**

Rhode Island's colonial and revolutionary origins, the problems of nineteenth- and twentieth-century industrial growth and social change, and other topics are surveyed.

Prerequisite: Completion of one of the following: HIST 101, HIST 102, HIST 103, HIST 104, HIST 105, HIST 106, HIST 107, or HIST 161; or consent of department chair.

Offered: Spring.

**HIST 332 - The American Presidency (4)**

The evolution of the institution and function of the presidency is examined. Students cannot receive credit for both HIST 332 and POL 357.

Prerequisite: Completion of one of the following: HIST 101, HIST 102, HIST 103, HIST 104, HIST 105, HIST 106, HIST 107, or HIST 161; or consent of department chair.

Offered: Annually.

**HIST 333 - American Gender and Women's History (4)**

Students examine changing gender ideals and lived experiences for women in American history, including distinctions among women based on variables of race, class and sexuality in American society.

Prerequisite: Completion of one of the following: HIST 101, HIST 102, HIST 103, HIST 104, HIST 105, HIST 106, HIST 107, or HIST 161; or consent of department chair.

Offered: Alternate years.

**HIST 334 - African American History (4)**

Topics include the African background of African Americans, development of slavery, abolitionism, legislative and judicial drives to equality, and social and cultural contributions of African Americans.

Prerequisite: Completion of one of the following: HIST 101, HIST 102, HIST 103, HIST 104, HIST 105, HIST 106, HIST 107, or HIST 161; or consent of department chair.

Offered: Annually.

**HIST 335 - American Foreign Policy: 1945 to the Present (4)**

American foreign policy from 1945 to the present is surveyed. Topics include the Cold War, relationships among international organizations, decolonization, and theories of modernization.

Prerequisite: Completion of one of the following: HIST 101, HIST 102, HIST 103, HIST 104, HIST 105, HIST 106, HIST 107, or HIST 161; or consent of department chair.

Offered: Fall.

**HIST 336 - The United States and the Emerging World (4)**

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.

Prerequisite: Completion of one of the following: HIST 101, HIST 102, HIST 103, HIST 104, HIST 105, HIST 106, HIST 107, or HIST 161; or consent of department chair.

Offered: Spring.

**HIST 340 - The Muslim World from the Age of Muhammad to 1800 (4)**

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.

Prerequisite: Completion of one of the following: HIST 101, HIST 102, HIST 103, HIST 104, HIST 105, HIST 106, HIST 107, or HIST 161; or consent of department chair.

Offered: Alternate years.

**HIST 341 - The Muslim World in Modern Times, 1800 to the Present (4)**

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.

Prerequisite: Completion of one of the following: HIST 101, HIST 102, HIST 103, HIST 104, HIST 105, HIST 106, HIST 107, or HIST 161; or consent of department chair.

Offered: Alternate years.

**HIST 342 - Islam and Politics in Modern History (4)**

The causes, manifestations, and forms of Islamic resurgence since the nineteenth century are studied. Islam's role in relationship to sociopolitical changes is analyzed through selected case studies.

Prerequisite: Completion of one of the following: HIST 101, HIST 102, HIST 103, HIST 104, HIST 105, HIST 106, HIST 107, or HIST 161; or consent of department chair.

Offered: Alternate years.

**HIST 344 - History of East Asia to 1600 (4)**

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.

Prerequisite: Completion of one of the following: HIST 101, HIST 102, HIST 103, HIST 104, HIST 105, HIST 106, HIST 107, or HIST 161; or consent of department chair.

Offered: As needed.

**HIST 345 - History of China in Modern Times (4)**

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.

Prerequisite: Completion of one of the following: HIST 101, HIST 102, HIST 103, HIST 104, HIST 105, HIST 106, HIST 107, or HIST 161; or consent of department chair.

Offered: As needed.

**HIST 346 - Japanese History through Art and Literature (4)**

Students examine Japanese history from ancient to Tokugawa period (through 1868), focusing on social and cultural development of Japan using various methods, including archaeological remains, visual materials, art and literature.

Prerequisite: Completion of one of the following: HIST 101, HIST 102, HIST 103, HIST 104, HIST 105, HIST 106, HIST 107, or HIST 161; or consent of department chair.

Offered: Alternate years.

**HIST 348 - Africa under Colonial Rule (4)**

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.

Prerequisite: Completion of one of the following: HIST 101, HIST 102, HIST 103, HIST 104, HIST 105, HIST 106, HIST 107, or HIST 161; or consent of department chair.

Offered: Annually.

**HIST 349 - History of Contemporary Africa (4)**

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.

Prerequisite: Completion of one of the following: HIST 101, HIST 102, HIST 103, HIST 104, HIST 105, HIST 106, HIST 107, or HIST 161; or consent of department chair.

Offered: Annually.

**HIST 352 - Colonial Latin America (4)**

Topics in Latin America history are surveyed (1492-1808), including the Conquest, African and Indian slavery, and the creation of multicultural societies.

Prerequisite: Completion of one of the following: HIST 101, HIST 102, HIST 103, HIST 104, HIST 105, HIST 106, HIST 107, or HIST 161; or consent of department chair.

Offered: Annually.

**HIST 353 - Modern Latin America (4)**

Topics in Latin American history are surveyed, including Wars of independence, immigration, revolutionary movements, populism and globalization.

Prerequisite: Completion of one of the following: HIST 101, HIST 102, HIST 103, HIST 104, HIST 105, HIST 106, HIST 107, or HIST 161; or consent of department chair.

Offered: Annually.

**HIST 354 - Nationalism and National Identities (4)**

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.

Prerequisite: Completion of one of the following: HIST 101, HIST 102, HIST 103, HIST 104, HIST 105, HIST 106, HIST 107, or HIST 161; or consent of department chair.

Offered: As needed.

**HIST 355 - Everyday Life History (4)**

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.

Prerequisite: Completion of one of the following: HIST 101, HIST 102, HIST 103, HIST 104, HIST 105, HIST 106, HIST 107, or HIST 161; or consent of department chair.

Offered: As needed.

**HIST 357 - Public History (4)**

Students examine the potential, promise, and problems of public history by collectively defining and articulating visions for the field, studying how memory relates to history and exploring social roles for history.

Prerequisite: Completion of one of the following: HIST 101, HIST 102, HIST 103, HIST 104, HIST 105, HIST 106, HIST 107, or HIST 161; or consent of department chair.

Offered: Annually.

**HIST 358 - Environmental History (4)**

This course analyzes the relationship between humans and the natural environment by historically illuminating how nature has shaped human societies and the impact people have had on their environments.

Prerequisite: Completion of one of the following: HIST 101, HIST 102, HIST 103, HIST 104, HIST 105, HIST 106, HIST 107 or HIST 161; or consent of department chair.

Offered: Annually.

**HIST 361 - Seminar in History (4)**

Building on the students' experience in HIST 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.

Prerequisite: HIST 200 and 15 additional credit hours of history courses.

Offered: Fall, Spring.

**HIST 362 - Reading Seminar in History (4)**

Building on history and social science courses, this seminar involves extensive reading and discussion of selected historical themes. Focus is on historiographical issues.

Prerequisite: HIST 200, 15 additional credit hours of history courses, and 12 credit hours of social sciences courses.

Offered: Fall, Spring (as needed).

**HIST 363 - Internship in Applied History (4-8)**

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.

Prerequisite: HIST 200; three additional 300-level history courses; minimum overall GPA of 2.75; and a written proposal listing objectives, program of study, and evaluation criteria approved by faculty advisor, faculty supervisor, and department chair.

Offered: Annually.

**HIST 381 - Workshop: History and the Elementary Education Teacher (1)**

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.

Prerequisite: HIST 200, HIST 201, HIST 202.

Offered: Fall.

**HIST 390 - Directed Study (4)**

Designed to be a substitute for a traditional course under the instruction of a faculty member.

Prerequisite: Consent of instructor, department chair and dean.

Offered: As needed.

**HIST 491 - Independent Study I (4)**

Students in the first semester of their senior year undertake concentrated research or creative activity under the mentorship of a faculty member.

Prerequisite: Admission to the honors program, and consent of instructor, department chair and dean.

Offered: As needed.

**HIST 492 - Independent Study II (4)**

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.

Prerequisite: HIST 491 and consent of instructor, department chair and dean.

Offered: As needed.

**HIST 501 - Historiography (3)**

This is an introduction to the theories and types of history and the various schools of historical thought.

Prerequisite: Graduate status and consent of department chair and graduate advisor.

Offered: Fall.

**HIST 521 - Topics in Comparative History (3)**

Aimed at providing a theoretical and practical appreciation of historical comparison and generalization, the methodological basis of comparative history is examined.

Prerequisite: Graduate status and consent of department chair and graduate advisor.

Offered: Spring.

**HIST 550 - Topics in American History (3)**

Focus is on varying topics in American history, from the Colonial Era to the present.

Prerequisite: Graduate status and consent of department chair and graduate dean.

Offered: As needed.

**HIST 551 - Topics in Western History (3)**

Focus is on varying topics in Western history, from the Ancient World to the present.

Prerequisite: Graduate status and consent of department chair and graduate dean.

Offered: As needed.

**HIST 552 - Topics in Non-Western History (3)**

Focus is on varying topics in non-Western history. Africa, Asia, and the Middle East are investigated.

Prerequisite: Graduate status and consent of department chair and graduate dean.

Offered: As needed.

**HIST 561 - Graduate Seminar in History (3)**

Students develop a greater knowledge of materials for history, methods of research, and skill in solving problems of analysis and exposition.

Prerequisite: Graduate status, HIST 501 and consent of graduate advisor.

Offered: Fall.

**HIST 562 - Graduate Reading Seminar (3)**

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.

Prerequisite: Graduate status and consent of graduate advisor and department chair.

Offered: Spring.

**HIST 571 - Graduate Reading Course in History (3)**

Students engage in independent study under the guidance of a historian.

Prerequisite: Only open 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 (3-6)**

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. Graded H, S, U.

Prerequisite: Graduate status.

Offered: As needed.

## HONR - Honors

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**HONR 100 - First Year Seminar (4)**

Students choose from a variety of topics rooted in various disciplines. Each section is discussion-based, focused on developing critical thinking, oral communication, research fluency, and written communication.

General Education Category: First Year Seminar.

Prerequisite: Acceptance into the Gen. Ed. Honors Program or consent of director of honors.

Offered: Fall.

**HONR 163 - Seminar in Non-Western Cultures (4)**

Issues and developments in non-Western cultures are examined from various disciplinary and interdisciplinary perspectives.

Prerequisite: Admission to Gen. Ed. Honors or consent of program director.

Offered: Fall.

**HONR 264 - Seminar in Cross-cultural and Interdisciplinary Issues (4)**

Topics of cross-cultural and interdisciplinary interest are studied emphasizing comparative perspectives and the use of primary texts.

General Education Category: Connections.

Prerequisite: Completion of FYS, FYW, and at least 45 credits. Admission to Gen. Ed. Honors or consent of program director.

Offered: Spring.

**HONR 351 - Honors Colloquium (2)**

Students examine the framework of undergraduate research or creative work in preparation for their honors projects. This course may be taken twice for credit. 1.5 contact hours. Graded S, U.

Prerequisite: Cumulative GPA of 3.00 and consent of program director.

Offered: Fall, Spring.

## INST - Instructional Technology

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**INST 251 - Introduction to Emerging Technologies (3)**

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.

Offered: Fall, Spring.

**INST 404 - Preparing and Using Instructional Materials (3)**

Students produce a variety of instructional materials using appropriate technologies and software. Demonstrations and instruction focus on how to effectively use digital technologies for diverse audiences.

Prerequisite: 6 credit hours of teacher preparation courses or consent of department chair.

Offered: As needed.

**INST 516 - Integrating Technology into Instruction (3)**

Students prepare lessons that demonstrate full integration of technology into instruction. Projects incorporate techniques reflecting current application of technology, instructional theory, and professional standards.

Prerequisite: Graduate status or consent of department chair.

Offered: Fall, Spring.

**INST 520 - Introduction to Online Learning and Teaching (3)**

Students are introduced to online learning, its foundations, history, and core principles. Particular attention is given to current practice in online teaching and learning. Hybrid course.

Prerequisite: Graduate status or consent of department chair and at least intermediate technology skill.

Offered: As needed.

## INGO - International Non-Government Organizations Studies

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**INGO 300 - International Nongovernmental Organizations (4)**

From an interdisciplinary perspective, the various roles of international nongovernmental organizations are examined. Students cannot receive credit for both INGO 300 and POL 345.

Prerequisite: POL 203 or consent of program director.

Offered: Fall.

**INGO 301 - Applied Development Studies (3)**

The contested meanings of "development" are surveyed. Focus is on the multiple contexts within which international nongovernmental organizations operate. Study includes social justice issues relevant to development activities.

Prerequisite: One 200-level political science course or consent of program director.

Offered: Spring.

**INGO 302 - International Nongovernmental Organizations and Social Entrepreneurship (4)**

Students assess socially engaged enterprises of international nongovernmental organizations for social value, ecosystem sustainability, and market prospects.

Prerequisite: POL 203 or consent of program director.

Offered: Spring.

**INGO 303 - Pre-Internship Seminar in International Nongovernmental Organizations (1)**

Students prepare for an internship in an international nongovernmental organization. Discussion includes workplace etiquette and the challenges of living and working abroad. Students identify, apply for, and plan an internship.

Prerequisite: INGO 300 or consent of program director.

Offered: As needed.

**INGO 304 - Internship in International Nongovernmental Organizations (1-4)**

Students take part in one or more internships for a minimum of 180 hours. A research paper and academic work complement the internship. This course may be repeated for credit.

Prerequisite: INGO 303 or consent of program director.

Offered: As needed.

## ITAL - Italian

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**ITAL 101 - Elementary Italian I (4)**

Students learn to understand, speak, read, and write in Italian and gain an understanding of Italian life and character. Online work is required. Not open to students who have admission credit in Italian.

Offered: Fall, Spring.

**ITAL 102 - Elementary Italian II (4)**

Four skills in elementary Italian—listening, speaking, reading, and writing—are further developed within the context of Italian culture. Online work is required.

General Education Category: Satisfies Gen. Ed. language requirement with a grade of C.

Prerequisite: ITAL 101 or one year of secondary school Italian, or consent of department chair.

Offered: Fall, Spring.

**ITAL 113 - Intermediate Italian (4)**

The cultural and linguistic heritage of Italy is examined through selected readings. Grammar is reviewed and basic oral and written skills developed. Online work is required.

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 (4)**

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.

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 115 - Literature of Italy (4)**

Students are introduced to techniques of literary analysis through readings from various periods of Italian literature as they continue to develop speaking, reading, and writing skills in Italian.

General Education Category: Literature.

Prerequisite: ITAL 113 or equivalent, or consent of department chair.

Offered: Fall, Spring.

**ITAL 201 - Conversation and Composition (4)**

Students develop correct pronunciation through oral practice and elementary work in phonetics. Emphasis is on the use of correct spoken Italian on an advanced level.

Prerequisite: ITAL 114 or equivalent or consent of department chair.

Offered: Fall.

**ITAL 202 - Composition and Conversation (4)**

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.

Prerequisite: ITAL 114 or equivalent or consent of department chair.

Offered: Spring.

**ITAL 321 - Italian Literature and Civilization through Renaissance (4)**

Major Italian authors and works of literature from the thirteenth century through the Renaissance are examined in their historical and cultural context.

Prerequisite: ITAL 202 or consent of department chair.

Offered: Alternate years.

**ITAL 322 - Italian Literature and Civilization Post-Renaissance (4)**

Major Italian authors and works of literature from the post-Renaissance to the twenty-first century are examined in their historical and cultural context.

Prerequisite: ITAL 202 or consent of department chair.

Offered: Alternate years.

**ITAL 330 - Modern Italy (4)**

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.

Prerequisite: ITAL 202 or consent of department chair.

Offered: Annually.

**ITAL 403 - Studies in Italian Theatre (3)**

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.

Prerequisite: ITAL 202, and ITAL 321 or ITAL 322, or consent of department chair.

Offered: As needed.

**ITAL 404 - Studies in Italian Cinema (3)**

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.

Prerequisite: ITAL 202, and ITAL 321 or ITAL 322 or ITAL 330, or consent of department chair.

Offered: As needed.

## JPAN - Japanese

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**JPAN 101 - Elementary Japanese I (4)**

Students learn to understand, speak, read, and write in Japanese and gain an understanding of Japanese life and character. Online work is required.

Offered: Fall.

**JPAN 102 - Elementary Japanese II (4)**

Four skills in elementary Japanese (listening, speaking, reading, and writing) are developed within the context of Japanese culture. Online work is required.

General Education Category: Satisfies Gen. Ed. language requirement with a grade of C.

Prerequisite: JPAN 101 or consent of department chair.

Offered: Spring.

## **JSTD - Justice Studies**

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**JSTD 466 - Seminar in Justice Studies (4)**

Students integrate their understanding of theory, research and policy relating to crime and justice. Two extensive writing assignments will consist of a grant proposal, research/program design, or law review.

Prerequisite: Senior standing, POL 332, SOC 309, 12 additional credit hours of justice studies courses and a minimum 2.0 G.P.A., or consent of department chair.

Offered: Fall, Spring.

**JSTD 491 - Independent Study I (3)**

Students select a topic and undertake concentrated research or creative activity under the mentorship of a faculty member.

Prerequisite: Admission to the justice studies honors program and consent of instructor, program director and dean.

Offered: As needed.

**JSTD 492 - Independent Study II (3)**

**This course continues the development of research or creative activity begun in JSTD 491. For departmental honors, the project requires final assessment by the department.**

Prerequisite: JSTD 491 and consent of instructor, program director and dean.

Offered: As needed.

## **LBRS - Labor Studies**

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**LBRS 201 - U.S. Labor History (3)**

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.

Offered: As needed.

**LBRS 202 - Labor Law (3)**

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.

Offered: As needed.

**LBRS 203 - Structure and Function of Unions (3)**

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.

Offered: As needed.

**LBRS 204 - The Image of the Worker in American Literature (3)**

The portrayal of work and workers in 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.

Offered: As needed.

**LBRS 301 - Theories of the Labor Movement (3)**

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.

Prerequisite: 9 credit hours of labor studies courses or consent of program director.

Offered: As needed.

**LBRS 302 - Collective Bargaining and Contract Administration (3)**

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.

Prerequisite: 9 credit hours of labor studies courses or consent of program director.

Offered: As needed.

**LBRS 303 - The Sociology of Work (3)**

Students' work experiences and career choices are examined against the backdrop of occupational and social change: the workplace, labor markets, and the family.

Prerequisite: 9 credit hours of labor studies courses or consent of program director.

Offered: As needed.

**LBRS 304 - Contemporary Labor Problems (3)**

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.

Prerequisite: 9 credit hours of labor studies courses or consent of program director.

Offered: As needed.

**LBRS 305 - Women and Work (3)**

The experiences of women in the work force, the family, and the community are examined. Topics include the history, growth, and definition of women's occupations, job experiences, and roles in labor unions.

Prerequisite: 9 credit hours of labor studies courses or consent of program director.

Offered: As needed.

**LBRS 306 - Organized Labor and the Urban Crisis (3)**

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.

Prerequisite: 9 credit hours of labor studies courses or consent of program director.

Offered: As needed.

**LBRS 307 - Minority Workers and Organized Labor (3)**

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.

Prerequisite: 9 credit hours of labor studies courses or consent of program director.

Offered: As needed.

## LATN - Latin

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**LATN 101 - Elementary Latin I (4)**

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.

Offered: Fall (odd years).

**LATN 102 - Elementary Latin II (4)**

This is a continuation of Latin 101.

Prerequisite: LATN 101 or equivalent.

Offered: Spring (even years).

## LAS - Latin American Studies

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**LAS 363 - Seminar: Topics in Latin American Studies (3)**

This is a culminating experience in Latin American studies.

Prerequisite: Consent of chair of Department of Modern Languages.

Offered: Alternate years.

## LIBS - Liberal Studies

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**LIBS 261 - Introduction to Liberal Studies (4)**

An introduction to theory and methods of interdisciplinary research. Students prepare a formal research proposal for an interdisciplinary research project to be completed in LIBS 461.

Prerequisite: Completion of 60 credits and permission of the program director.

Offered: Annually.

**LIBS 461 - Liberal Studies Seminar (4)**

This is a culminating experience for liberal studies majors. Students prepare and present a project, bringing together materials and methods from several disciplines.

Prerequisite: LIBS 261 and permission of the program director.

Offered: Annually.

## MGT - Management

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**MGT 100 - Introduction to Business (3)**

Business concepts are introduced and the practices of management in both the business sector and nonprofit organizations. Topics focus on all of the management disciplines.

Offered: Fall, Spring.

**MGT 201 - Foundations of Management (3)**

Management concepts are explained, including planning, organizing, leading, and controlling. Students develop managerial communication skills by working with groups. (Formerly MGT 301)

Prerequisite: Completion of at least 45 college credits.

Offered: Fall, Spring, Summer.

**MGT 249 - Business Statistics II (3)**

A continuation of MATH 248, emphasis is on applied statistics, both parametric and nonparametric. Students cannot receive credit for both MGT 249 and MATH 445.

Prerequisite: MATH 240 or MATH 248.

Offered: Fall, Spring, Summer.

**MGT 306 - Management of a Diverse Workforce (3)**

Topics include contemporary paradigms, cultural issues, and rationales for managing a diverse workplace. Individual approaches, conflicts, and organizational responses are examined.

Prerequisite: MGT 201 or MGT 301.

Offered: Spring.

**MGT 310 - Small Business Management (3)**

Management concepts are applied to small businesses and a business plan is developed.

Prerequisite: MGT 201 or MGT 301.

Offered: Fall.

**MGT 311 - Entrepreneurship and New Ventures (3)**

Venture initiation, development, and capital are discussed. Emphasis is on decision making in an environment of market and venture uncertainty.

Prerequisite: MGT 201 or MGT 301.

Offered: Spring.

**MGT 320 - Human Resource Management (3)**

This is an overview of the role of the general manager and human resource specialist.

Prerequisite: MGT 201 or MGT 301.

Offered: Fall, Spring, Summer.

**MGT 322 - Organizational Behavior (3)**

Students investigate how and why certain events and behavioral processes occur in organizations. They also explore the ways in which a manager can influence those processes.

Prerequisite: MGT 201 or MGT 301.

Offered: Fall, Spring, Summer.

**MGT 329 - Organizational Theory and Design (3)**

Discussion focuses on why organizations behave the way they do (theory) and the elements managers use to build them (design).

Prerequisite: MGT 201 or MGT 301 and 60 credits.

Offered: Fall, Spring.

**MGT 331 - Occupational and Environmental Safety Management (3)**

Occupational safety and health and environmental problems are discussed from technical, social, managerial, and legal perspectives.

Prerequisite: Completion of at least 45 college credits.

Offered: Fall.



**MGT 333 - Negotiation and Conflict Resolution (3)**

Students are introduced to concepts in negotiation and organizational conflict resolution. Topics include negotiation strategies, conflict resolution approaches, communication (face to face, virtual, verbal/non-verbal), emotion/perception (psychological intangibles) and team negotiations.

Prerequisite: MGT 201 or MGT 301.

Offered: As needed.

**MGT 335 - Process Management (3)**

The effectiveness and efficiency of business process design, implementation, and management are analyzed in manufacturing and service firms.

Prerequisite: MGT 249 and MGT 201 or MGT 301.

Offered: Spring.

**MGT 341 - Business, Government, and Society (3)**

Focus is on dynamic social, legal, political, economic, and ecological issues that require socially responsible behavior on the part of individuals and organizations.

Prerequisite: Completion of at least 60 college credits.

Offered: Fall, Spring, Summer.

**MGT 345 - Managing in the World's Regions (3)**

Students study issues relevant to managers of organizations in global settings and processes unique to those businesses. Focus on managerial challenges related to international cultures, markets, economics and governments. (Formerly International Business)

Prerequisite: MGT 201 or MGT 301.

Offered: Annually.

**MGT 347 - Supply Chain Management (3)**

Emphasis is on the 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 MGT 347 and MKT 347.

Prerequisite: MGT 201 or MGT 301 and MKT 201 or MKT 301.

Offered: As needed.

**MGT 348 - Operations Management (3)**

Techniques for the effective management of operations at both the strategic and operating levels are introduced.

Prerequisite: MGT 201 or MGT 301 and MATH 240 or MATH 248.

Offered: Fall, Spring, Summer.

**MGT 349 - Service Operations Management (3)**

Students develop, analyze, and implement strategies for a wide range of service organizations. Emphasis is on the particular challenges for managers in service organizations.

Prerequisite: MGT 201 or MGT 301.

Offered: Fall.

**MGT 355 - Quality Assurance (3)**

The means and advantages of establishing an effective quality system in manufacturing and service firms are discussed. Students cannot receive credit for both MGT 355 and HCA 355.

Prerequisite: MGT 201 or MGT 301 and MATH 240 or MATH 248.

Offered: Spring.

**MGT 359 - Current Topics in Service Operations Management (3)**

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.

Prerequisite: MGT 201 or MGT 301.

Offered: As needed.

**MGT 423 - Compensation and Benefits Administration (3)**

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.

Prerequisite: MGT 320.

Offered: Fall.

**MGT 424 - Employee Relations and Performance Management (3)**

Students examine the role of human resources in enhancing employee/management relations and shaping performance of employees to meet organizational needs. Topics include evaluation and feedback techniques that enhance performance.

Prerequisite: MGT 320.

Offered: Spring.

**MGT 425 - Recruitment and Selection (3)**

Concepts and methods involved in designing and managing the recruitment and selection functions of management are examined.

Prerequisite: MGT 320.

Offered: Fall.

**MGT 428 - Human Resource Development (3)**

The concepts, programs, and practices that organizations use to train and develop its members are examined. Topics include learning, needs assessment, program design and implementation, evaluation, skills training, and coaching.

Prerequisite: MGT 320.

Offered: Spring.

**MGT 455 - Global Logistics and Enterprise Management (3)**

Emphasis is on the strategic integration of operations across functional areas to achieve sustainable competitive advantage in manufacturing and service organizations.

Prerequisite: MGT 348 or consent of the director of the Master of Science in Operations Management program.

Offered: As needed.

**MGT 461 - Seminar in Strategic Management (3)**

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.

Prerequisite: MKT 201 or MKT 301, MGT 348 and FIN 301.

Offered: Fall, Spring.

**MGT 467 - Directed Internship (3)**

Students are assigned to a business or nonprofit organization and earn three credits for topical course work, a two-hour biweekly seminar, and 120 hours of organization work, supervised by a mentor. Graded S, U.

Prerequisite: MGT 201 or MGT 301, completion of at least 60 college credits, a major or minor in a School of Business program, and consent of internship director and appropriate faculty member.

Offered: Fall, Spring, Summer.

**MGT 490 - Directed Study (3)**

Designed to be a substitute for a traditional course under the instruction of a faculty member.

Prerequisite: Consent of instructor, department chair and dean.

Offered: As needed.

**MGT 491 - Independent Study I (3)**

The student will select a research topic and under the mentorship of a faculty advisor, will conduct comprehensive research on the selected and approved topic.

Prerequisite: Admission into management honors program and consent of instructor, department chair and dean.

Offered: As needed.

**MGT 492 - Independent Study II (3)**

This course continues the development of research begun in MGT 491. The honors research is completed under the consultation of a faculty advisor. A research paper and presentation are required.

Prerequisite: MGT 491 and consent of instructor, department chair and dean.

Offered: As needed.

**MGT 510 - Managing Productivity (3)**

Students engage in the exploration of the mix of technical, personal, social and contextual variables that combine to affect the achievement of both efficient and effective workplace results.

Prerequisite: Graduate status, program admission or consent of instructor.

Offered: Fall, Spring.

**MGT 515 - Leading Change and Innovation (3)**

This course covers the theory and practice underlying successful organizational change. Topics include assessment of organizational effectiveness/performance, organizational development techniques, change methodologies and individual, group and organizational change processes.

Prerequisite: Graduate status, program admission or consent of instructor.

Offered: Fall, Spring.

**MGT 520 - Developing High-Performance Teams (3)**

This course examines skills necessary to manage organizational relationships. Particular attention is given to relationship management issues, such as team building, negotiation and conflict and development of emotional intelligence skills.

Prerequisite: Graduate status, program admission or consent of instructor.

Offered: Fall, Spring.

**MGT 525 - Managing Continuous Quality and Processes Improvement (3)**

Students develop understanding of quality management practices by examining applications of conventional quality management systems strategies such as Lean, six sigma, Kaizen and SPC along with customer/vendor relationships.

Prerequisite: Graduate status, program admission or consent of instructor.

Offered: Annually.

**MGT 530 - Data Analytics (3)**

This course examines a variety of data analysis methods. Particular attention is given to regression modeling, time series modeling and analytics.

Prerequisite: Graduate status, program admission or consent of instructor.

Offered: Annually.

**MGT 535 - Project Management (3)**

Students explore concepts and solutions that support the selection, planning, execution, control, management, performance responsibility, and measurement activities required for successful project completion.

Prerequisite: Graduate status, program admission or consent of instructor.

Offered: Fall, Spring.

**MGT 590 - Directed Research Seminar (3)**

Each student identifies a meaningful action research issue/topic and prepares a project proposal, conducts the action research project and reports results and implications.

Prerequisite: Graduate status, program admission or consent of instructor.

Offered: Fall, Spring.

## **MKT - Marketing**

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**MKT 201 - Introduction to Marketing (3)**

This is an examination of the role of marketing in society, consumer behavior, product management, pricing, distribution and promotion. (Formerly MKT 301)

Prerequisite: Completion of at least 45 college credits.

Offered: Fall, Spring, Summer.

**MKT 215 - Marketing Creativity (3)**

Focusing on the theories and models that enable students to develop perspectives upon creativity and its potential impacts on organizational life. Effective management of creativity within marketing organizations is emphasized. (Formerly MKT 315).

Prerequisite: Completion of at least 30 college credits.

Offered: Fall, Spring.

**MKT 310 - Product Design and Development (3)**

The development process of new products, from idea generation to launch, is explored.

Prerequisite: MKT 201 or MKT 301.

Offered: As needed.

**MKT 320 - Business Marketing (3)**

This is an integrated study of the theory and practice of industrial marketing. Similarities between consumer-goods marketing and industrial-goods marketing are highlighted and analysis is made of decisions involving industrial marketing.

Prerequisite: MKT 201 or MKT 301.

Offered: As needed.

**MKT 322 - Services Marketing (3)**

Focus is on the difference between service industries and manufacturing industries. Topics include the development of marketing strategies in service industries.

Prerequisite: MKT 201 or MKT 301.

Offered: As needed.

**MKT 323 - Direct Marketing (3)**

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.

Prerequisite: MKT 201 or MKT 301.

Offered: As needed.

**MKT 329 - Global Marketing (3)**

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.

Prerequisite: MKT 201 or MKT 301.

Offered: Fall, Spring.

**MKT 333 - Market Research (3)**

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.

Prerequisite: MGT 249 and MKT 201 or MKT 301.

Offered: Fall, Spring.

**MKT 334 - Consumer Behavior (3)**

The marketing environment, consumer behavior, and market segmentation is studied. Emphasis is on understanding the turbulent environment surrounding the marketing decision maker.

Prerequisite: MKT 201 or MKT 301.

Offered: Fall, Spring.

**MKT 335 - Marketing Communications and Promotion (3)**

Basic promotional tools available to the marketing manager are studied: advertising, sales promotion, personal selling, and publicity.

Prerequisite: MKT 201 or MKT 301.

Offered: As needed.

**MKT 337 - Retail Management (3)**

Emphasis is on retail strategies and the managerial planning required to meet objectives.

Prerequisite: MKT 201 or MKT 301.

Offered: Fall.

**MKT 338 - Advertising (3)**

The key processes of modern advertising practice are introduced. Topics include production of effective advertising and media. Students cannot receive credit for both COMM 334 and MKT 338.

Prerequisite: MKT 201 or MKT 301.

Offered: As needed.

**MKT 340 - Personal Selling and Sales Management (3)**

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.

Prerequisite: MKT 201 or MKT 301.

Offered: As needed.

**MKT 347 - Supply Chain Management (3)**

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 MGT 347 and MKT 347.

Prerequisite: MGT 201 or MGT 301 and MKT 201 or MKT 301.

Offered: As needed.

**MKT 462 - Strategic Marketing Management (3)**

This capstone course integrates 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.

Prerequisite: MKT 201 or MKT 301, and TWO from MKT 215 or MKT 315, MKT 333, or MKT 334.

Offered: Spring, Fall.

**MKT 467 - Directed Internship (3)**

Students are assigned to a business or nonprofit organization and earn three credits for topical course work, a two-hour biweekly seminar, and 120 hours of organization work, supervised by a mentor.

Prerequisite: MKT 201 or MKT 301, completion of at least 60 college credits, a major or minor in a School of Business program, and consent of internship director and appropriate faculty member.

Offered: Fall, Spring, Summer.

**MKT 490 - Directed Study (3)**

Designed to be a substitute for a traditional course under the instruction of a faculty member.

Prerequisite: Consent of instructor, department chair and dean.

Offered: As needed.

**MKT 491 - Independent Study I (3)**

The student will select a research topic and under the mentorship of a faculty advisor, will conduct comprehensive research on the selected and approved topic.

Prerequisite: Admission into marketing honors program and consent of instructor, department chair and dean.

Offered: As needed.

**MKT 492 - Independent Study II (3)**

This course continues the development of research begun in MKT 491. The honors research is completed under the consultation of a faculty advisor. A research paper and presentation are required.

Prerequisite: MKT 491 and consent of instructor, department chair and dean.

Offered: As needed.

## MATH - Mathematics

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**MATH 010 - Basic Mathematics Competency (4)**

Satisfactory completion of this course fulfills the College Mathematics Competency. Topics include problem solving, beginning algebra, geometry, measurement, introductory probability and statistics, and graphs and charts. Graded S, U.

Offered: Fall, Spring, Summer.

**MATH 117 - Calculus: A Short Course (3)**

Topics include differentiation and integration, including an introduction to partial differentiation.

Offered: As needed.

**MATH 120 - Intermediate Algebra (3)**

Intended for students needing intermediate algebra skills, especially for MATH 177, 209, 238, or 247, this course includes absolute value, inequalities, exponents and radicals, algebraic fractions, and quadratic and exponential functions.

Prerequisite: MATH 010 or equivalent and consent of department chair.

Offered: Fall, Spring.

**MATH 139 - Contemporary Topics in Mathematics (4)**

Areas of modern mathematics that have application in contemporary society are introduced. Topics include the mathematics of social science, graph theory, consumer mathematics, and statistics.

General Education Category: Mathematics.

Prerequisite: Completed college mathematics competency.

Offered: Fall, Spring, Summer.

**MATH 143 - Mathematics for Elementary School Teachers I (4)**

Emphasis is on problem solving, model building, and algorithm development appropriate for the mathematics curriculum in the elementary/middle school. Topics include numeration and the development of number systems. Lecture and laboratory.

Prerequisite: Three units of college preparatory mathematics and completed college mathematics competency.

Offered: Fall, Spring, Summer.

**MATH 144 - Mathematics for Elementary School Teachers II (4)**

A continuation of MATH 143, this course includes geometry and measurement, counting problems, probability, and statistics. Lecture and laboratory.

General Education Category: Mathematics for elementary education students only.

Prerequisite: MATH 143, with a minimum grade of C, or consent of department chair.

Offered: Fall, Spring, Summer.

**MATH 177 - Quantitative Business Analysis I (4)**

Topics include linear and selected nonlinear functions, linear systems, matrix methods, linear programming, average rate of change, derivatives and marginal analysis. Applications to management and economics are stressed throughout.

General Education Category: Mathematics.

Prerequisite: Three units of college preparatory mathematics and completed college mathematics competency, or MATH 120 or consent of department chair.

Offered: Fall, Spring, Summer.

**MATH 209 - Precalculus Mathematics (4)**

The functions, concepts, and techniques of algebra and trigonometry considered essential in the study and applications of calculus are introduced and/or reinforced.

General Education Category: Mathematics.

Prerequisite: Three units of college preparatory mathematics or MATH 120.

Offered: Fall, Spring, Summer.

**MATH 210 - College Trigonometry (3)**

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.

Prerequisite: Three units of college preparatory mathematics and MATH 120 or consent of department chair.

Offered: Spring.

**MATH 212 - Calculus I (4)**

This course covers the fundamental concepts, techniques, and applications of the differential calculus of one variable and begins the study of integration.

General Education Category: Mathematics.

Prerequisite: MATH 209.

Offered: Fall, Spring, Summer.

**MATH 213 - Calculus II (4)**

A continuation of MATH 212, topics include derivatives and integrals of logarithmic, exponential, and inverse trigonometric functions; techniques of integration; infinite series; and related applications.

General Education Category: Advanced Quantitative/Scientific Reasoning.

Prerequisite: MATH 212

Offered: Fall, Spring, Summer.

**MATH 220 - Formalizing Mathematical Thought (4)**

This course is an introduction to abstract and generalized thinking including formal mathematical proof. Students cannot receive credit for MATH 220 if credit was received for MATH 300.

Prerequisite: MATH 143, MATH 144, and MATH 209.

Offered: Fall.

**MATH 238 - Quantitative Business Analysis II (3)**

Elementary differential calculus and partial differentiation are studied, with applications to management. Students cannot receive credit for both MATH 238 and MATH 212.

Prerequisite: MATH 177 or MATH 209.

Offered: Fall, Spring, Summer.

**MATH 239 - Contemporary Topics in Mathematics II (4)**

Topics studied include, and are not limited to: applications to management, electoral politics and fair and equitable conflict resolution.  
 General Education Category: Advanced Quantitative/Scientific Reasoning.  
 Prerequisite: MATH 139 or consent of department chair.  
 Offered: Fall, Spring, Summer.

**MATH 240 - Statistical Methods I (4)**

Descriptive statistics; confidence intervals and hypothesis testing; random variables; estimations and tests of significance; and correlation and regression are studied. Students cannot receive credit for both MATH 240 and MATH 248.  
 General Education Category: Mathematics.  
 Prerequisite: Three units of college preparatory mathematics and MATH 120, or consent of department chair.  
 Offered: Fall, Spring, Summer.

**MATH 241 - Statistical Methods II (4)**

Continuation of MATH 240 at elementary level. Covers analysis of variance, multiple regression, and non-parametric statistics. Emphasis on large data sets being analyzed through computer software, and interpretation of results. Students cannot receive credit for both MATH 241 and MGT 249, nor for MATH 241 if credit was received for MATH 445.  
 General Education Category: Advanced Quantitative/Scientific Reasoning  
 Prerequisite: MATH 240  
 Offered: Fall, Spring.

**MATH 248 - Business Statistics I (4)**

Topics include descriptive statistics, probability distributions, expected values, sampling distributions, and an introduction to estimation and hypothesis testing. Students cannot receive credit for both MATH 240 and MATH 248.  
 General Education Category: Gen. Ed. Advanced Quantitative/Scientific Reasoning.  
 Prerequisite: MATH 177 or consent of department chair.  
 Offered: Fall, Spring, Summer.

**MATH 300 - Bridge to Advanced Mathematics (4)**

The standard techniques of deductive proof in mathematics are applied to basic results regarding sets, relations, functions, and other topics.  
 Prerequisite: MATH 213 or consent of department chair.  
 Offered: Spring.

**MATH 314 - Calculus III (4)**

A continuation of MATH 213, this course covers three-dimensional analytic geometry, elementary vector analysis, functions of several variables, partial differentiation, and multiple integration.  
 Prerequisite: MATH 213.  
 Offered: Fall, Spring.

**MATH 315 - Linear Algebra (4)**

Matrices, linear systems, vector spaces, vector geometry, linear transformations, and appropriate applications are covered.  
 Prerequisite: MATH 300, with a minimum grade of C.  
 Offered: Fall.

**MATH 324 - College Geometry (4)**

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.  
 General Education Category: Advanced Quantitative/Scientific Reasoning.  
 Prerequisite: MATH 212.  
 Offered: Fall, Spring.

**MATH 409 - Mathematical Problem Analysis (4)**

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.  
 Prerequisite: MATH 143, MATH 144, and either MATH 209 or consent of department chair.  
 Offered: Fall.

**MATH 411 - Calculus IV (4)**

A continuation of MATH 314, study includes Lagrange multipliers, line integrals, Green's Theorem, transformations and the Jacobian, and an introduction to analysis involving limits and the derivative.  
 Prerequisite: MATH 314.  
 Offered: Fall (odd years).

**MATH 416 - Ordinary Differential Equations (4)**

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.  
 Prerequisite: Prior or concurrent enrollment in MATH 314.  
 Offered: Spring (as needed).

**MATH 417 - Introduction to Numerical Analysis (4)**

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.  
 Prerequisite: MATH 213 and one computer science course, or consent of department chair.  
 Offered: Spring (as needed).

**MATH 418 - Introduction to Operations Research (3)**

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.  
 Prerequisite: MATH 212 or consent of department chair.  
 Offered: Spring (even years).

**MATH 431 - Number Theory (3)**

Topics include number systems, divisibility, primes and factorization, Diophantine problems, congruences, and Euler's and Fermat's Theorems.  
 Prerequisite: MATH 212.  
 Offered: Fall, Spring.

**MATH 432 - Introduction to Abstract Algebra (4)**

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.

Prerequisite: MATH 315.

Offered: Spring.

**MATH 436 - Discrete Mathematics (3)**

Several important areas in noncontinuous mathematics are introduced, including graph theory and its applications, difference equations, and finite-state machines.

Prerequisite: MATH 212.

Offered: Spring.

**MATH 441 - Introduction to Probability (4)**

Topics include the development of both discrete and continuous probability theory, combinatorics, mathematical expectation, joint distributions, and sampling distributions.

Prerequisite: MATH 314.

Offered: Fall.

**MATH 445 - Advanced Statistical Methods (3)**

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 MATH 445 and MGT 249.

Prerequisite: MATH 212 and either MATH 240 or MATH 248 or MATH 441.

Offered: Spring.

**MATH 458 - History of Mathematics (4)**

The history of mathematical thought and the development of mathematics from ancient to modern times are studied.

Prerequisite: MATH 300, with a minimum grade of C.

Offered: Fall.

**MATH 461 - Seminar in Mathematics (3)**

Students analyze, synthesize and expand on mathematics learned in preceding courses, culminating in a substantial project and presentation.

Prerequisite: MATH 441 and prior or concurrent enrollment in MATH 432.

Offered: Spring.

**MATH 490 - Directed Study in Mathematics (3)**

This course is open to students who have demonstrated superior ability in mathematics. Designed to be a substitute for a traditional course under the instruction of a faculty member. This course may be repeated for credit once with a change in content.

Prerequisite: Consent of instructor, department chair and dean.

Offered: As needed.

**MATH 491 - Independent Study in Mathematics (1)**

This course is open to students who have demonstrated superior ability in mathematics. Students select a topic and undertake concentrated research or creative activity mentored by a faculty member. This course may be repeated for credit once with a change in content.

Prerequisite: Consent of instructor, department chair and dean.

Offered: As needed.

**MATH 512 - Foundations of Higher Analysis (3)**

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.

Prerequisite: Graduate status, MATH 300 and MATH 314.

Offered: As needed.

**MATH 515 - Introduction to Complex Variables (3)**

Techniques and concepts of the algebra and calculus of functions of one complex variable are studied, including trigonometric, exponential, and logarithmic functions.

Prerequisite: Graduate status, prior or concurrent enrollment in MATH 314.

Offered: As needed.

**MATH 519 - Set Theory (3)**

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.

Prerequisite: Graduate status, MATH 300, MATH 314, MATH 432, or consent of department chair.

Offered: As needed.

**MATH 528 - Topology (3)**

Study is made of sets and sequences, various topological spaces, including metric, compactness, connectedness, curves, and mappings.

Prerequisite: Graduate status, MATH 300 and MATH 314.

Offered: As needed.

**MATH 532 - Algebraic Structures (3)**

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.

Prerequisite: Graduate status, MATH 300, MATH 315, MATH 432.

Offered: As needed.

**MATH 551 - Topics in Proof (3)**

Varying topics in mathematical proof are examined, from number systems and functions to abstract spaces.

Prerequisite: Graduate status and consent of department chair.

Offered: As needed.

**MATH 552 - Topics in Applied Mathematics (3)**

Varying topics in applied mathematics are examined, from numerical and analytical investigations to modeling.

Prerequisite: Graduate status and consent of department chair.

Offered: As needed.

**MATH 553 - Topics in Pure Mathematics (3)**

Varying topics in pure mathematics are examined, from number theory and advanced geometries to abstract algebra.

Prerequisite: Graduate status and consent of department chair.

Offered: As needed.

## MTET - Mathematics for Elementary Teachers

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### MTET 511 - Delving Deeper: Number and Operations (3)

Students analyze the structure of number and operations in grades K-6 mathematics. Students learn to make connections beyond the elementary level. Topics include place, value, operations, and number systems. Hybrid course.

Prerequisite: Graduate status, elementary-level teacher certification and at least two years of teaching experience.

Offered: As needed.

### MTET 512 - Delving Deeper: Functions and Algebra (3)

Students analyze the structure of functions and algebra in grades K-6 mathematics. Students learn to make connections beyond the elementary level. Topics include variables, patterns, and equations. Hybrid course.

Prerequisite: Graduate status, elementary-level teacher certification and at least two years of teaching experience.

Offered: As needed.

### MTET 513 - Delving Deeper: Geometry and Measurement (3)

Students analyze the structure of geometry and measurement in grades K-6 mathematics. Students learn to make connections beyond the elementary level. Topics include equivalence, shape, and reasoning. Hybrid course.

Prerequisite: Graduate status, elementary-level teacher certification and at least two years of teaching experience.

Offered: As needed.

### MTET 514 - Delving Deeper: Data Analysis and Statistics (3)

Students examine the structure of data analysis and statistics in grades K-6 mathematics. Students learn to make connections beyond the elementary level. Topics include question formation, data analysis, and inference. Hybrid course.

Prerequisite: Graduate status, elementary-level teacher certification and at least two years of teaching experience.

Offered: As needed.

### MTET 515 - Delving Deeper: Problem Analysis (3)

Students examine the structure of problem analysis in grades K-6 mathematics. Students learn to make connections beyond the elementary level. Topics include problem selection, problem strategies, and problem posing. Hybrid course.

Prerequisite: Graduate status, elementary-level teacher certification and at least two years of teaching experience.

Offered: As needed.

## MEDT - Medical Technology

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### MEDT 301 - Clinical Microbiology (8)

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.

Prerequisite: Acceptance into the B.S. in health sciences with concentration in medical laboratory sciences program.

Offered: Fall.

### MEDT 302 - Clinical Chemistry (8)

The chemistry of body constituents and its relationship to the diagnosis of human disease is presented, with emphasis on principles and methods of analysis.

Prerequisite: Acceptance into the B.S. in health sciences with concentration in medical laboratory sciences program.

Offered: Spring.

### MEDT 303 - Immunohematology (4)

Instruction is given in drawing and processing blood and in how to ascertain compatibility. Donor-recipient blood and tissue reactions are studied in detail.

Prerequisite: Acceptance into the B.S. in health sciences with concentration in medical laboratory sciences program.

Offered: Fall.

### MEDT 304 - Hematology (6)

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 examined.

Prerequisite: Acceptance into the B.S. in health sciences with concentration in medical laboratory sciences program.

Offered: Spring.

### MEDT 305 - Pathophysiology (2)

This is an introduction to pathology. Topics include the correlation between pathological processes and clinical symptoms and the course of disease.

Prerequisite: Acceptance into the B.S. in health sciences with concentration in medical laboratory sciences program.

Offered: Fall.

### MEDT 306 - Clinical Immunology (2)

The formation, structure, and action of antigens and antibodies are described. Topics also include methods of immunization. Laboratory emphasis is on serological procedures in the diagnosis of disease.

Prerequisite: Acceptance into the B.S. in health sciences with concentration in medical laboratory sciences program.

Offered: Spring.

### MEDT 307 - Clinical Microscopy (2)

Focus is on the analysis of body fluids. Lecture and laboratory.

Prerequisite: Acceptance into the B.S. in health sciences with concentration in medical laboratory sciences program.

Offered: Fall.

## MLED - Middle Level Education

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### MLED 310 - Teaching Early Adolescents (3)

Students examine the developmental characteristics of early adolescence and implications for teaching.

Prerequisite: CEP 315 or consent of department chair.

Offered: Fall, Spring, Summer.

**MLED 320 - Middle School Organization and Integrated Curriculum (4)**

Students examine the emergence of the modern middle school and its components: teaming, advisory, flexible scheduling, and differentiated instruction.

Prerequisite: MLED 310; and for elementary education students, ELED 300; and for secondary education students, prior or concurrent enrollment in SED 407; or consent of department chair.

Offered: Fall, Spring, Summer.

**MLED 330 - Interdisciplinary Reading and Writing in Middle Schools (3)**

Students develop content area lessons that enable middle level students to read, write, and think critically in the content area.

Prerequisite: MLED 320; and for elementary education students, prior or concurrent enrollment in a methods course; and for secondary education students, SED 407; or consent of department chair.

Offered: Fall, Spring, Summer.

**MLED 340 - Differentiated Elements in Middle School Instruction (3)**

Preservice teachers focus on methods of selecting strategies to meet the needs of diverse learners and the relationship between assessments and planning for instruction in the differentiated classroom.

Prerequisite: MLED 330.

Offered: Fall, Spring, Summer.

**MLED 510 - Teaching and Learning at the Middle-Level (3)**

Students examine the physical, emotional, social, and intellectual characteristics of early adolescents and the impact of society on early adolescents. A practicum of fifteen hours is required.

Prerequisite: Admission to the Middle-Level CGS.

Offered: As needed.

**MLED 520 - Curriculum and Organization of Middle-Level Schools (3)**

Students examine the emergence of middle-level schools and its components: teaming, advisory, flexible scheduling, common core, instruction, and assessment. A practicum of eight hours is required.

Prerequisite: Graduate status and MLED 510 or consent of department chair.

Offered: As needed.

**MLED 530 - Applications of Middle-Level Instructional Models (3)**

Students develop lessons for all content areas, using reading and writing strategies to promote literacy and critical thinking in middle-level teaching and learning. Students participate in a fifteen-hour practicum.

Prerequisite: Graduate status and MLED 520 or consent of department chair.

Offered: As needed.

**MLED 540 - Practicum in Middle Level Instruction (4)**

The development and application of instructional plans are facilitated, using middle-level differentiated strategies. Students examine the components of differentiated strategies. Students participate in a thirty-hour practicum. 3 contact hours.

Prerequisite: Graduate status and MLED 530 or consent of department chair.

Offered: As needed.

## MSCI - Military Science

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**MSCI 101 - Leadership and Personal Development (3)**

Introduces students to the personal challenges and competencies that are critical for effective leadership. The focus is on developing basic knowledge and comprehension of Army leadership dimensions.

Offered: Fall.

**MSCI 102 - Introduction to Tactical Leadership (3)**

Basic leadership fundamentals such as setting direction, problem-solving, listening, presenting briefs, providing feedback, Cadre role models and using effective writing skills are covered.

Offered: Spring.

**MSCI 201 - Foundations of Leadership I (3)**

Explores dimensions of creative and innovative tactical leadership strategies and styles, by examining team dynamics and the trait and behavior leadership theories that form the Army leadership framework.

Offered: Fall.

**MSCI 202 - Foundations of Leadership II (3)**

Highlighting dimensions of operation orders, terrain analysis and patrolling, further study of the theoretical basis of Army Leadership Requirements explores dynamics of adaptive leadership in the context of military operations.

Offered: Spring.

**MSCI 301 - Applied Leadership (3)**

The focus is on developing cadets' tactical leadership abilities through scenarios related to squad tactical operations.

Prerequisite: MSCI 202.

Offered: Fall

**MSCI 302 - Team Leadership (3)**

The focus is on exploring, evaluating and developing skills in decision-making, persuading and motivating team members.

Prerequisite: MSCI 301.

Offered: Spring.

**MSCI 401 - Adaptive Leadership (3)**

Focuses on areas critical in students' future roles as officers, including the Military Decision-Making Process, training management, counseling, risk management, effective communication, ethical/moral decision-making and administrative systems.

Prerequisite: MSCI 302.

Offered: Fall.

**MSCI 402 - Leadership in a Complex World (3)**

Significant emphasis is placed on preparing students to face the complex ethical and practical demands of leading soldiers in the U.S. Army using case studies and exercises.

Prerequisite: MSCI 401.

Offered: Spring.



## **MLAN - Modern Languages**

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### **MLAN 320 - Internship in Modern Languages (1-4)**

Students are placed in organizations appropriate to their concentrations. Sites may include advocacy agencies, nonprofit agencies and businesses. May be repeated once up to a total of 4 credits.

Prerequisite: Completion of two 300-level courses in a modern languages concentration and an overall GPA of 2.67.

Offered: As needed.

### **MLAN 360 - Seminar in Modern Languages (3)**

Students examine the relationships, commonalities, and differences among the cultures taught in the modern languages major. Study may include art, film, geography, literature, and philosophy.

Prerequisite: Completion of two 300-level courses and one cognate course in a modern languages concentration and an overall GPA of 2.67.

Offered: Spring.

### **MLAN 400 - Applied Linguistics (3)**

Meaning and nature of language and its application to the teaching of foreign languages is studied. Emphasis on the planning and presentation of basic audio-lingual structures. Practical work is included. Taught in English.

Prerequisite: Admission to PK-12 World Languages program or consent of department chair.

Offered: Spring.

## **MRI - Magnetic Resonance Imaging**

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### **MRI 301 - Introduction to Magnetic Resonance Imaging (5)**

This course covers basic MRI history, instrumentation, safety, positioning, equipment, coils and an overview of the department. Also included are basic pharmacology, venipuncture and intravenous contrast media administration.

Prerequisite: Acceptance into the MRI clinical program.

Offered: Spring.

### **MRI 309 - Clinical Observation (3.5)**

This course provides an introduction to the clinical practice of MRI, with emphasis on departmental procedures, MRI safety, and patient care. This course offers practical experience observing and applying health care principles. 10.5 contact hours.

Prerequisite: Acceptance into the MRI clinical program.

Offered: Spring.

### **MRI 310 - Clinical Practice I (8.5)**

Students gain skills required to achieve clinical competencies in a variety of MRI procedures. This course allows practice of MRI skills and leads to proficiency in MRI and patient care. 25.5 contact hours.

Prerequisite: MRI 301

Offered: Summer.

### **MRI 311 - Cross Sectional Anatomy and Imaging Procedures I (3)**

This course covers anatomy in multiple orthogonal planes, including head, spine, neck and thorax. Bone, muscles, vascular structures and organs are examined. Includes discussion of imaging techniques and procedures.

Prerequisite: MRI 301

Offered: Summer.

### **MRI 321 - Physical Principles I (3)**

This course covers a comprehensive overview of MRI principles to include: MRI signal production, tissue characteristics, widely used pulse sequences, image formation and image contrast.

Prerequisite: MRI 301

Offered: Summer.

### **MRI 410 - Clinical Practice II (8.5)**

This course continues the experiences learned in MRI 310, including routine MRI procedures in various clinical settings on all patient types. Emphasis is placed on gaining confidence and manipulating parameters. 25.5 contact hours.

Prerequisite: MRI 310.

Offered: Fall.

### **MRI 411 - Cross Sectional Anatomy and Imaging Procedures II (3)**

This is a continuation of MRI 311, discussing cross sectional anatomy of the abdomen, pelvis and upper and lower extremities, with continued emphasis on imaging techniques, procedures and protocols.

Prerequisite: MRI 311.

Offered: Fall.

### **MRI 420 - Clinical Practice III (8.5)**

This course continues experiences learned in MRI 410, including advanced MRI procedures in various clinical settings on all patient types. This course prepares students to become independent functioning MRI technologists. 25.5 contact hours.

Prerequisite: MRI 410.

Offered: Spring.

### **MRI 421 - Physical Principles II (3)**

This course is a continuation of MRI 321, providing an overview of encoding, data collection, image formation, K-space, acquisitions, advanced pulse sequence, flow phenomenon, MRA, cardiac MRI, and quality assurance.

Prerequisite: MRI 321.

Offered: Fall.

### **MRI 430 - Registry Review (2)**

Students will review the specifications of the ARRT MRI examination, which include the guidelines for application, study strategies, and content included in the exam.

Prerequisite: MRI 410

Offered: Spring.

### **MRI 455 - MRI Pathology (1.5)**

This course covers common pathologies found in MRI, and the appearance of these pathologies in various imaging protocols. Emphasis is placed on commonly imaged body systems and areas.

Prerequisite: MRI 410.

Offered: Spring.

## MUS - Music

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### MUS 091 - Student Recital Series (0)

Students who are enrolled in MUS 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.

Graded H, S, U. 1 contact hour.

Offered: Fall, Spring.

### MUS 101 - Beginning Piano (1)

Note-reading, rhythm, and finger coordination are studied. Individual practice is required, but no previous musical training is necessary.

Offered: Fall, Spring.

### MUS 102 - Beginning Guitar (1)

The basics of fingering melodies, chords, and accompaniments are studied. No previous musical training is required. Students must supply their own guitars.

Offered: Fall, Spring.

### MUS 103 - Beginning Voice (1)

Study is made of basic vocal production and singing styles, with emphasis on interpretation. No previous musical training is required.

Offered: Fall, Spring.

### MUS 104 - Class Piano I (2)

Students develop keyboard manipulative skills, the use of primary triads in accompaniment patterns, transposition, sight reading, improvisation, and basic pedaling technique. 4 contact hours.

Prerequisite: Music major or consent of department chair.

Offered: Fall, Spring.

### MUS 105 - Class Piano II (2)

A continuation of MUS 104, study includes keyboard harmony using primary and secondary triads, altered chords and simple figured bass, and piano literature from various periods. 4 contact hours.

Prerequisite: MUS 104.

Offered: Fall, Spring.

### MUS 106 - Class Strings (1)

The basic techniques of orchestral strings are studied. Pedagogy and a knowledge of basic materials are also considered. 3 contact hours.

Prerequisite: Music major or consent of department chair.

Offered: Spring.

### MUS 107 - Class Voice (1)

Basic vocal pedagogy is stressed in preparation for a career in music education. Included are vocal production, diction, interpretation technique, and standard vocal repertoire. 3 contact hours.

Prerequisite: Music major or consent of department chair.

Offered: Spring.

### MUS 110 - Brass Class (1)

The basic techniques of brass instruments are studied. Pedagogy and basic teaching materials are also considered. 3 contact hours.

Prerequisite: Music major or consent of department chair.

Offered: Fall.

### MUS 111 - Woodwinds Class (1)

The basic techniques of woodwind instruments are studied. Pedagogy and basic teaching materials are also considered. 3 contact hours.

Prerequisite: Music major or consent of department chair.

Offered: Spring.

### MUS 112 - Percussion Class (1)

The basic techniques of percussion instruments are studied. Pedagogy and basic teaching materials are also considered. 2 contact hours.

Prerequisite: Music major or consent of department chair.

Offered: Fall.

### MUS 113 - Basic Rhythm (1)

Students target and master rhythmic fundamentals through a hands-on approach by isolating rhythm from other elements of music reading. 2 contact hours.

Prerequisite: Music major or consent of department chair.

Offered: Fall, Spring.

### MUS 117 - Electronic Music (3)

This studio course is designed for students with little or no experience in electronic music. Students become familiar with the basic components of the electronic lab and create electronic compositions.

Offered: As needed.

### MUS 118 - Digital Audio Production I (3)

This course is designed for students interested in live and studio audio production in a computer-based studio.

Offered: As needed.

### MUS 119 - Digital Audio Production II (3)

This course serves as a project-based continuation and extension of Advanced Digital Audio Production I, including sound production, recording and transmission, composition and arranging, editing, mixing and mastering.

Offered: As needed.

### MUS 161-163 - Large Ensembles (0.5)

These courses are open to all qualified students by audition. 161 Chorus, 162 Wind Ensemble, 163 Orchestra. 4 contact hours.

Offered: Fall, Spring.

### MUS 164-166 - Chamber Ensembles (1)

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 Jazz Ensemble, 166 Chamber Singers. 4 contact hours.

Offered: Fall, Spring.

### MUS 167 - Music Cultures of Non-Western Worlds (4)

Selected music cultures of the non-Western world are introduced and critical studies are made of the cultural and social contexts of music. Students cannot receive credit for both MUS 167 and ANTH 167.

General Education Category: Arts - Visual and Performing

Offered: Fall, Spring.

**MUS 168 - Jazz Combo (1)**

This is an applied practice of theoretical concepts from jazz theory for student small jazz ensembles. 2 contact hours.

Offered: Fall, Spring.

**MUS 170-189 - Applied Music (1)**

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 Classical Guitar, 186 Percussion, 187 Applied Jazz, 188 Harp, 189 Harpsichord

Prerequisite: Consent of department chair.

Offered: Fall, Spring, Summer.

**MUS 201 - Survey of Music (4)**

Musical eras, styles, forms, and basic vocabulary are introduced to the nonmusic major through music literature. An ability to read music is not required. Online in summer.

General Education Category: Arts - Visual and Performing.

Offered: Fall, Spring, Summer.

**MUS 203 - Elementary Music Theory (4)**

Fundamentals of scale construction, intervals, syllables, clefs, rhythms, and form are studied, with emphasis on musical acuteness through ear training, sight singing, and dictation.

General Education Category: Arts - Visual and Performing.

Offered: Fall, Spring, Summer.

**MUS 204 - Sight Singing and Ear Training (1)**

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 contact hours.

Offered: Spring.

**MUS 205 - Music History and Literature I (3)**

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.

Prerequisite: MUS 230 and MUS 232, or consent of instructor.

Offered: Fall.

**MUS 206 - Music History and Literature II (3)**

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.

Prerequisite: MUS 230 and MUS 232, or consent of instructor.

Offered: Spring.

**MUS 210 - Language Orientation I (2)**

Italian and English dictions are applied to standard vocal repertoire. Study is based in the International Phonetic Alphabet. 3 contact hours.

Prerequisite: Concurrent enrollment in MUS 274 or MUS 374.

Offered: Fall.

**MUS 211 - Language Orientation II (2)**

French and German dictions are applied to standard vocal repertoire. Study is based in the International Phonetic Alphabet. 3 contact hours.

Prerequisite: MUS 210 and concurrent enrollment in MUS 274 or MUS 374.

Offered: Spring.

**MUS 223 - American Popular Music (4)**

The growth of popular music in the United States is surveyed from its historical background.

Offered: Fall, Spring.

**MUS 225 - History of Jazz (4)**

Jazz styles, forms, and basic vocabulary are introduced to the non-music major through music literature and sound. Listening outlines will be created and used to help develop skills. An ability to read music is not required.

General Education Category: Arts - Visual and Performing.

Offered: Fall, Spring.

**MUS 230 - Music Theory I (3)**

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.

Prerequisite: Music major or consent of department chair.

Offered: Fall.

**MUS 231 - Sight Singing and Ear Training I (1)**

Study includes basic rhythm, scale, and chord patterns. 2 contact hours.

Prerequisite: Music major or consent of department chair.

Offered: Fall.

**MUS 232 - Music Theory II (3)**

A continuation of MUS 230, emphasis is on modulations, seventh chords, chorale writing, binary and ternary forms, and score-reading techniques.

Prerequisite: MUS 230.

Offered: Spring.

**MUS 233 - Sight Singing and Ear Training II (1)**

A continuation of MUS 231, emphasis is on seventh chords and more complex rhythmic patterns. 2 contact hours.

Prerequisite: MUS 231.

Offered: Spring.

**MUS 234 - Music Theory III (3)**

A continuation of MUS 232, emphases are 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.

Prerequisite: MUS 232.

Offered: Fall.

**MUS 235 - Sight Singing and Ear Training III (1)**

A continuation of MUS 233, emphasis is on melodies and harmonic progressions using altered chords and modulations. 2 contact hours.

Prerequisite: MUS 233.

Offered: Fall.

**MUS 236 - Music Theory IV (3)**

A continuation of MUS 234, emphasis is on chromatic harmony and extended chords, forms of the romantic period, and twentieth-century compositional practices.

Prerequisite: MUS 234.

Offered: Spring.

**MUS 237 - Sight Singing and Ear Training IV (1)**

Advanced study includes atonal melodies and contemporary rhythm patterns. 2 contact hours.

Prerequisite: MUS 235.

Offered: Spring.

**MUS 238 - Jazz Theory I (3)**

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.

Prerequisite: MUS 203 or consent of department chair.

Offered: Fall.

**MUS 239 - Jazz Theory II (3)**

Students are introduced to chromatic chord substitutes, including all nondiatonic diminished, whole tone scales, and tritone applications that are normally not found in the major/minor scales.

Prerequisite: MUS 238.

Offered: As needed.

**MUS 241 - Musical Theatre Singing (1)**

Students learn to sing in ways that are technically sound, functionally healthy, and stylistically accurate for musical theatre. 1-2 contact hours.

Prerequisite: Consent of department chair.

Offered: Fall, Spring.

**MUS 261 - Music and Multimedia (4)**

This course will investigate the history and aesthetics of music and multimedia through five constituent aspects: integration, interactivity, hypermedia, immersion, and narrativity through readings as well as selected media works.

General Education Category: Connections.

Prerequisite: FYS 100, FYW 100/FYW 100P/FYW 100H and 45 credit hours.

Offered: As needed.

**MUS 268 - Opera Workshop (1)**

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 contact hours.

Prerequisite: Consent of instructor and department chair.

Offered: Fall, Spring.

**MUS 269 - Master Class in Applied Music (1)**

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 contact hours.

Prerequisite: Consent of instructor and department chair.

Offered: As needed.

**MUS 270-289 - Applied Music (2)**

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 Classical Guitar, 286 Percussion, 287 Applied Jazz, 288 Harp, 289 Harpsichord. 1 contact hour.

Prerequisite: Except for students enrolled in MUS 287, students must be concurrently enrolled in MUS 091.

Offered: Fall, Spring, Summer.

**MUS 274 - Voice (2)**

Advanced private study in voice. A fee is charged in addition to the regular College fees.

Prerequisite: Except for students enrolled in MUS 290, students must be concurrently enrolled in MUS 091.

Offered: Fall, Spring, Summer

**MUS 288 - Harp (2)**

Advanced private study. A fee is charged in addition to the regular College fees.

Prerequisite: except for students enrolled in MUS 290, students must be concurrently enrolled in MUS 091.

Offered: Fall, Spring, Summer

**MUS 289 - Harpsichord (2)**

Advanced private study. A fee is charged in addition to the regular College fees.

Prerequisite: Except for students enrolled in MUS 290, students must be concurrently enrolled in MUS 091.

Offered: Fall, Spring, Summer

**MUS 305 - Form and Analysis (3)**

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.

Prerequisite: MUS 232 or consent of instructor.

Offered: Fall (odd years).

**MUS 307 - Composition (3)**

Techniques of musical composition in the smaller forms are studied. Extensive experience in form and analysis is required to complete original compositions.

Prerequisite: MUS 232 and MUS 305, or consent of instructor.

Offered: Fall (even years).

**MUS 308 - Fundamentals of Conducting (2)**

Basic instrumental- and choral-conducting techniques and score reading are presented. Study includes practical experience with ensembles. 4 contact hours.

Prerequisite: MUS 205, MUS 206, and MUS 236.

Offered: Fall.

**MUS 310 - Medieval and Renaissance Music (3)**

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.

Prerequisite: MUS 205 and MUS 206 and either MUS 203 or MUS 230, or consent of instructor.

Offered: Spring (even years).

**MUS 311 - Music of the Baroque (3)**

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.

Prerequisite: MUS 205 and MUS 206 and either MUS 203 or MUS 230, or consent of instructor.

Offered: Fall (even years).

**MUS 312 - Music of the Classical Era (3)**

Music literature from the mid-eighteenth century to about 1825 is studied, including precedents in the rococo period. Representative works are analyzed.

Prerequisite: MUS 205 and MUS 206 and either MUS 203 or MUS 230, or consent of instructor.

Offered: Spring (odd years).

**MUS 313 - Music of the Romantic Period (3)**

Music literature during the nineteenth century is studied, including the late romantic composers. Representative works in various forms are analyzed.

Prerequisite: MUS 205 and MUS 206 and either MUS 203 or MUS 230, or consent of instructor.

Offered: Fall (odd years).

**MUS 314 - Twentieth-Century Music (3)**

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.

Prerequisite: MUS 205 and MUS 206 and either MUS 203 or MUS 230, or consent of instructor.

Offered: Spring (even years).

**MUS 321 - Orchestration (3)**

The range, tonal quality, and characteristics of various orchestral and band instruments are studied. Included are problems and projects in scoring for various ensembles.

Prerequisite: MUS 232 or consent of instructor.

Offered: Spring (odd years).

**MUS 323 - Counterpoint (3)**

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.

Prerequisite: MUS 236.

Offered: Spring (even years).

**MUS 360 - Seminar in Music Literature (2)**

Students concentrate on a selected topic and engage in intensive study and discussion of a major composer or an important historical development. Emphasis is on research techniques. 3 contact hours.

Prerequisite: MUS 205, MUS 206, MUS 232, and one course from MUS 310, MUS 311, MUS 312, MUS 313, MUS 314; or consent of instructor.

Offered: Spring.

**MUS 366 - Accompanying (1)**

Practical experience is provided in accompanying for instrumental and vocal soloists. This course may be repeated for elective or degree-required credit hours. Open to pianists, organists, and guitarists.

Prerequisite: Consent of instructor.

Offered: Fall, Spring.

**MUS 370-389 - Applied Music (3)**

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 Classical Guitar, 386 Percussion, 388 Harp, 389 Harpsichord. 1 contact hour.

Prerequisite: Concurrent enrollment in MUS 091 and acceptance into the B.M. in music with concentration in performance program.

Offered: Fall, Spring.

**MUS 374 - Voice (3)**

Advanced private study is given in voice. A fee is charged in addition to the regular college fees.

Prerequisite: Concurrent enrollment in MUS 091 and acceptance into the B.M. in music with a concentration in performance program.

**MUS 390 - Directed Study (3)**

Directed study is designed to be a substitute for a traditional course under the instruction of a faculty member.

Prerequisite: Consent of instructor, department chair and dean.

Offered: As needed.

**MUS 391 - Junior Recital (0)**

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. Graded H, S, U.

Prerequisite: 15 credit hours (five semesters) of Applied Music in the appropriate instrument.

Offered: Fall, Spring, Summer.

**MUS 408 - Advanced Conducting (3)**

A continuation of MUS 308, this course further develops the student's technical skill in choral and instrumental conducting.

Prerequisite: MUS 308 or consent of department chair.

Offered: Spring.

**MUS 458 - Twentieth-Century Theory (3)**

The theoretical and compositional techniques of twentieth-century composers is studied.

Prerequisite: MUS 236 or consent of instructor.

Offered: As needed.

**MUS 490 - Independent Study in Music (3)**

Students select a topic and undertake concentrated research or creative activity under the mentorship of a faculty member. The independent study in music may be repeated with a different topic or continuation of a non-honors project.

Prerequisite: Junior or senior standing, and consent of instructor, department chair and dean.

Offered: As needed.

**MUS 491 - Independent Study I (3)**

Students select a topic and undertake concentrated research or creative activity under the mentorship of a faculty member.

Prerequisite: Junior or senior standing, consent of instructor, department chair and dean, and admission to the music honors program.

Offered: As needed.

**MUS 492 - Senior Recital-Music Education (0)**

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. Graded H, S, U.

Prerequisite: 12 credit hours (six semesters) of Applied Music in the appropriate instrument.

Offered: Fall, Spring, Summer.

**MUS 493 - Senior Recital-Music Performance Majors (0)**

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. Graded H, S, U.

Prerequisite: MUS 391 and 21 credit hours (seven semesters) of Applied Music in the appropriate instrument.

Offered: Fall, Spring, Summer.

**MUS 494 - Independent Study II (3)**

This course continues the development of research or activity begun in MUS 491. For departmental honors, the project requires final assessment from the department.

Prerequisite: MUS 491 and consent of instructor, department chair and dean.

Offered: As needed.

**MUS 505 - Systems of Musical Analysis (3)**

Music from the Gregorian Chant to contemporary works are analyzed. Emphasis is on modal theory, theories of Schenker and Hindemith, and set theory.

Prerequisite: Graduate status or consent of department chair.

Offered: Fall (even years).

**MUS 508 - Applied Conducting (2)**

Private lessons are given in instrumental and/or choral conducting, leading to a graduate recital in conducting. This course may be repeated for credit. 2-3 contact hours.

Prerequisite: Matriculation into the M.M.Ed. or the M.A.T. program and consent of department chair.

Offered: Fall, Spring, Summer.

**MUS 521 - The Symphony (3)**

Focus is on the history of the symphony, with emphasis on its continuous stylistic and formal development. Students investigate individual symphonies. Analytical procedures are stressed.

Prerequisite: Graduate status.

Offered: Fall (even years).

**MUS 522 - Opera (3)**

The opera from Monteverdi to the present is explored, with equal emphasis on each century involved. Analytical procedures are stressed.

Prerequisite: Graduate status.

Offered: Spring (odd years).

**MUS 560 - Seminar in Music Literature (3)**

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.

Prerequisite: Graduate status and consent of instructor.

Offered: Spring (even years).

**MUS 561-563 - Large Ensembles (0.5)**

These courses are open to all qualified students by audition. 4 contact hours.

Prerequisite: Graduate status.

Offered: Fall, Spring.

**MUS 564-566 - Chamber Ensembles (1)**

These courses are open to all qualified students by audition. Since balanced groups are necessary, selection of participants is made by the instructor. 4 contact hours.

Prerequisite: Graduate status.

Offered: Fall, Spring.

**MUS 567 - Master Class in Conducting (1)**

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 contact hours.

Prerequisite: Graduate standing.

Offered: As needed.

**MUS 568 - Opera Workshop (2)**

Focus is on the skills necessary for a career in opera and musical theatre as singers and/or coaches. 4 contact hours.

Prerequisite: Graduate status, consent of instructor and department chair.

Offered: Fall, Spring.

**MUS 570-589 - Applied Music (2)**

Private study is available in voice or any one of the instruments listed below. A fee is charged in addition to the regular college fees. 1 contact hour.

Prerequisite: Graduate status.

Offered: Fall, Spring, Summer.

**MUS 590 - Independent Study (1-6)**

Students select a topic and undertake concentrated research under the supervision of a faculty advisor.

Prerequisite: Graduate status.

Offered: As needed.

**MUS 591 - Graduate Recital (0)**

Students perform a public recital of literature from various stylistic periods.

Prerequisite: Graduate status and consent of departmental graduate committee.

Offered: As needed.

## **MUSE - Music Education**

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**MUSE 212 - Introduction to Music Education (1)**

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.

Prerequisite: MUS 232, MUS 233, and successful audition for admission into music education program.

Offered: Fall.

**MUSE 241 - Methods and Materials in Music Education (2)**

The theory and pedagogy of teaching music in grades one through six are studied. Not for music education majors. 3 contact hours.

Offered: Fall, Spring, Summer.

**MUSE 412 - Practicum in Music Education I (4)**

Principles and practices of teaching music at elementary and secondary levels are presented. This practicum includes learning theory and teaching methods, teaching students with special needs, and observation and participation in teaching. 8 contact hours.

Prerequisite: 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: Spring.

**MUSE 413 - Practicum in Music Education II (4)**

Principles and practices of teaching choral music at elementary and secondary levels are presented. This practicum includes learning theory and teaching methods, teaching students with special needs, and observation and participation in teaching. 8 contact hours.

Prerequisite: 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: Fall.

**MUSE 414 - Practicum in Music Education III (4)**

Principles and practices of teaching instrumental music at elementary and secondary levels are presented. This practicum includes learning theory and teaching methods, classroom observation, and participation in teaching. 8 contact hours.

Prerequisite: Prerequisite for undergraduate students: MUSE 413, with minimum grade of B-, and admission to music education teacher preparation program. Prerequisite for graduate students: MUSE 413, with minimum grade of B.

Offered: Spring.

**MUSE 424 - Student Teaching in Music Education (10)**

In this culminating field experience, candidates complete a teaching experience in an elementary and secondary school under the supervision of cooperating teachers and a college supervisor. This is a full-semester assignment. Graded S, U.

Prerequisite: MUSE 413 and all major and professional courses required prior to student teaching; concurrent enrollment in MUSE 460; a positive recommendation from the professor of each professional course; a cumulative GPA of 2.50 a full semester prior to student teaching; passing score(s) on the Praxis II, approved Preparing to Teach Portfolio; completion of the community service requirement, and a negative result from the required tuberculin test.

Offered: Fall, Spring.

**MUSE 460 - Student Teaching Seminar in Music Education (2)**

Teacher behaviors appropriate to effective teaching are developed. Topics include classroom and time management, effective communication, learning styles, and teaching strategies. This seminar meets weekly.

Prerequisite: Concurrent enrollment in MUSE 424.

Offered: Fall, Spring.

**MUSE 501 - Research Techniques in Music Education (3)**

Research techniques in music education are applied. The bibliography is explored, and standard sources are used.

Prerequisite: Graduate status and consent of instructor.

Offered: Spring (even years).

**MUSE 502 - Perception, Assessment, and Evaluation in Music (3)**

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.

Prerequisite: Graduate status.

Offered: Summer (odd years).

**MUSE 503 - School Music Administration and Supervision (3)**

The factors involved in administering and supervising school music programs are examined.

Prerequisite: Graduate status or consent of instructor.

Offered: Summer (even years).

**MUSE 525 - Advanced Studies in Music Education (3)**

Basic concepts in the philosophy of music education, aesthetics, the history of music education, sociology, and psychology are presented.

Prerequisite: Graduate status and consent of instructor.

Offered: Summer (odd years).

**MUSE 526 - Student Teaching in Music Education (10)**

In this culminating field experience, candidates complete a teaching experience in an elementary and secondary school under the supervision of cooperating teachers and a college supervisor. This is a full-semester assignment. Graded S, U.

Prerequisite: Graduate status, MUSE 412, 413, and all major and professional courses required prior to student teaching; concurrent enrollment in MUSE 560; a cumulative GPA of 3.00 a full semester prior to student teaching; passing score(s) on the Praxis II, approved Preparing to Teach Portfolio; completion of the community service requirement; and a negative result from the required tuberculin test.

Offered: Fall.

**MUSE 560 - Student Teaching Seminar in Music Education (2)**

Teacher behaviors appropriate to effective teaching are developed. Topics include classroom and time management, effective communication, learning styles, and teaching strategies. This seminar meets weekly.

Prerequisite: Graduate status, concurrent enrollment in MUSE 526.

Offered: Fall.

**MUSE 566 - Seminar in Music Education (3)**

Selected problems are investigated.

Prerequisite: Graduate status and consent of instructor.

Offered: Fall (odd years).

**MUSE 592 - Graduate Thesis (3)**

A formal research problem is investigated by the student. An advisor from the Department of Music, Theatre, and Dance is assigned to the student.

Prerequisite: Graduate status and consent of departmental graduate committee.

Offered: As needed.

## **NPST - Nonprofit Studies**

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**NPST 400 - Institute in Nonprofit Studies (4)**

Students participate in an introductory course to develop skills and competencies appropriate to careers in nonprofit organizations. Course topics include nonprofit organization structure, leadership, strategic planning, budgeting, human resources, fundraising, philanthropy, and legal principles. Hybrid course.

Prerequisite: Admission to the program.

Offered: Summer.

**NPST 401 - Financial Management for Nonprofits (3)**

This course presents basic information about budgeting and financial management systems in nonprofit organizations, including the alignment between budgets, reporting, and organizational mission. Hybrid course.

Prerequisite: NPST 400 or consent of the director of the Certificate Program in Nonprofit Studies.

Offered: Fall.

**NPST 402 - Staff and Volunteer Management for Nonprofits (3)**

Students will develop knowledge and skills in areas of human capital management systems, processes, and philosophies that ensure nonprofit organizational success. Hybrid course.

Prerequisite: NPST 400 or consent of the director of the Certificate Program in Nonprofit Studies.

Offered: Spring.

**NPST 403 - Internship in the Nonprofit Sector (4)**

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.

Prerequisite: Consent of the director of the Certificate Program in Nonprofit Studies.

Offered: Fall, Spring, Summer.

**NPST 404 - Communications and Resource Development for Nonprofits (3)**

Students will develop knowledge and skills in areas of communication, marketing and public relations strategies, philanthropy, preparing grant proposals, and other fund development efforts. Hybrid course.

Prerequisite: NPST 400 or consent of the director of the Certificate Program in Nonprofit Studies.

Offered: Spring.

**NPST 500 - Advanced Leadership Institute in Nonprofit Studies (3)**

This course focuses on the origins and composition of the nonprofit sector, operational issues in management, and development of strategic solutions to manage and move the sector forward.

Prerequisite: Graduate status and consent of the director of the certificate program in nonprofit studies.

Offered: Summer.

**NPST 635 - Advanced Grant Development and Fundraising (3)**

This course provides an overview of the grants process and fundraising. Emphasis on developing competitive proposals, budgets, systems of administration, and innovative strategies for cultivation of stakeholder support.

Prerequisite: Graduate status and NPST 500 or consent of the director of the certificate program in nonprofit studies.

Offered: Spring.

## **NMT - Nuclear Medicine Technology**

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**NMT 231 - Clinical Observation (3.5)**

The clinical practice of nuclear medicine is introduced, with emphasis on hospital policies and procedures, radiation safety, and patient care. Practical experience is given in observing and applying health care principles. 10.5 contact hours.

Prerequisite: RADT 201 and acceptance into the medical imaging with concentration in nuclear medicine technology program.

Offered: Spring.

**NMT 301 - Introduction to Nuclear Medicine Technology (4)**

This is an introduction to the science and practice of nuclear medicine technology. Topics include the organization of diagnostic departments and the responsibilities of the professional nuclear medicine technologist.

Prerequisite: RADT 201 and acceptance into the medical imaging with concentration in nuclear medicine technology program.

Offered: Spring.

**NMT 311 - Radiation Safety and Radiation Physics (2)**

The concepts and physical principles that govern radioactivity are discussed, along with the interactions of ionizing radiation with matter, principles, and applications of radiation safety and protection.

Prerequisite: RADT 201 and acceptance into the medical imaging program with concentration in nuclear medicine technology program.

Offered: Spring.



**NMT 321 - Diagnostic Nuclear Medicine Procedures I (3)**

Topics covered are anatomy and physiology, pathophysiology, radiopharmacy, imaging techniques, and the interpretation of images. The course is taught using an integrated systems approach as applied to nuclear medicine.

Prerequisite: RADT 201 and acceptance into the medical imaging with concentration in nuclear medicine technology program.

Offered: Spring.

**NMT 332 - Clinical Diagnostic Procedures I (8.5)**

Students learn the skills required to achieve clinical competencies in a variety of nuclear medicine procedures. Emphasis is on the integration of clinical and didactic education. 25.5 contact hours.

Prerequisite: RADT 201 and acceptance into the medical imaging with concentration in nuclear medicine technology.

Offered: Summer.

**NMT 402 - Instrumentation and Radiobiology (2)**

The principles of operation and quality control are defined for all nonimaging and imaging instruments in nuclear medicine.

Prerequisite: NMT 311.

Offered: Fall.

**NMT 405 - Radiopharmacy (1)**

The theory and practice of radiopharmacy and radiochemistry are defined and discussed, including preparation, calculation of doses, quality control, radiation safety, and applicable regulations.

Prerequisite: NMT 301.

Offered: Summer.

**NMT 421 - Diagnostic Nuclear Medicine Procedures II (3)**

This is a continuation of NMT 321.

Prerequisite: NMT 321.

Offered: Summer.

**NMT 425 - Diagnostic Nuclear Medicine Procedures III (3)**

This is a continuation of NMT 421.

Prerequisite: NMT 421.

Offered: Fall.

**NMT 430 - Registry Review (2)**

Students prepare for the national certification exam offered by the Nuclear Medicine Technology Certification Board.

Prerequisite: NMT 311.

Offered: Spring.

**NMT 431 - Clinical Diagnostic Procedures II (8.5)**

This is a continuation of NMT 332. 25.5 contact hours.

Prerequisite: NMT 331.

Offered: Fall.

**NMT 432 - Clinical Diagnostic Procedures III (6.5)**

This course is a continuation of NMT 431. 16.5 contact hours.

Prerequisite: NMT 431.

Offered: Spring.

## NURS - Nursing

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**NURS 101 - The Nursing Education Experience I (1)**

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.

Prerequisite: COLL 101 and consent of department chair.

Offered: Spring.

**NURS 102 - The Nursing Education Experience II (1)**

Students examine the social, cultural, and economic contexts of nursing through readings, discussion, guest lecturers, field trips, and participation in college activities.

Prerequisite: NURS 101 and consent of department chair.

Offered: Fall.

**NURS 175 - Nursing Drug Calculations (1)**

Using dimensional analysis, students learn how to calculate drug dosages. (For nursing majors only.)

Offered: Fall, Spring.

**NURS 207 - Baccalaureate Education for Nursing (4)**

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.

Prerequisite: Licensed R.N. students.

Offered: Fall, Spring.

**NURS 220 - Foundations of Therapeutic Interventions (3)**

Concepts of nutrition, pharmacology, and pathophysiology are introduced as foundations for therapeutic intervention in nursing practice.

Prerequisite: BIOL 231, CHEM 106, PSYC 230, prior or concurrent enrollment in BIOL 335, and acceptance to the nursing program.

Offered: Fall, Spring.

**NURS 222 - Professional Nursing I (3)**

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.

Prerequisite: BIOL 231, CHEM 106, PSYC 230, prior or concurrent enrollment in BIOL 335, and acceptance to the nursing program.

Offered: Fall, Spring.

**NURS 223 - Fundamentals of Nursing Practice (4)**

Cognitive and psychomotor skills are applied through guided experiences in simulated and clinical situations. Emphasis is on skills essential for the nursing practice.

Prerequisite: BIOL 231, BIOL 335; CHEM 106; NURS 220, NURS 222; PSYC 230; and prior or concurrent enrollment in BIOL 348 and NURS 224.

Offered: Fall, Spring.

**NURS 224 - Health Assessment (3)**

Basic health assessment skills are introduced. Emphasis is on normal findings.

Prerequisite: BIOL 231; CHEM 106; PSYC 230; prior or concurrent enrollment in BIOL 335 and BIOL 348; and prior or concurrent enrollment in NURS 220, NURS 222, NURS 223.

Offered: Fall, Spring.

**NURS 225 - Introduction to Writing and Research in Nursing (2)**

Students are introduced to the conventions of writing in nursing and the role of research in evidence-based nursing practice.

Prerequisite: Acceptance to the nursing program.

Offered: Fall, Spring.

**NURS 262 - Substance Abuse as a Global Issue (4)**

The global issue of substance abuse is analyzed through the lens of from multicultural factors influencing human behavior. Students explore concepts related to dynamic processes operating when substances are abused.

General Education Category: Connections.

Prerequisite: FYS 100, FYW 100/FYW 100P/FYW 100H and 45 credit hours.

Offered: Fall.

**NURS 263 - Dying, Loss, and Grief: Cross-Cultural Perspectives (4)**

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.

General Education Category: Core 4.

Prerequisite: Gen. Ed. Core 1, 2, and 3.

Offered: Fall, Summer.

**NURS 264 - Status of the World's Children (4)**

The impact of cultural identity and heritage of children around the world is analyzed. Global issues of child exploitation and the global effort to halt that exploitation are examined.

General Education Category: Connections.

Prerequisite: FYS 100, FYW 100/FYW 100P/FYW 100H and 45 credit hours.

Offered: Fall, Spring, Summer.

**NURS 266 - Health and Cultural Diversity (4)**

Health beliefs and practices are examined across cultures. Focus is on the cultural components of health and illness, pain, childbearing, child health, mental illness, disability, aging and death.

Prerequisite: FYS 100, FYW 100/FYW 100P/FYW 100H and 45 credit hours.

Offered: Fall, Spring.

**NURS 312 - Death and Dying (3)**

Students explore their own feelings about death and dying from historical, ethical, and legal perspectives.

Prerequisite: Consent of instructor.

Offered: Spring.

**NURS 314 - Health and Aging (4)**

An interdisciplinary approach is taken to the health/mental health of older adults. Normal aging is compared to disease/disorders. Students cannot receive credit for both GRTL 314 and NURS 314.

Prerequisite: Completion of at least 45 credit hours.

Offered: Fall, Spring, Summer.

**NURS 316 - Physical Assessment of the Adult and Child (4)**

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.

Prerequisite: RN students.

Offered: Fall, Spring.

**NURS 340 - Psychiatric/Mental Health Nursing (6)**

Psychiatric/mental health theory, practice, and the professional role are introduced, with emphasis on the adult client. Common psychiatric disorders across the lifespan are included. 12 contact hours.

Prerequisite: NURS 220, NURS 222, NURS 223, NURS 224 and NURS 225.

Offered: Fall, Spring.

**NURS 342 - Adult Health Nursing I (6)**

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 to develop professional behaviors through learning activities and practice situations. 12 contact hours.

Prerequisite: NURS 220, NURS 222, NURS 223, NURS 224, NURS 225 and NURS 340.

Offered: Fall, Spring.

**NURS 344 - Maternal Newborn Nursing (6)**

Nursing theory and application are introduced in the practicum setting, with focus on the comprehensive and continuing care of expectant and newly expanded family systems. 12 contact hours.

Prerequisite: NURS 220, NURS 222, NURS 223, NURS 224 and NURS 225.

Offered: Fall, Spring.

**NURS 346 - Nursing of Children and Families (6)**

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 contact hours.

Prerequisite: NURS 220, NURS 222, NURS 223, NURS 224, NURS 225 and NURS 344.

Offered: Fall, Spring.

**NURS 370 - Public and Community Health Nursing (6)**

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 contact hours.

Prerequisite: Prerequisite for general students: NURS 340, NURS 342, NURS 344, NURS 346. Prerequisite for licensed R.N. students: acceptance by School of Nursing for senior level.

Offered: Fall, Spring.

**NURS 372 - Adult Health Nursing II (6)**

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 contact hours.

Prerequisite: NURS 340, NURS 342, NURS 344, NURS 346.

Offered: Fall, Spring.

**NURS 374 - Contemporary Professional Nursing (3)**

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.

Prerequisite: NURS 340, NURS 342, NURS 344, NURS 346.

Offered: Fall, Spring.

**NURS 375 - Transition to Professional Nursing Practice (6)**

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 contact hours.

Prerequisite: NURS 372 and NURS 374.

Offered: Fall, Spring.

**NURS 376 - Contemporary Nursing Practices: Issues and Challenges (6)**

Professional values, roles, and issues pertinent to the contemporary health care environment are examined. 12 contact hours.

Prerequisite: R.N. student and NURS 370.

Offered: Fall, Spring.

**NURS 390 - Directed Study (3)**

Designed to be a substitute for a traditional course under the instruction of a faculty member. This course may be repeated with a change in topic.

Prerequisite: Consent of instructor, department chair and dean.

Offered: As needed.

**NURS 391 - Independent Study in Nursing (3)**

Students select a topic and undertake concentrated research or creative activity under the mentorship of a faculty member. This course may be repeated with a different topic or continuation of a non-honors project.

Prerequisite: Consent of instructor, department chair and dean.

Offered: Fall, Spring.

**NURS 471 - Practicum in Chemical Dependency/Addiction Studies (4)**

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 NURS 471 and PSYC 471. 5 contact hours.

Prerequisite: Acceptance into the B.S. in chemical dependency/addiction studies program and PSYC 351 and PSYC 452.

Offered: Fall, Spring, Summer.

**NURS 474 - Internship in Chemical Dependency/Addiction Studies (4)**

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 NURS 474 and PSYC 472. 13 contact hours.

Prerequisite: PSYC 425, PSYC 471, and approval of practicum and internship instructors.

Offered: Fall, Spring, Summer.

**NURS 491 - Independent Study I (3)**

Students select a topic and undertake concentrated research or creative activity under the mentorship of a faculty member.

Prerequisite: Consent of instructor, department chair and dean, and admission to the nursing honors program.

Offered: As needed.

**NURS 492 - Independent Study II (3)**

This course continues the development of research or activity begun in NURS 491. For departmental honors, the project requires final assessment form the department.

Prerequisite: NURS 491, and consent of instructor, department chair and dean.

Offered: As needed.

**NURS 501 - Advanced Nursing Research (3)**

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.

Prerequisite: Graduate status in nursing or consent of M.S.N. graduate program director.

Offered: Fall, Summer.

**NURS 502 - Health Care Systems (3)**

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.

Prerequisite: Graduate status in nursing or consent of M.S.N. graduate program director.

Cross-Listed as: HCA 502

Offered: Fall, Spring.

**NURS 503 - Professional Role Development (3)**

Behaviors that promote change and collaboration in practice environments are examined, including concepts of leadership, communication, power, and problem solving.

Prerequisite: Graduate status in nursing or consent of M.S.N. graduate program director.

Offered: Spring, Summer.

**NURS 504 - Advanced Pathophysiology (3)**

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.

Prerequisite: Graduate status in nursing or consent of M.S.N. graduate program director.

Offered: Fall, Spring.

**NURS 505 - Advanced Pharmacology (3)**

Pharmacologic agents and their clinical applications are examined. Pharmacologies, therapeutic uses, and the side effects and drug interactions of a broad variety of classes of drugs are explored as treatment modalities.

Prerequisite: Graduate status in nursing or consent of M.S.N. graduate program director.

Offered: Fall, Spring.

**NURS 506 - Advanced Health Assessment (3)**

This course assists the learner in the acquisition of advanced health assessment skills. The status of clients is determined by using the health history interview and advanced diagnostic skills. 5 contact hours.

Prerequisite: Graduate status in nursing or consent of M.S.N. graduate program director.

Offered: Fall.

**NURS 508 - Public Health Science (3)**

Study is made of environmental and occupational health, bioterrorism and disaster preparedness, communicable diseases, chronic diseases, and vulnerable populations.

Prerequisite: Graduate status in nursing or consent of M.S.N. graduate program director.

Offered: Fall.

**NURS 509 - Professional Project Seminar (1)**

Students develop plans for a comprehensive project in the form of research, program design, or grant preparation. Planning includes literature review and exploration of resources.

Prerequisite: NURS 501, NURS 502, NURS 503, and graduate status in nursing.

Offered: Summer.

**NURS 510 - Adult/Older Adult Health/Illness I (3)**

Students develop advanced practice nurse competencies specific to health promotion and disease prevention of adults across the lifespan. Emphasis is on the patient sphere. 9 contact hours.

Prerequisite: Graduate status, NURS 505 and NURS 506; and prior or concurrent enrollment in NURS 501, NURS 502, NURS 503, NURS 504, and NURS 530 (CNS) or NURS 540 (NP).

Offered: Spring.

**NURS 511 - Population/Public Health Nursing (6)**

Variables relevant to public health problems are investigated through field experience. Students demonstrate knowledge of analytic assessment and public health science skills. 15 contact hours.

Prerequisite: Graduate status, NURS 508; and prior or concurrent enrollment in HPE 507, NURS 501, NURS 502 and NURS 503.

Offered: Spring.

**NURS 512 - Genetics and Genomics in Health Care (3)**

The scientific, ethical, legal, social, technological, and policy implications of genetics and genomics are explored, with application to interdisciplinary health care professionals.

Prerequisite: Graduate status in nursing or consent of program director.

Offered: Fall, Spring.

**NURS 513 - Teaching Nursing (3)**

This elective course introduces students to the knowledge, skills, and attitudes required of a nurse educator. Through classroom and clinically oriented learning activities, students gain basic competencies.

Prerequisite: Graduate status.

Offered: Summer Session I.

**NURS 514 - Advanced Pharmacology for Nurse Anesthesia (2)**

This course builds upon the foundation established in NURS 505, and pharmacologic agents for anesthesia practice are examined.

Prerequisite: Graduate status, NURS 505, CHEM 519 and BIOL 535.

Offered: Spring.

**NURS 515 - Simulation in Interprofessional Healthcare Education (3)**

Students learn simulation theory, models, evidence-based practice, and safety as a framework for using simulation in practice and education. Groups of nursing, social work and health education students develop, implement and revise a simulation in this course.

Prerequisite: Graduate student in nursing, social work or health education, or consent of instructor.

Offered: Spring.

**NURS 516 - Advanced Principles of Nurse Anesthesia Practice I (3)**

Advanced principles of anesthesia administration and management, including general and regional techniques for surgery are examined.

Prerequisite: Graduate status, NURS 514 and NURS 515.

Offered: Summer.

**NURS 517 - Foundational Principles of Nurse Anesthesia (3)**

The history and scope of nurse anesthesia practice, physics as applied to anesthesia administration and practice, anesthesia equipment, preoperative evaluation and basic management are examined.

Prerequisite: Graduate status, NURS 505, NURS 506 and NURS 504 prerequisite or concurrent.

Offered: Spring.

**NURS 518 - Nursing Care/Case Management (3)**

Students examine evidence-based approaches to the coordination of services for populations across health care systems to enhance client-centered, interdisciplinary care, outcomes based quality improvement and cost containment.

Prerequisite: Graduate status in nursing or consent of program director.

Offered: Fall.

**NURS 519 - Quality/Safety in Advanced Practice Nursing (3)**

Students develop advanced practice nurse competencies specific to quality and safety measurement and management in nursing.

Prerequisite: M.S.N. program enrollment or approval of program director.

Offered: Fall.

**NURS 521 - Global Health and Advanced Practice Nursing (3)**

Students explore concepts of global health and examine the impact of disease burden on global populations through lecture, readings and immersion. The clinical international learning experience involves collaboration with an intra-professional team at an international village clinical.

Prerequisite: NURS 501, NURS 502, NURS 503

Offered: Fall.

**NURS 522 - Concepts and Practice of Palliative Care (3)**

Students develop advanced practice nurse competencies in the specialty of palliative care to be applied to adults, older adults and families dealing with a life threatening illness.

Prerequisite: M.S.N. program enrollment or approval of M.S.N. program director.

Offered: Annually.

**NURS 523 - Surgical First Assist Theory (3)**

The course will provide the foundation of knowledge necessary for the APRN to assume and function safely in the role of the first assistant during operative and other invasive procedures.

Prerequisite: M.S.N. program enrollment or completion and approval of M.S.N. program director.

Offered: Fall.

**NURS 530 - Synergy Model for C.N.S. Practice (3)**

Students develop knowledge of the Synergy Model required for the clinical nurse specialist practice. Model assumptions, development, and applicability to C.N.S. practice are discussed, analyzed, and applied. 6 contact hours.

Prerequisite: Graduate status, NURS 505 and NURS 506; and prior or concurrent enrollment in NURS 501, NURS 502, NURS 503, NURS 504, and NURS 510.

Offered: Spring.

**NURS 540 - Differential Diagnosis for Nurse Practitioners (3)**

Students are introduced to the diagnostic framework, clinical decision making, and evidence-based resources. Focus is on developing skills in diagnostic reasoning and differential diagnosis. 6 contact hours.

Prerequisite: Graduate status, NURS 505 and NURS 506; and prior or concurrent enrollment in NURS 501, NURS 502, NURS 503, NURS 504, and NURS 510.

Offered: Spring.

**NURS 570 - Nurse Anesthesia Clinical Practicum I (1)**

Introduction to basic anesthesia skills and techniques for the novice with emphasis on airway management under direct supervision of clinical preceptors.

Prerequisite: Graduate status, NURS 501, NURS 502, NURS 503, NURS 515; NURS 516 concurrent.

Offered: Summer.

**NURS 609 - Master's Major Project (1)**

Under the supervision of their primary project advisor, students conduct a major project, complete a final writing project, and present findings.

Graded S, U. Students enroll for a maximum of 2 credit hours.

Prerequisite: Graduate status and NURS 509.

Offered: Fall, Spring, Summer.

**NURS 610 - Adult/Older Adult Health/Illness II (6)**

Students develop advanced practice nurse competencies specific to caring for adults with select acute health alterations. Emphasis is on the nursing/nursing practice sphere. 15 contact hours.

Prerequisite: Graduate status, NURS 510 and NURS 530 or NURS 540.

Offered: Fall.

**NURS 611 - Population/Public Health Nursing II (6)**

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. 15 contact hours.

Prerequisite: Graduate status and NURS 511.

Offered: Fall.

**NURS 616 - Advanced Principles of Nurse Anesthesia Practice II (3)**

Advanced principles of anesthesia administration and management for cardiac, thoracic and neurological surgeries are examined.

Prerequisite: Graduate status and NURS 516.

Offered: Fall.

**NURS 620 - Adult/Older Adult Health/Illness III (6)**

Students develop advanced practice nurse competencies specific to caring for adults with select acute health alterations. Emphasis is on the systems/organizational sphere. 15 contact hours.

Prerequisite: Graduate status and NURS 610.

Offered: Spring.

**NURS 621 - Population/Public Health Nursing III (6)**

Students engage in public policy and program planning with existing health systems. Focus includes budget development, oversight, and the use of management information systems for decision making. 15 contact hours.

Prerequisite: Graduate status and NURS 611.

Offered: Spring.

**NURS 626 - Advanced Principles in Nurse Anesthesia III (3)**

Advanced principles of anesthesia and management of endocrine, liver, neuromuscular, and burn surgeries, and surgery in obesity, with chronic pain and in remote settings, are examined.

Prerequisite: Graduate status and NURS 616.

Offered: Spring.

**NURS 630 - Nurse Anesthesia Clinical Practicum II (1)**

Application of theory and development of skills for the advanced beginner under the close supervision of clinical preceptors.

Prerequisite: Graduate status and NURS 570; NURS 616 concurrent.

Offered: Fall.

**NURS 636 - Transition into Nurse Anesthesia Practice (2)**

Topics for entry into professional practice are examined and explored.

Prerequisite: Graduate status and NURS 670; NURS 690 concurrent.

Offered: Fall.

**NURS 640 - Nurse Anesthesia Clinical Practicum III (1)**

The competent student will continue to apply advanced principles and improve skills under the guidance of clinical preceptors.

Prerequisite: Graduate status and NURS 630; NURS 626 concurrent.

Offered: Spring.

**NURS 670 - Nurse Anesthesia Clinical Practicum IV (1)**

The proficient student will expand and enhance knowledge and skills with minimal direct guidance of clinical preceptors.

Prerequisite: Graduate status and NURS 640.

Offered: Summer.

**NURS 691 - Nurse Anesthesia Clinical Practicum V (1)**

The novice practitioner will prepare to transition from the student role with consultation and minimal guidance of clinical preceptors.

Prerequisite: Graduate status and NURS 670; NURS 636 concurrent.

Offered: Fall.

**NURS 701 - Scientific Underpinnings for Clinical Scholarship (3)**

Theoretical knowledge from nursing and related disciplines is explored. Emphasis is placed on integration and application of scientific knowledge to clinical practice and to practice scholarship.

Prerequisite: D.N.P. program matriculation or consent of program director.

Offered: Fall.

**NURS 702 - Systems Leadership/Quality Improvement (3)**

Core concepts of organizational and systems leadership and quality improvement are explored, with emphasis on application to diverse clinical practice settings.

Prerequisite: D.N.P. program matriculation or consent of program director.

Offered: Fall.

**NURS 703 - Advanced Epidemiology and Biostatistics (3)**

Epidemiological principles and methods are presented and applied to clinical and population-based health. Epidemiological, biostatistical, and other scientific approaches are used to analyze population data.

Prerequisite: D.N.P. program matriculation or consent of program director.

Offered: Fall.

**NURS 704 - Clinical Research/Analytic Methods (3)**

Methodological concepts and principles required for evidence-based clinical practice are examined. Emphasis is placed on analysis and application of research findings to clinical practice.

Prerequisite: Graduate status and NURS 703.

Offered: Spring.

**NURS 705 - Health Care Policy and Advocacy (3)**

Frameworks for developing and analyzing health policy issues are presented and discussed in the context of prominent health policy debates. Analytic skills will be applied to examine health policy issues.

Prerequisite: D.N.P. program matriculation or consent of program director.

Cross-Listed as: HCA 503

Offered: Spring.

**NURS 706 - Economics, Finance, Business Management (3)**

Advanced economic, financial, and business knowledge and skills required to assume a D.N.P. leadership role are investigated. Emphasis is placed on application of knowledge to diverse healthcare settings and systems.

Prerequisite: D.N.P. program matriculation or consent of program director.

Offered: Spring.

**NURS 707 - Information Technology/Decision Support (3)**

The intersection of informatics, computer science, cognitive science and nursing science are explored. Current issues, evaluation of information technology, and application to practice are emphasized.

Prerequisite: D.N.P. program matriculation or consent of program director.

Offered: Fall.

**NURS 708 - Interprofessional Collaborative Practice (3)**

Core concepts of inter-professional collaborative practice are explored. Contemporary issues and strategies to promote inter-professional collaboration are examined.

Prerequisite: D.N.P. program matriculation or consent of program director.

Offered: Spring.

**NURS 709 - Population Health (3)**

Population-based approaches and initiatives to improve population-focused health care are presented, analyzed, and evaluated. Assessment, implementation, and evaluation of evidence based interventions will be emphasized.

Prerequisite: Graduate status and NURS 703 prerequisite or concurrent.

Offered: Fall.

**NURS 720 - D.N.P. Project Planning Seminar (1)**

The focus of this seminar is on capstone project mapping and the proposal development process.

Prerequisite: Graduate status and NURS 701, NURS 702, NURS 703, NURS 704, NURS 705.

Offered: Spring.

**NURS 730 - D.N.P. Proposal Development (3)**

Students develop the D.N.P. capstone proposal.

Prerequisite: Graduate status and NURS 720.

Offered: Spring.

**NURS 740 - D.N.P. Project Implementation (2)**

Students implement the capstone project in consultation with the first reader and capstone committee. Emphasis will be placed on data collection and analysis procedures.

Prerequisite: Graduate status and NURS 730.

Offered: Fall.

**NURS 750 - D.N.P. Project Evaluation and Dissemination (1)**

Students evaluate project findings and prepare the final written paper in consultation with the first reader and capstone committee. Project findings are defended at a culminating oral presentation.

Prerequisite: Graduate status and NURS 740.

Offered: Spring.

**NURS 791 - Directed Readings I (1)**

Students develop a statement of the problem, purpose statement and project framework through intensive readings as they begin preparation of the D.N.P. project proposal. Graded S/U.

Prerequisite: D.N.P. matriculation and concurrent enrollment in NURS 704.

Offered: Spring.

**NURS 792 - Directed Readings II (1)**

Students complete the preliminary literature review through intensive readings and draft their project method as they continue to prepare the D.N.P. project proposal. Graded S/U.

Prerequisite: D.N.P. matriculation and concurrent enrollment in NURS 709.

Offered: Fall.

## **NEUR - Neuroscience**

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**NEUR 443 - Fundamentals of Neurobiology (4)**

A comprehensive survey of central nervous system (CNS) biology is presented. Emphasis is placed on molecular, cellular and physiological processes of the nervous system. Students cannot receive credit for both NEUR 443 and BIOL 443. 6 contact hours.

Prerequisite: BIOL 111, BIOL 112 and BIOL 221.

Offered: Annually.

**NEUR 460 - Current Issues in Neuroscience (4)**

Contemporary issues and developments in neuroscience are explored. Recent research and theoretical literature are considered. Topics vary. The course may be repeated for credit with a change in content.

Prerequisite: NEUR 443, BIOL 443 or PSYC 445.

Offered: Annually.

## **PFA - Performing Arts**

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**PFA 461 - Senior Seminar (3)**

Senior candidates for the B.A. in music complete a project appropriate to their interests and field within the performing arts. This project includes a written component and possibly a performance element.

Prerequisite: Senior standing in the B.A. in music program.

Offered: Spring.

## **PHIL - Philosophy**

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**PHIL 165 - The Heritage of Asian Philosophy (4)**

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.

General Education Category: Core 3.

Offered: Fall, Spring, Summer.

**PHIL 167 - Native American Philosophy (4)**

Focus is on the wisdom found in Native American traditions. Current primary sources are used so that students may experience Native American philosophy directly.

General Education Category: Core 3.

Offered: Fall, Spring, Summer.

**PHIL 200 - Introduction to Philosophy (3)**

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.

Offered: Fall, Spring, Summer.

**PHIL 201 - Introduction to Eastern Philosophy (3)**

Theories of reality, knowledge, and the meaning of human existence in Eastern philosophical traditions are investigated. Included are the metaphysical speculations of the Indian schools and the ethical theories of East Asian schools.

Offered: Fall, Spring, Summer.

**PHIL 205 - Introduction to Logic (4)**

This course covers principles of valid reasoning. Formal methods of propositional and quantificational logic are introduced to evaluate the validity of reasoning in arguments.

Offered: Fall, Spring, Summer.

**PHIL 206 - Ethics (3)**

An examination and explanation of ethical judgments are 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.

Offered: Fall, Spring, Summer.

**PHIL 220 - Logic and Probability in Scientific Reasoning (4)**

Natural and social sciences require probabilistic reasoning, with special logical features. This course studies general principles of logic, special principles of probabilistic reasoning, their scientific applications, and common probabilistic fallacies.

General Education Category: Advanced Quantitative/Scientific Reasoning.

Prerequisite: Completion of any Mathematics or Natural Science general education distribution.

Offered: Fall, Spring.

**PHIL 230 - Aesthetics (4)**

This course examines issues in the philosophy of art, such as: the nature of art, art and emotion, artistic intentions, aesthetic value, art and knowledge, and art and morality.

General Education Category: Arts - Visual and Performing.

Offered: Fall, Spring, Summer.

**PHIL 261 - Ethical Issues in Health Care (4)**

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.

General Education Category: Core 4.

Prerequisite: Gen. Ed. Core 1, 2, and 3.

Offered: Fall, Spring, Summer.

**PHIL 262 - Freedom and Responsibility (4)**

This class examines the nature of free will. What is it? Is it necessary for moral responsibility? Do we have it? And if not, what should we do about it?

General Education Category: Connections.

Prerequisite: Connections courses may not be used as part of a major or minor. FYS 100, FYW 100/FYW 100P/FYW 100H and 45 credit hours.

Offered: Fall, Spring, Summer.

**PHIL 263 - The Idea of God (4)**

Concepts of Divinity are critically examined. Issues include polytheism, monotheism, atheism, gender and the God(ess). Students are challenged to critically examine their own ideas through various philosophical and religious traditions.

General Education Category: Connections.

Prerequisite: Connections courses may not be used as part of a major or minor. FYS 100, FYW 100/FYW 100P/FYW 100H and 45 credit hours.

Offered: Fall, Spring, Summer.

**PHIL 264 - The Great Ethical Traditions (4)**

This is a critical inquiry into ethical issues and the great ethical traditions. Moral theories from both Western and non-Western traditions are examined.

General Education Category: Core 4.

Prerequisite: Gen. Ed. Core 1, 2, and 3.

Offered: Fall, Spring.

**PHIL 265 - Philosophical Issues of Gender and Sex (4)**

Philosophical questions concerning the concepts of sex and gender are explored. Readings will be drawn from philosophical texts and from a number of related disciplines.

General Education Category: Connections.

Prerequisite: Connections courses may not be used as part of a major or minor. FYS 100, FYW 100/FYW 100P/FYW 100H and 45 credit hours.

Offered: Fall, Spring.

**PHIL 266 - Asian Philosophies: Theory and Practice (4)**

Study of philosophical themes and practical implications (personal and communal) in Asian cultures. Issues include concepts of life and death, origins and nature of reality, and standards of ethical relations.

General Education Category: Connections.

Prerequisite: Connections courses may not be used as part of a major or minor. FYS 100, FYW 100/FYW 100P/FYW 100H and 45 credit hours.

Offered: Fall, Spring.

**PHIL 300 - American Philosophy (3)**

In this survey from the American 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.

Prerequisite: Completion of at least 30 college credits or any 100- or 200-level philosophy course.

Offered: As needed.

**PHIL 305 - Intermediate Logic (4)**

This course covers some extensions of elementary logic with applications. Topics may include propositional modal logic, quantified modal logic, inductive logic, and meta-logic.

Prerequisite: 30 college credits or any 100- or 200-level philosophy course.

Offered: Spring (even years).

**PHIL 306 - Contemporary Ethical Theory (3)**

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, and the significance of evolution.

Prerequisite: Completion of at least 30 college credits or any 100- or 200-level philosophy course.

Offered: Fall.

**PHIL 311 - Knowledge and Truth (3)**

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.

Prerequisite: Completion of at least 30 college credits or any 100- or 200-level philosophy course.

Offered: Spring (even years).

**PHIL 315 - Evidence, Reasoning, and Proof (3)**

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.

Prerequisite: Completion of at least 30 college credits or any 100- or 200-level philosophy course.

Offered: Annually.

**PHIL 320 - Philosophy of Science (3)**

Induction and probability, causality and the laws of nature, as well as the nature of explanation and justification, are covered.

Prerequisite: Completion of at least 30 college credits or any 100- or 200-level philosophy course.

Offered: Spring (odd years).

**PHIL 321 - Social and Political Philosophy (3)**

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."

Prerequisite: Completion of 30 college credits or any 100- or 200-level philosophy course.

Offered: Fall, Spring.

**PHIL 322 - Philosophy of Law (3)**

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, and criminal responsibility.

Prerequisite: Completion of completion of 30 college credits or any 100- or 200-level philosophy course.

Offered: Spring.

**PHIL 325 - Environmental Ethics (3)**

Theories and reality, ideology and action, and values and facts are examined. Focus is on rational policy decision making.

Prerequisite: Completion of 30 college credits or any 100- or 200-level philosophy course.

Offered: Spring.



**PHIL 330 - Metaphysics (3)**

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.

Prerequisite: Completion of at least 30 college credits or any 100- or 200-level philosophy course.

Offered: Fall (even years).

**PHIL 333 - Philosophy of Mind (3)**

The status and role of mind in relation to body is studied. Diverse theories, such as mind/body dualism, identity theory, behaviorism, functionalism, and emergence, are discussed.

Prerequisite: Completion of at least 30 college credits or any 100- or 200-level philosophy course.

Offered: Fall (odd years).

**PHIL 351 - Plato, Aristotle, and Greek Philosophy (4)**

The origins of philosophy in Greek thought are explored. Works of philosophers such as Plato and Aristotle are read.

Prerequisite: Completion of at least 30 college credits or any 100- or 200-level philosophy course.

Offered: Fall.

**PHIL 353 - Epicureans, Stoics, Skeptics and Hellenistic Philosophy (3)**

Greek and Roman philosophy after Aristotle and before the Medieval period is studied.

Prerequisite: Completion of at least 30 college credits or any 100- or 200-level philosophy course.

Offered: Spring (even years).

**PHIL 355 - Augustine, Aquinas and Medieval Philosophy (3)**

The origins of medieval thought are traced. The institutionalization of philosophic thought is analyzed. The works of Aquinas and Augustine are studied.

Prerequisite: Completion of at least 30 college credits or any 100- or 200-level philosophy course.

Offered: As needed.

**PHIL 356 - Descartes, Hume, Kant and Modern Philosophy (4)**

Works from European philosophers from Descartes to Kant are read.

Prerequisite: Completion of at least 30 college credits or any 100- or 200-level philosophy course.

Offered: Spring.

**PHIL 357 - Hegel, Nietzsche and Nineteenth-Century Philosophy (3)**

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.

Prerequisite: Completion of at least 30 college credits or any 100- or 200-level philosophy course.

Offered: Fall (even years).

**PHIL 358 - Existentialism and Phenomenological Philosophy (3)**

The main themes of existentialist philosophy and its successors are investigated through the study of such authors as Kierkegaard, Heidegger, Sartre, and Camus.

Prerequisite: Completion of at least 30 college credits or any 100- or 200-level philosophy course.

Offered: Spring (odd years).

**PHIL 359 - Frege, Russell, Wittgenstein and Analytic Philosophy (3)**

Late nineteenth- and twentieth-century philosophers of language, such as Frege, Russell, Moore, Wittgenstein, Austin, Quine, and Kripke, are studied.

Prerequisite: Completion of at least 30 college credits or any 100- or 200-level philosophy course.

Offered: Fall (odd years).

**PHIL 390 - Directed Study (3-4)**

Designed to be a substitute for a traditional course under the instruction of a faculty member. This course may be repeated with a change in topic.

Prerequisite: Consent of instructor, department chair and dean.

Offered: As needed.

**PHIL 460 - Seminar in Philosophy (4)**

Intensive study of a specific topic or author, including a term paper that engages recent scholarship and follows disciplinary conventions. May be repeated for credit with a change in topic.

Prerequisite: Completion of at least 60 college credits and any 300-level philosophy course, or consent of the department chair.

Offered: Annually.

**PHIL 479 - Philosophy Internship (1-4)**

Students experience the environment of institutions and firms where the work demand includes a substantial philosophical dimension.

Prerequisite: Open to philosophy majors who have completed at least 60 credit hours of undergraduate courses, 18 of which are philosophy courses, with consent of department chair.

Offered: Summer as needed.

**PHIL 490 - Independent Study in Philosophy (1-4)**

Students select a topic and undertake concentrated research or creative activity under the mentorship of a faculty member. May be repeated with a different topic or continuation of a non-honors project.

Prerequisite: Consent of instructor, department chair and dean.

Offered: As needed.

**PHIL 491 - Independent Study I (3-4)**

Students select a topic and undertake concentrated research or creative activity under the mentorship of a faculty member.

Prerequisite: Consent of instructor, department chair and dean, and admission to the philosophy honors program.

Offered: As needed.

**PHIL 492 - Independent Study II (3-4)**

This course continues the development of research or activity begun in PHIL 491. For departmental honors, the project requires final assessment from the department.

Prerequisite: PHIL 491 and consent of instructor, department chair and dean.

Offered: As needed.

## **PSCI - Physical Science**

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**PSCI 103 - Physical Science (4)**

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 PSCI 103 and PHYS 101-PHYS 102. 6 contact hours.

General Education Category: Natural Science.

Offered: Fall, Spring, Summer.

**PSCI 207 - Introduction to Environmental Chemistry (3)**

The flow of material and energy through the Earth system is introduced. Principles of element cycles, climate science, and coastal processes are also investigated.

Offered: Annually.

**PSCI 208 - Forensic Science (4)**

Students learn about modern forensic techniques used in crime scene analysis. Emphasis is on the methods used to collect and interpret crime scene data.

General Education Category: Advanced Quantitative/Scientific Reasoning.

Prerequisite: Any Mathematics or Natural Science.

Offered: Fall, Spring.

**PSCI 211 - Introduction to Astronomy (4)**

Our solar system, the sun and other stars, galaxies, and the universe are explored. Astronomical phenomena are explained using basic physical principles. Lecture and laboratory.

General Education Category: Natural Science.

Offered: Fall, Spring.

**PSCI 212 - Introduction to Geology (4)**

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.

General Education Category: Natural Science.

Offered: Fall, Summer.

**PSCI 214 - Introduction to Meteorology (4)**

This class focuses on the structure, composition and phenomena of the atmosphere. Students examine local and global scale weather patterns, and century to millennial scale climate change.

General Education Category: Advanced Quantitative/Scientific Reasoning.

Prerequisite: Completion of any mathematics or natural science general education distribution.

Offered: Fall.

**PSCI 217 - Introduction to Oceanography (4)**

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.

General Education Category: Natural Science.

Offered: Spring.

**PSCI 340 - Field Methods in Geology (3)**

Mapping and the interpretation of geological structures are introduced. Emphasis is on the geology of local areas. Included are identification of rocks and methods of recording field observations. Laboratory and field trips. 4 contact hours.

Prerequisite: PSCI 212 or consent of instructor.

Offered: As needed.

**PSCI 357 - Historical and Contemporary Contexts of Science (3)**

The development of science and technology is explored through case histories from the physical, biological, and environmental sciences. 4 contact hours.

Prerequisite: Any Natural Science course.

Offered: As needed.

**PSCI 490 - Directed Study in Physical Science (3)**

Designed to be a substitute for a traditional course under the instruction of a faculty member. A particular area of physical science is studied on the basis of the interest of the student and the instructor.

Prerequisite: Consent of instructor, department chair and dean.

Offered: As needed.

**PSCI 491-493 - Research in Physical Science (1)**

The student conducts original research in an area selected after consultation with the instructor and prepares a report of their work. A maximum of 6 credit hours may be earned in these courses.

Prerequisite: Consent of instructor, department chair and dean.

Offered: As needed.

## **PHYS - Physics**

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**PHYS 101 - General Physics I (4)**

This noncalculus-based course includes vectors, statics, kinematics, Newton's laws, energy, momentum, fluids, thermodynamics, and wave motion. Lecture and laboratory. 7 contact hours.

General Education Category: Natural Science.

Offered: Fall, Summer.

**PHYS 102 - General Physics II (4)**

This noncalculus-based course includes electrostatics, DC and AC circuits, magnetism, electromagnetic waves, optics, and an introduction to atomic and nuclear physics. Lecture and laboratory. 7 contact hours.

General Education Category: Advanced Quantitative/Scientific Reasoning.

Prerequisite: PHYS 101.

Offered: Spring, Summer.

**PHYS 110 - Introductory Physics (4)**

This algebra-based course includes vectors, statics, Newton's Laws, work and energy, electrostatics, DC circuits, magnetism, electromagnetic waves, nuclear radiation, and topics in modern physics. Lecture and Laboratory. 7 contact hours.

General Education Category: Natural Science.

Offered: Spring, Fall, Summer.

**PHYS 118 - Fundamentals of Physics I (4)**

This noncalculus-based course includes vectors, statics, kinematics, Newton's laws, energy, momentum, fluids, thermodynamics and wave motion. Lecture and laboratory.

Offered: As needed.

**PHYS 119 - Fundamentals of Physics II (4)**

This noncalculus-based course includes electrostatics, DC and AC circuits, magnetism, electromagnetic waves, optics, and an introduction to atomic and nuclear physics. Lecture and laboratory.

Prerequisite: PHYS 118.

Offered: As needed.

**PHYS 200 - Mechanics (4)**

This calculus-based course includes vectors, statics, kinematics, momentum, energy, rotational motion, small oscillations, and fluid mechanics. Lecture and laboratory. 7 contact hours.

General Education Category: Natural Science.

Prerequisite: Successful completion of or concurrent enrollment in MATH 212, or consent of department chair.

Offered: Fall.

**PHYS 201 - Electricity and Magnetism (4)**

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 contact hours.

General Education Category: Advanced Quantitative/Scientific Reasoning.

Prerequisite: PHYS 200 and prior or concurrent enrollment in MATH 213, or consent of department chair.

Offered: Spring.

**PHYS 307 - Quantum Mechanics I (4)**

Topics include relativistic mechanics, the failures of classical physics, the structure of the atom, and the wave description of matter, including the Schrödinger Equation, the hydrogen atom, angular momentum and spin. Lecture

Prerequisite: PHYS 201.

Offered: Fall (even years).

**PHYS 309 - Nanoscience and Nanotechnology (4)**

This course will introduce the basic physics of nanoscience, describe how properties change at the nanoscale and relate this basic science to new nanotechnologies.

General Education Category: Advanced Quantitative/Scientific Reasoning

Prerequisite: Any Natural Science General Education course.

Offered: Fall (odd years).

**PHYS 311 - Thermodynamics (4)**

This is an introduction to the laws of thermodynamics and its application to equilibrium systems, such as ideal gases, phase transformations, solutions and chemical reactions, and elementary statistical mechanics. Lecture.

Prerequisite: PHYS 200 and successful completion of or concurrent enrollment in MATH 213, or consent of department chair.

Offered: Fall (odd years).

**PHYS 312 - Mathematical Methods in Physics (3)**

Topics include curvilinear coordinates, complex variables, integral transforms, vectors and matrices, special functions, differential equations, and numerical methods as applied to physics. Lecture.

Prerequisite: MATH 314.

Offered: Spring.

**PHYS 313 - Junior Laboratory (3)**

Intermediate-level experiments are performed in all areas of physics. Students also learn research skills, such as data analysis, literature review, and communication skills. Laboratory. 6 contact hours.

Prerequisite: PHYS 201 and PHYS 307.

Offered: Spring.

**PHYS 315 - Optics (4)**

This course covers electromagnetic waves, geometric optics, and physical optics. Topics include: mirrors, lenses, optical systems, thick lenses, aberrations, interference, diffraction, polarization, coherence, and lasers. Laboratory. 6 contact hours.

Prerequisite: PHYS 102 or PHYS 201 or consent of department chair.

Offered: Fall (odd years).

**PHYS 320 - Analog Electronics (4)**

Students examine discrete components, including resistors, capacitors, diodes, and transistors, and their applications. Oscilloscopes and other standard laboratory test equipment are used extensively. Integrated circuits are also introduced. 6 contact hours.

Prerequisite: PHYS 102 or 201 or consent of department chair.

Offered: Fall (even years).

**PHYS 321 - Digital Electronics (4)**

Students explore basic logic chips and combine them to build digital devices including a microcomputer. Devices include multiplexers, counters, adders, flip-flops, and memory buses. Laboratory. 6 contact hours.

Prerequisite: PHYS 102 or PHYS 201 or consent of department chair.

Offered: Spring (odd years).

**PHYS 401 - Advanced Electricity and Magnetism I (4)**

This is an examination of the theory and application of electrostatic fields, charge, potential, magnetic fields, steady currents, magnetic flux, inductance, transient current, radiation, magnetic energy and Maxwell's Equations. Lecture.

Prerequisite: MATH 314 and PHYS 201.

Offered: Fall (odd years).

**PHYS 402 - Advanced Electricity and Magnetism II (3)**

This course covers the principles of electrodynamics, conservation laws, electromagnetic radiation, and the application of Special Relativity to electrodynamics. Lecture.

Prerequisite: PHYS 401.

Offered: Spring (even years).

**PHYS 403 - Classical Mechanics (4)**

This course covers, at an advanced level, the classical theory of linear and rotational dynamics of particles and continuous media. An introduction to Lagrangian mechanics and special relativity is included. Lecture.

Prerequisite: MATH 314, PHYS 201.

Offered: Fall (even years).

**PHYS 407 - Quantum Mechanics II (3)**

Topics include the structure of solids, approximation techniques, nuclear physics, and particle physics. Lecture.

Prerequisite: PHYS 201 and PHYS 307.

Offered: Spring (odd years).

**PHYS 409 - Solid State Physics (3)**

Topics include crystallography, common crystal structures, the reciprocal lattice, band theory, phonons, metals, and semiconductors. Lecture.

Prerequisite: PHYS 307.

Offered: Fall (even years).

**PHYS 411 - Statistical Mechanics (3)**

Topics include the advanced kinetic theory of gases, transport phenomena, and quantum statistical mechanics. Lecture.

Prerequisite: CHEM 104, MATH 416, PHYS 201.

Offered: As needed.

**PHYS 413 - Senior Laboratory (3)**

Advanced experiments in mechanics, waves, thermodynamics, optics, electromagnetism, and other topics are conducted. Laboratory. 6 contact hours.

Prerequisite: PHYS 201 and PHYS 313.

Offered: Spring.

**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 contact hour. Graded S, U.

Prerequisite: PHYS 201 and consent of department chair.

Offered: Fall, Spring.

**PHYS 490 - Directed Study in Physics (3)**

Designed to be a substitute for a traditional course under the instruction of a faculty member. An area of physics is studied on the basis of the interest of the student and the instructor.

Prerequisite: Consent of instructor, department chair and dean.

Offered: As needed.

**PHYS 491-493 - Research in Physics (1)**

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.

Prerequisite: Consent of instructor, department chair and dean.

Offered: As needed.

## **POL - Political Science**

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**POL 201 - Development of American Democracy (4)**

The struggle for democratic values, political institutions, and social freedoms from the Revolution to the present are considered. Landmark documents and themes in America's political history are analyzed.

General Education Category: Social and Behavioral Sciences.

Offered: Fall, Spring, Summer.

**POL 202 - American Government (4)**

The institutions and principles of American national government are examined. Topics include the constitutional foundation, federalism, political parties, Congress, the presidency, the Supreme Court, and civil rights.

General Education Category: Social and Behavioral Sciences.

Offered: Fall, Spring, Summer.

**POL 203 - Global Politics (4)**

This is an introduction to the governance of other contemporary national political systems and to the forces, principles, and transnational arrangements of international politics.

General Education Category: Social and Behavioral Sciences.

Offered: Fall, Spring.

**POL 204 - Introduction to Political Thought (4)**

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.

General Education Category: Social and Behavioral Sciences.

Offered: Fall, Spring.

**POL 208 - Introduction to the Law (3)**

How the law and legal system affect the everyday lives of citizens is analyzed. Emphasis is placed on topics of current concern at all levels of government.

Offered: Fall, Spring.

**POL 262 - Power and Community (4)**

Students study normative and empirical aspects of the concepts of "power" and "community." Examples of power relations in a variety of contexts and settings will be compared.

General Education Category: Connections.

Prerequisite: FYS 100, FYW 100/FYW 100P/FYW 100H and 45 credit hours.

Offered: Fall, Spring, Summer.

**POL 265 - Politics and Popular Culture: Global Perspectives (4)**

Students investigate the intersection of politics and popular culture in Western and non-Western societies by examining entertainment values, their relationship to political culture and behavior, and the debate over globalization.

General Education Category: Core 4.

Prerequisite: Gen. Ed. Core 1, 2, and 3.

Offered: Annually.

**POL 266 - Investing in the Global Economy (4)**

Students study nations around the world pursuing success in global economic competition. The course will compare economic development and investment opportunities of nations and their businesses.

General Education Category: Connections.

Prerequisite: Connections courses may not be used as part of a major or minor. FYS 100, FYW 100/FYW 100P/FYW 100H and 45 credit hours.

Offered: Fall, Spring, Summer.

**POL 267 - Immigration, Citizenship, and National Identity (4)**

Students investigate how different societies have dealt with citizenship and immigration issues and how conceptions of nationhood influence citizenship and immigration debates.

General Education Category: Connections.

Prerequisite: FYS 100, FYW 100/FYW 100P/FYW 100H and 45 credit hours.

Offered: Annually.

**POL 300 - Methodology in Political Science (4)**

The approaches and methods of empirical political science research are surveyed. Emphasis is on research design, data collection, and interpretation.

General Education Category: Advanced Quantitative/Scientific Reasoning.

Prerequisite: POL 202 and any Gen. Ed. Mathematics course, or consent of department chair.

Offered: Fall, Spring.

**POL 301 - Foundations of Public Administration (4)**

The art and science of public administration is introduced. Focus is on the administrative leadership necessary to manage government agencies within the American political system.

Prerequisite: POL 202 or consent of department chair.

Offered: Fall.

**POL 303 - International Law and Organization (4)**

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.

Prerequisite: POL 203 or consent of department chair.

Offered: Spring.

**POL 306 - State and Local Government (4)**

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.

Prerequisite: POL 202 or consent of department chair.

Offered: Every third semester.

**POL 307 - Political Behavior (4)**

Students examine how individuals interact with the American political system. Topics include political socialization, political psychology, public opinion, voting behavior, and other forms of mass political participation.

Prerequisite: POL 202.

Offered: Fall (even years).

**POL 308 - Current Political Controversy (4)**

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.

Prerequisite: POL 202 and completion of 30 credits.

Offered: Fall, Spring.

**POL 309 - Gender and Politics in the U.S. (4)**

Focus is on the increasing involvement of women in the politics and issues of contemporary America. Women's political socialization, voting behavior and political roles in government are also discussed.

Prerequisite: POL 202 or consent of department chair.

Offered: As needed.

**POL 315 - Western Legal Systems (4)**

This is a comparative study of English common law and continental European civil law. Students cannot receive credit for both POL 315 and HIST 315.

Prerequisite: Completion of one of the following: HIST 101, HIST 102, HIST 103, HIST 104, HIST 105, HIST 106, HIST 107, or HIST 161; or consent of department chair.

Offered: As needed.

**POL 316 - Modern Western Political Thought (4)**

The ideas of major Western political thinkers are reviewed. Students cannot receive credit for both HIST 316 and POL 316.

Prerequisite: POL 204 or consent of department chair.

Offered: Fall.

**POL 317 - Politics and Society (4)**

Relationships of power and authority and their social foundations are examined. Students cannot receive credit for more than one of the following: HIST 317, POL 317, and SOC 317.

Prerequisite: POL 204 or consent of department chair.

Offered: Spring.

**POL 318 - Crises of Liberalism (4)**

Liberalism is studied and critiqued as political philosophy and as creed: a liberalism of toleration/inalienable natural rights; a liberalism of autonomy/market choice; a liberalism of human development/capability.

Prerequisite: POL 204 or consent of department chair.

Offered: Fall.

**POL 327 - Internship in State Government (4)**

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.

Prerequisite: Recommendation of the Academic Advisory Committee to the State Internship Commission.

Offered: Spring.

**POL 328 - Field Experiences in the Public Sector (4)**

Students are assigned to local, state, or national agencies, political parties, or interest groups. Assignments relate field experiences to academic concepts.

Prerequisite: Consent of department chair.

Offered: Fall, Spring, Summer.

**POL 331 - Courts and Public Policy (4)**

Students examine the role of courts in forming and implementing public policy. Topics include litigation strategies, the selection of judges, judicial activism, and the impact of court decisions on society.

Prerequisite: POL 202.

Offered: Fall.

**POL 332 - Civil Liberties in the United States (4)**

Traditional constitutional guarantees of civil liberty and due process in American life are examined. Included are an examination of legal decisions and the justifications offered for those decisions.

Prerequisite: POL 202.

Offered: Fall, Spring.

**POL 333 - Law and Politics of Civil Rights (4)**

Struggles for legal and political equality are examined, with primary focus on discrimination based on race, sex, and sexual orientation. Interactions among law, political institutions, interest groups, and social movements are also explored.

Prerequisite: POL 202 or consent of department chair.

Offered: Annually.

**POL 335 - Jurisprudence and the American Judicial Process (3)**

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.

Prerequisite: One 200-level political science course or consent of department chair.

Offered: As needed.

**POL 337 - Urban Political Geography (3)**

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 GEOG 337 and POL 337.

Prerequisite: Any 200-level geography or political science course or consent of department chair.

Offered: As needed.

**POL 341 - The Politics of Developing Nations (3)**

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.

Prerequisite: POL 203 or consent of department chair.

Offered: As needed.

**POL 342 - The Politics of Global Economic Change (4)**

Students examine economic globalization, including trade, finance, and migration, from different perspectives. Emphasis is on causes and political consequences of globalization.

Prerequisite: POL 203 or consent of department chair.

Offered: Every third semester.

**POL 343 - The Politics of Western Democracies (4)**

The political structures, processes, and policies of the principal West European and Anglo-American postindustrial societies are compared and analyzed.

Prerequisite: One 200-level political science course or consent of department chair.

Offered: As needed.

**POL 344 - Human Rights (4)**

Important and relevant theories of human rights and current case studies relating to the protection and violation of human rights are examined.

Prerequisite: Completion of at least 30 college credits.

Offered: Spring (alternate years).

**POL 345 - International Nongovernmental Organizations (4)**

From an interdisciplinary perspective, the various roles of international nongovernmental organizations are examined. Students cannot receive credit for both INGO 300 and POL 345.

Prerequisite: POL 203 or consent of program director.

Offered: Fall.

**POL 346 - Foreign Policy (4)**

American foreign policy, decision making, and politics are examined. The policies and decision-making particulars of other governments are developed where appropriate.

Prerequisite: POL 203.

Offered: As needed.

**POL 353 - Parties and Elections (4)**

Political parties and the American system of elections are analyzed. Also covered are the organizational aspects of the parties, mass voting behavior, the impact of elections on policymaking and national and state trends.

Prerequisite: POL 202 or consent of department chair.

Offered: Fall, of election years.

**POL 354 - Interest Group Politics (4)**

This is an in-depth examination of interest groups and the roles they play in American politics. Topics include group formation and maintenance, lobbyists and lobbying, electioneering, issue advocacy, and campaign finance.

Prerequisite: POL 202 or consent of department chair.

Offered: Fall (alternate years).

**POL 355 - Policy Formation Process (4)**

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.

Prerequisite: POL 202 or consent of department chair.

Offered: Spring.

**POL 357 - The American Presidency (4)**

The constitutional and institutional evolution of the presidency is studied, including the demands and resources of the office. Students cannot receive credit for both HIST 332 and POL 357.

Prerequisite: Any 200-level history or political science course or consent of department chair.

Offered: As needed.

**POL 358 - The American Congress (4)**

Students examine the development of Congress and assess its structure, the behavior of its members, and its role in American politics.

Prerequisite: POL 202 or consent of department chair.

Offered: Every third semester.

**POL 359 - Politics and the Media (4)**

The role media plays in politics is analyzed. Topics include media evolution and regulation and the relationship between media and political institutions/policy in the United States.

Prerequisite: POL 202 or consent of instructor.

Offered: As needed.

**POL 381 - Workshop in Public Service (1-4)**

Selected topics are investigated in various formats.

Prerequisite: Varies.

Offered: As needed.

**POL 390 - Directed Study in Political Science (1-4)**

Designed to be a substitute for a traditional course under the instruction of a faculty member.

Prerequisite: Major in political science and consent of instructor, department chair and dean.

Offered: As needed.

**POL 444 - British Politics and Cultural Studies (3)**

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 contact hours.

Prerequisite: Consent of department chair.

Offered: Summer.

**POL 445 - European Political Geography (3)**

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 contact hours.

Prerequisite: Consent of department chair.

Offered: Summer.

**POL 456 - Policy Analysis (3)**

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.

Prerequisite: POL 202 or consent of department chair.

Offered: Spring.

**POL 460 - Senior Seminar in Political Science (4)**

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.

Prerequisite: Senior standing and 12 credit hours of political science courses.

Offered: Fall, Spring.

**POL 491 - Independent Study I (4)**

Students select a topic and undertake concentrated research or creative activity under the mentorship of a faculty member.

Prerequisite: Consent of instructor, department chair and dean, and admission to the political science honors program.

Offered: As needed.

**POL 492 - Independent Study II (4)**

This course continues the development of research or activity begun in POL 491. For departmental honors, the project requires final assessment from the department.

Prerequisite: POL 491 and consent of instructor, department chair and dean.

Offered: As needed.

**POL 504 - Federalism and Intergovernmental Relations (3)**

The financial and programmatic relationships among federal, state, and local governments are examined. The federal government's efforts to achieve national policy objectives are also investigated.

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 (3)**

The history, interests, purposes, rationales, politics, and programs of public agencies involved in shaping public policy in the arts are studied.

Prerequisite: Admission to the M.F.A. in theatre program or consent of department chair.

Offered: Spring.

## **PORT - Portuguese**

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**PORT 101 - Elementary Portuguese I (4)**

Students learn to understand, speak, read, and write in Portuguese and gain an understanding of Portuguese life and character. Online work is required. This course is not open to students who have offered admission credit in Portuguese.

Offered: Fall, Spring.

**PORT 102 - Elementary Portuguese II (4)**

Four skills in elementary Portuguese—listening, speaking, reading, and writing—are further developed within the context of Portuguese culture. Online work is required.

General Education Category: Satisfies Gen. Ed. language requirement with a grade of C.

Prerequisite: PORT 101 or placement test or consent of department chair.

Offered: Fall, Spring.

**PORT 113 - Intermediate Portuguese (4)**

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. Online work is required.

Prerequisite: PORT 102 or placement test.

Offered: Spring.

**PORT 114 - Readings in Intermediate Portuguese (4)**

Students develop both reading skills and an appreciation of literature as a reflection of the heritage of the Portuguese-speaking world. Development of oral skill is continued, and attention is given to written practice.

Prerequisite: PORT 113 or equivalent or consent of department chair.

Offered: Fall.

**PORT 115 - Literature of the Portuguese-Speaking World (4)**

Students are introduced to techniques of literary analysis through readings from Portugal and the Lusophone World as they continue to develop speaking, reading, and writing skills in Portuguese.

General Education Category: Literature.

Prerequisite: PORT 113 or equivalent, or consent of department chair.

Offered: Fall, Spring.

**PORT 201 - Conversation and Composition (4)**

Students develop correct pronunciation through practice and elementary work in phonetics. Emphasis is on the use of correct spoken Portuguese on an advanced level.

Prerequisite: PORT 115 or equivalent or consent of department chair.

Offered: Fall.

**PORT 202 - Composition and Conversation (4)**

Writing skills in Portuguese are developed through grammatical exercises, controlled composition, original themes, and the stylistic analysis of literary texts. Discussions of written materials in Portuguese provide oral practice.

Prerequisite: PORT 115 or equivalent or consent of department chair.

Offered: Spring.

**PORT 301 - Portuguese Literature and Culture I (4)**

This is an introduction to the cultural, social, and historical aspects of Portuguese identity, from its inception to the end of the seventeenth century. Major literary currents, works, and authors are studied.

Prerequisite: PORT 202 or consent of department chair.

Offered: Alternate years.

**PORT 302 - Portuguese Literature and Culture II (4)**

This is an introduction to the cultural, social, and historical aspects of Portuguese identity, from the end of the seventeenth century to modernism. Major literary currents and works of each period are studied.

Prerequisite: PORT 202 or consent of department chair.

Offered: Alternate years.

**PORT 304 - Brazilian Literature and Culture (4)**

This is an introduction to the cultural, social, and historical aspects of Brazilian identity, from colonial times to the early twentieth century. Major literary currents, works, and authors of each period are studied.

Prerequisite: PORT 202 or consent of department chair.

Offered: Alternate years.

**PORT 305 - Lusophone African Literatures and Cultures (4)**

This is an introduction to the culture, history, and literary movements of African Lusophone nations. Major literary currents and works are studied from Cape Verde, Guinea-Bissau, São Tomé and Príncipe, Angola, and Mozambique.

Prerequisite: PORT 202 or consent of department chair.

Offered: As needed.

**PORT 390 - Directed Study (3)**

Designed to be a substitute for a traditional course under the instruction of a faculty member.

Prerequisite: Consent of instructor, department chair and dean.

Offered: As needed.

**PORT 420 - Applied Grammar (3)**

Practical application of grammar is given in both oral and written form, along with an intensive study of construction and idiomatic expressions.

Prerequisite: Completion of two of the following: PORT 301, PORT 302, PORT 304, PORT 305; or consent of department chair.

Offered: Alternate years.

**PORT 491 - Independent Study I (3)**

Students select a topic and undertake concentrated research or creative activity under the mentorship of a faculty advisor.

Prerequisite: Consent of instructor, program director and dean, and admission to the Portuguese honors program.

Offered: As needed.

**PORT 492 - Independent Study II (3)**

This course continues the development of research or creative activity begun in PORT 491. For departmental honors, the project requires final assessment by the department.

Prerequisite: PORT 491 and consent of instructor, program director and dean.

Offered: As needed.

## PSYC - Psychology

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**PSYC 110 - Introduction to Psychology (4)**

The science of psychology is surveyed, with an emphasis on the biopsychosocial factors that influence behavior.

General Education Category: Social and Behavioral Sciences.

Offered: Fall, Spring, Summer.

**PSYC 215 - Social Psychology (4)**

The ways in which individuals are affected by, and in turn affect, their social environment is introduced. Topics include intragroup and intergroup relations and cultural influences on behavior.

General Education Category: Social and Behavioral Sciences.

Offered: Fall, Spring, Summer.

**PSYC 217 - Drugs and Chemical Dependency (4)**

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.

Prerequisite: PSYC 110.

Offered: Fall, Spring.



**PSYC 221 - Research Methods I: Foundations (4)**

Psychological research is introduced. Topics include the nature of empirical research, varieties of research strategies and methods, the process of conducting research, and elementary data analysis.

Prerequisite: PSYC 110 or equivalent.

Offered: Fall, Spring, Summer.

**PSYC 230 - Human Development (4)**

This is a survey of life span development. Included are major theories and contemporary information relating to learning and biopsychosocial development.

Prerequisite: PSYC 110 or equivalent.

Offered: Fall, Spring, Summer.

**PSYC 251 - Personality (4)**

Personality functioning is studied, including biopsychosocial determinants, theories of personality, and techniques of personality assessment in children and adults.

Prerequisite: PSYC 110 or equivalent.

Offered: Fall, Spring, Summer.

**PSYC 320 - Research Methods II: Behavioral Statistics (4)**

Statistical methods and research design as they are used in psychological investigations are examined. Topics include measures of central tendency, variance, probability, and statistical tests.

Prerequisite: PSYC 221 or equivalent.

Offered: Fall, Spring.

**PSYC 331 - Child Psychology (4)**

Development, from conception to early adolescence, is studied, with an emphasis on biopsychosocial factors.

Prerequisite: PSYC 221 and PSYC 230 or equivalents.

Offered: Annually.

**PSYC 332 - Adolescent Psychology (4)**

Significant factors in adolescent development are studied. Emphasis is on adjustment to adolescent roles and the search for self-identity.

Prerequisite: PSYC 221 and PSYC 230 or equivalents.

Offered: Annually.

**PSYC 335 - Family Psychology (4)**

Theories and research on family structure, functioning, and development, are examined. Discussion includes the interdependent relationships between an individual's thoughts, feelings, and behaviors and the family system.

Prerequisite: PSYC 221 and PSYC 230 or equivalents.

Offered: Annually.

**PSYC 339 - Psychology of Aging (4)**

Theory and research relating to psychological processes in adulthood and old age are addressed. Topics include behavior-biology interactions and perceptual, cognitive, and intellectual functioning.

Prerequisite: PSYC 221 and PSYC 230 or equivalents.

Offered: Annually.

**PSYC 341 - Perception (4)**

The variables that determine what we perceive are explored, including input from sensory systems and the effects of attention and past experience. Included are experimental techniques used to investigate perceptual phenomena.

Prerequisite: PSYC 221 or equivalent.

Offered: Annually.

**PSYC 344 - Learning (4)**

Traditional theories and contemporary models of learning are examined. Emphasis is on relationships between theories and observed phenomena.

Prerequisite: PSYC 221 or equivalent.

Offered: Annually.

**PSYC 345 - Physiological Psychology (4)**

Neural and chemical bases of behavior are examined, including the relationship between anatomical, neurophysiological, and behavioral data. General principles of sensory functioning, control of movement, and rhythms are also considered.

Prerequisite: PSYC 221 or equivalent.

Offered: Annually.

**PSYC 347 - Social Cognition (4)**

Theoretical and empirical approaches to people's understanding of the social environment are examined, including the contribution of neurological, cognitive, and cultural processes.

Prerequisite: PSYC 215 and PSYC 221 or equivalent.

Offered: Spring (even years).

**PSYC 349 - Cognitive Psychology (4)**

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.

Prerequisite: PSYC 221 or equivalent.

Offered: Annually.

**PSYC 351 - Psychology of Human Diversity (4)**

Psychosocial factors relating to human diversity, such as gender, socioeconomic class, and race/ethnicity, are presented. Included are historical and contemporary effects of discrimination and methods of reducing intergroup conflict.

Prerequisite: PSYC 110 (or PSYC 215) and PSYC 221.

Offered: Annually.

**PSYC 354 - Abnormal Psychology (4)**

Traditional and contemporary approaches to the understanding and treatment of a wide range of abnormal behaviors, both in children and in adults, are studied.

Prerequisite: PSYC 221 and PSYC 251 or equivalents.

Offered: Fall, Spring.

**PSYC 356 - Psychology of Gender (4)**

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.

Prerequisite: PSYC 215 and PSYC 221 or equivalents.

Offered: Annually.

**PSYC 360 - Seminar in Current Topics (4)**

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.

Prerequisite: PSYC 221 and consent of department chair.

Offered: As needed.

**PSYC 390 - Directed Study (3)**

Designed to be a substitute for a traditional course under the instruction of a faculty member.

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 (3)**

This is a continuation of PSYC 390.

Prerequisite: PSYC 390 and consent of department chair and dean.

Offered: As needed.

**PSYC 392 - Problems in Psychological Research (4)**

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.

Prerequisite: PSYC 473 or PSYC 475 or PSYC 477 and consent of department chair and dean.

Offered: As needed.

**PSYC 421 - Behavior Modification (4)**

The principles of behavior modification are studied. These principles are applied to a variety of behaviors and settings.

Prerequisite: PSYC 221 or equivalent.

Offered: Annually.

**PSYC 422 - Psychological Testing (4)**

The basic principles of construction, selection, and interpretation of psychological tests are introduced. Also considered are reliability, validity, and norms.

Prerequisite: PSYC 221 or equivalent.

Offered: Annually.

**PSYC 423 - Psychology and the Law (4)**

Psychological theory and research are applied to the legal system. Topics may include the psychological factors influencing eyewitness testimony and jury deliberations.

Prerequisite: PSYC 215 and PSYC 221 or equivalents.

Offered: Annually.

**PSYC 424 - Health Psychology (4)**

The psychological influences on how people stay healthy, become ill, and respond when they are ill are examined. Emphasis is on the application of psychological research and theory to health promotion.

Prerequisite: PSYC 221 and either PSYC 215 or PSYC 251 or equivalents.

Offered: Annually.

**PSYC 425 - Community Psychology (4)**

Relationships between people in their social context, environmental conditions, and the behavioral health of communities are explored. Focus is on evidence-based practices for community groups.

Prerequisite: PSYC 110 (or PSYC 215) and PSYC 221.

Offered: Fall.

**PSYC 426 - Internship in Psychology (4)**

Students gain hands-on professional experience by working in internship settings. Course includes reflecting upon and analyzing work experiences to understand the career applications of concepts and skills in psychology.

Prerequisite: PSYC 221, completion of 24 credits in psychology and 72 total credits, a cumulative G.P.A. of 2.5 and consent of instructor.

Application is required. Open to undergraduate students only. Preference is given to B.A. majors and minors in psychology.

Offered: Fall, Spring.

**PSYC 445 - Behavioral Neuroscience (4)**

Advanced assessment of neural systems and function is presented, with an emphasis on techniques and laboratory approaches. Neuroscience labs include anatomical, physiological, pharmacological, genetic, and behavioral analyses in animal models. Credit cannot be received for both PSYC 445 and BIOL 445.

Prerequisite: PSYC 110, PSYC 221, PSYC 345.

Offered: Annually.

**PSYC 452 - Theories of Psychological Intervention (4)**

Theory and methods of psychological and behavioral interventions are presented. Focus is on an evidence-based approach to treating psychological disorders, including substance abuse.

Prerequisite: PSYC 217 and PSYC 354 or equivalents.

Offered: Spring.

**PSYC 471 - Practicum in Chemical Dependency/Addiction Studies (4)**

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 NURS 471 and PSYC 471. 5 contact hours.

Prerequisite: Acceptance into the B.S. in chemical dependency/addiction studies program and PSYC 351 and PSYC 452.

Offered: Fall.

**PSYC 472 - Internship in Chemical Dependency and Addiction Studies (4)**

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 NURS 474 and PSYC 472. 15 contact hours.

Prerequisite: PSYC 425, PSYC 471, and approval of practicum and internship instructors.

Offered: Spring.

**PSYC 473 - Research Methods III: Developmental Lab (4)**

Standard laboratory and field procedures, research design and the analysis and interpretation of data from developmental psychology are presented. Lecture and laboratory.

Prerequisite: PSYC 320 and at least one course from PSYC 331, PSYC 332, PSYC 335, PSYC 339 or equivalent.

Offered: Annually.

**PSYC 475 - Research Methods III: Personality/Social Lab (4)**

Laboratory and field procedures, research design and the analysis and interpretation of data from personality and social psychology are presented. 5 contact hours.

Prerequisite: PSYC 320 and at least one course from PSYC 347, PSYC 351, PSYC 354, PSYC 356, PSYC 422, PSYC 423, PSYC 424 or equivalent.

Offered: Annually.

**PSYC 476 - Research Methods III: Applied Lab (4)**

Standard research procedures, research design, and analysis and interpretation of data from the applied and human services areas of psychology are presented. 5 contact hours.

Prerequisite: PSYC 320 and at least one course from PSYC 351, PSYC 354, PSYC 356, PSYC 421, PSYC 422, PSYC 423, PSYC 424, PSYC 425.

Offered: Annually.

**PSYC 477 - Research Methods III: Cognitive/Brain Science Lab (4)**

Standard laboratory procedures, research design and data analysis in cognition, learning or behavioral neuroscience topics are presented. Laboratory assignments may involve human and/or animal behavior. Consult instructor for details. 5 contact hours.

Prerequisite: PSYC 320 and at least one course from PSYC 341, PSYC 344, PSYC 345, PSYC 347, PSYC 349 or equivalent.

Offered: As needed.

**PSYC 491 - Independent Study I (3)**

Students select a topic and undertake concentrated research or creative activity under the mentorship of a faculty member.

Prerequisite: PSYC 221 or equivalent, 6 credit hours of 300-level psychology courses; consent of instructor, department chair and dean; and admission to the psychology honors program.

Offered: As needed.

**PSYC 492 - Independent Study II (3)**

This course continues the development of research or activity begun in PSYC 491. For departmental honors, the project requires final assessment from the department.

Prerequisite: PSYC 491 and consent of department chair and dean.

Offered: As needed.

**PSYC 500 - Research Design and Analysis I (3)**

The design and analysis of descriptive and non-experimental research designs are covered. Statistical analyses focus on correlation and regression-based techniques.

Prerequisite: Graduate status and undergraduate courses in research methods and statistics, or consent of department chair.

Offered: Fall.

**PSYC 501 - Research Design and Analysis II (3)**

The design and analysis of experimental and quasi-experimental research designs are covered. Statistical analyses focus on ANOVA-based techniques.

Prerequisite: Graduate status and undergraduate courses in research methods and statistics or consent of department chair.

Offered: Spring.

**PSYC 538 - Seminar in Child and Adolescent Development (3)**

Milestones in physical, social, emotional, cognitive, and language development from conception through adolescence are examined, with emphasis on theory and research.

Prerequisite: Graduate status or consent of department chair.

Offered: Spring (even years).

**PSYC 549 - Cognition (3)**

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.

Prerequisite: Graduate status or consent of department chair.

Offered: Fall (even years).

**PSYC 556 - Seminar in Personality Theory (3)**

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.

Prerequisite: Graduate status or consent of department chair.

Offered: Fall (odd years).

**PSYC 558 - Seminar in Social Psychology (3)**

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.

Prerequisite: Graduate status or consent of department chair.

Offered: Spring (odd years).

**PSYC 560 - Current Issues in Psychology (3)**

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.

Prerequisite: Graduate status and 6 credit hours of psychology courses, or consent of department chair.

Offered: As needed.

**PSYC 593 - Directed Reading (3)**

Under the supervision of a faculty member, the student engages in intensive readings on a specific topic in psychology.

Prerequisite: Graduate status and PSYC 500 and PSYC 501 or equivalents, completion of 3 additional credit hours in the plan of study, good standing (see Graduate Manual), and consent of department chair and dean.

Offered: As needed.

**PSYC 594 - Directed Research (3)**

Students undertake a qualitative or quantitative empirical research project under the supervision of a faculty advisor.

Prerequisite: Graduate status and PSYC 500 and PSYC 501 or equivalents, good standing (see Graduate Manual), and consent of department chair and dean.

Offered: As needed.

**PSYC 599 - Master's Thesis (3)**

Students conduct a quantitative or qualitative empirical study. May be repeated once for a maximum of 6 credits

Prerequisite: Graduate status and PSYC 500 and PSYC 501 or equivalents, completion of 9 additional credits in the program, thesis committee approval, good standing (see Graduate Manual), and consent of department chair and dean.

Offered: As needed.

## **PBAD - Public Administration**

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**PBAD 325 - Politics of Public Management (4)**

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.

Prerequisite: POL 301 or consent of department chair.

Offered: Spring.

## **RADT - Radiologic Technology**

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**RADT 201 - Orientation to Medical Imaging (1)**

Topics include the history of x-rays, the technologist's role on the health care team, radiographic equipment, clinical settings and the various modalities in diagnostic imaging.

Prerequisite: BIOL 231 and MATH 209.

Offered: Fall, Spring.

**RADT 255 - Patient Care Interventions for Allied Health (1)**

Students learn communication and assessment skills, technical knowledge, and patient care in the radiology setting.

Prerequisite: RADT 201.

Offered: Summer, Spring.

**RADT 301 - Introduction to Radiologic Technology (3.5)**

This course explains the organization of radiology departments and services, licensure processes, the responsibilities of the professional radiologic technologist, and the responsibilities of a clinical setting. 11 contact hours.

Prerequisite: RADT 201.

Offered: Summer.

**RADT 305 - Skeletal Anatomy (3)**

Students learn the anatomy of the skeletal system, including identification of bony processes and specific anatomical features. Students identify and describe the articulations of different bones.

Prerequisite: RADT 201.

Offered: Fall.

**RADT 306 - Radiographic Procedures I (3)**

Basic positioning principles are explored, including communication, radiation safety, technical factors, and the evaluation of images. Topics include chest, abdomen, upper and lower extremity, and spine.

Prerequisite: RADT 201.

Offered: Fall.

**RADT 307 - Radiographic Procedures II (3)**

A continuation of RADT 306, this course includes positioning principles of bony thorax, skull, and contrast agent studies of the digestive, biliary, and urinary systems.

Prerequisite: RADT 306.

Offered: Spring.

**RADT 308 - Radiographic Procedures III (3)**

A continuation of RADT 307, this course explores advanced imaging studies, including trauma, portable, and pediatric patients. The formal critiquing of radiographic images is also discussed.

Prerequisite: RADT 307.

Offered: Summer.

**RADT 309 - Clinical Education I (3.5)**

In various clinical settings, students learn to produce appropriate radiographic images on all patient types. Technical factors are introduced. 14 contact hours.

Prerequisite: RADT 201.

Offered: Fall.

**RADT 310 - Clinical Education II (3.5)**

A continuation of RADT 309, this course includes routine radiographic procedures and technical factors. 14 contact hours.

Prerequisite: RADT 309.

Offered: Spring.

**RADT 320 - Principles of Radiography I (3)**

The discovery and properties of x-rays and the structure and function of x-ray tubes are discussed. The analysis of radiographic film quality is also explored.

Prerequisite: RADT 301.

Offered: Spring.

**RADT 321 - Principles of Radiography II (3)**

Topics include quality assurance testing, the evaluation of quality control tests, radiation monitoring, latent image formation, the use of intensifying screens, and automatic film processors.

Prerequisite: RADT 320.

Offered: Summer.

**RADT 330 - Radiation Physics I (3)**

Topics include the construction and function of x-ray tubes, the properties of x-ray emission spectra, photon interactions, and the clinical significance of photoelectric and Compton scattering.

Prerequisite: RADT 301.

Offered: Spring.

**RADT 411 - Clinical Education III (8)**

While reinforcing skills already learned, this clinical course focuses on advanced imaging procedures, including trauma and fluoroscopy procedures. 32 contact hours.

Prerequisite: RADT 310.

Offered: Fall.

**RADT 412 - Clinical Education IV (8)**

This final clinical course prepares students to become independent, functioning radiologic technologists. 32 contact hours.

Prerequisite: RADT 411.

Offered: Spring.

**RADT 425 - Ethics/Critical Thinking and Problem Solving (3)**

Topics include personal and professional values, professional standards, and legal liability in the workplace. Problem-solving techniques are taught to help students make competent, informed decisions.

Prerequisite: RADT 411.

Offered: Spring.

**RADT 431 - Radiation Physics II (3)**

Students explore electromagnetic and particulate radiation; tomography; radiosensitivity of different cell types; radiation sickness; radiation barriers; and federal, state, and local regulations concerning the use of radiation.

Prerequisite: RADT 330.

Offered: Fall.

**RADT 440 - Cross-Sectional Anatomy (1)**

Students examine the basic theory and practice of CT imaging and interpretation.

Prerequisite: RADT 305.

Offered: Fall.

**RADT 455 - Comprehensive Radiographic Pathology (2)**

A detailed, comprehensive pathology of organ systems relevant to radiologic technology is given.

Prerequisite: RADT 305.

Offered: Spring.

**RADT 461 - Registry Review (3)**

Students review the specifications of the American Registry of Radiologic Technologists exam, the guidelines for application, study strategies, and content included in the exam.

Prerequisite: RADT 411.

Offered: Spring.

## **READ - Reading**

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**READ 501 - Reading in the Content Areas (3)**

Focus is on methods that help K-12 students learn from subject matter materials.

Prerequisite: Graduate status or consent of instructor.

Offered: Spring.

**READ 507 - Teaching Reading and Writing to English-as-a-Second-Language Students (3)**

Focus is on second-language literacy in reading and writing for limited-English-proficient students. Students cannot receive credit for both READ 507 and TESL 507.

Prerequisite: Graduate status and TESL 539 or TESL 541 or TESL 549.

Offered: Fall, Spring.

**READ 534 - Developmental Reading: Prekindergarten through Grade Eight (3)**

Included are emergent literacy, reading, 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.

Prerequisite: Graduate status and ELED 422 or equivalent; or elementary school teaching experience; or consent of instructor.

Offered: Fall.

**READ 629 - Remedial Reading Clinic (6)**

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.

Prerequisite: Graduate status, READ 501, READ 534, READ 685, READ 686.

Offered: Summer.

**READ 641 - Administration of Reading Programs (3)**

The role of the reading consultant in improving reading instruction is examined. Included are a study of the concept of literacy, a review of model reading programs, the change process, and curriculum planning.

Prerequisite: Graduate status and READ 663.

Offered: Spring.

**READ 663 - Seminar in Reading Research (3)**

Focus is on the teacher as researcher. Applications of current instructional research are integrated into a student project.

Prerequisite: Graduate status and READ 629.

Offered: Fall, Summer.

**READ 667 - Reading Specialist Coaching (3)**

Students examine the role of the coach in the teaching and learning of reading. Focus is on models of coaching to effect change for improving the teaching of reading.

Prerequisite: Graduate status, READ 501 and READ 534.

Offered: Fall.

**READ 685 - Diagnosis of Reading Difficulties (3)**

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.

Prerequisite: Graduate status and READ 501 or READ 534.

Offered: Fall.

**READ 686 - Treatment of Reading Difficulties (3)**

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.

Prerequisite: Graduate status and READ 685.

Offered: Spring.

## **SED - Secondary Education**

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**SED 406 - Instructional Methods, Design, and Technology (3)**

Students learn the fundamentals of lesson design and methods for integrating instructional technology to enhance content area teaching and learning. Students design and present model lessons in a laboratory setting.

Prerequisite: Admission to a secondary education teacher preparation program or consent of department chair.

Offered: Fall, Spring.

**SED 407 - Instructional Methods, Design, and Literacy (3)**

Students explore research-based reading and writing strategies for secondary education content teaching and apply these strategies by designing and presenting literacy instruction in a field-based setting.

Prerequisite: SED 406 (with minimum grade of B-) and fulfillment of retention requirements, or consent of department chair.

Offered: Fall, Spring.

**SED 411 - Content and Pedagogy in Secondary Education (4)**

Students examine principles, methods, content, and curriculum in the content area and prepare lessons and units that incorporate the needs of diverse learners and effective assessment strategies.

Prerequisite: SED 407 (with minimum grade of B-), concurrent enrollment in SED 412, and fulfillment of retention requirements.

Offered: Fall.

**SED 412 - Field Practicum in Secondary Education (2)**

Teacher candidates, under the supervision of college and clinical instructors, plan, develop, and implement lesson plans within middle/secondary clinical settings, drawing on content developed in SED 411. 4 contact hours.

Prerequisite: SED 407 (with minimum grade of B-), concurrent enrollment in SED 411, and fulfillment of retention requirements.

Offered: Fall.

**SED 421 - Student Teaching in the Secondary School (10)**

In this culminating field experience, candidates complete a teaching experience in a middle or senior high school under the supervision of cooperating teachers and college supervisors. This is a full-semester assignment. Graded S, U.

Prerequisite: Concurrent enrollment in SED 422; completion of all program requirements and all required education courses, with a minimum grade of B, prior to student teaching; satisfactory completion of all courses in the major prior to student teaching; a recommendation from the practicum instructor; undergraduate, second degree, and RITE students must have a cumulative GPA of 2.50 a full semester prior to student teaching; graduate students must have a cumulative GPA of 3.00 a full semester prior to student teaching; undergraduate and second degree students must complete the community service requirement; passing score(s) on the Praxis II, approved Preparing to Teach Portfolio; and a negative result from the required tuberculin test.

Offered: Spring.

**SED 422 - Student Teaching Seminar in Secondary Education (2)**

This is an integrative and culminating experience in the professional program in secondary education. Students reflect on their initial experience as classroom teachers.

Prerequisite: Concurrent enrollment in SED 421.

Offered: Spring.

**SED 444 - Teaching Adolescent Literature (3)**

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.

Offered: Fall and/or Summer.

**SED 445 - The Teaching of Writing in Secondary Schools (4)**

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.

Prerequisite: Admission to the Secondary Education Teacher Preparation Program.

Offered: Fall, Spring.

**SED 490 - Directed Study I (3)**

Students develop a proposal that includes a description and rationale for their research project, a literature review, methodologies for data collection and analysis, a time line, and a plan for presenting their findings.

Prerequisite: Acceptance into the educational studies honors program.

Offered: Fall, Spring.

**SED 491 - Independent Study I (3)**

Students develop a proposal that includes a description and rationale for their research project, a literature review, methodologies for data collection and analysis, a time line and a plan for presenting their findings.

Prerequisite: Acceptance into the educational studies honors program, and consent of instructor, department chair and dean.

Offered: Fall, Spring.

**SED 492 - Independent Study II (3)**

Students complete the research project begun in SED 490. For departmental honors, the project requires final assessment from the department.

Prerequisite: SED 491, good standing in the educational studies honors program, and consent of instructor, department chair and dean.

Offered: Fall, Spring.

**SED 506 - Survey of Instructional Design (3)**

This course provides students with an in-depth overview of the theory and application of various methods of instructional design, including technology, assessment, and use of instructional materials.

Prerequisite: Graduate status.

Offered: Fall, Summer.

**SED 507 - Instructional Design and Literacy (3)**

This course provides students with research-based instructional design integrating reading and writing strategies for secondary education content teaching. A clinical experience is required.

Prerequisite: Graduate status and SED 506, or consent of department chair.

Offered: Spring Summer.

**SED 511 - Content and Pedagogy in Secondary Education (4)**

Students examine principles, methods, content, and curriculum in the content area and prepare lessons and units that incorporate the needs of diverse learners and effective assessment strategies.

Prerequisite: Graduate status and SED 507, or consent of department chair.

Offered: Fall.

**SED 512 - Field Practicum in Secondary Education (2)**

Teacher candidates, under the supervision of college and clinical instructors, plan, develop, and implement lesson plans within middle/secondary clinical settings, drawing on content developed in SED 511.

Prerequisite: Graduate status and concurrent enrollment in SED 511, or consent of department chair.

Offered: Fall.

**SED 514 - Secondary School Curriculum (3)**

The development of a curriculum and the forces that modify it are examined in terms of the problems, needs, and trends involved. Recent curriculum developments are considered.

Prerequisite: Graduate status.

Offered: Spring (even years).

**SED 519 - Professional Development for Cooperating Teachers (3)**

Cooperating teachers gain knowledge, tools, and experience that help them prepare teacher candidates to meet professional requirements in K-12 education programs. This course may be repeated after four years. Hybrid course.

Prerequisite: Graduate status and currently serving as a cooperating teacher, or consent of department chair.

Offered: As needed.

**SED 521 - Student Teaching in Secondary Schools (7)**

In this culminating field experience, candidates complete a teaching experience in a middle or senior high school under the supervision of cooperating teachers and college supervisors. This is a full-semester assignment.

Prerequisite: Graduate status, concurrent enrollment in SED 522; completion of all program requirements and all required education courses, with a minimum grade of B- prior to student teaching; satisfactory completion of all courses in the major prior to student teaching; a recommendation from the practicum instructor; graduate students must have a cumulative GPA of 3.00 a full semester prior to student teaching; passing score(s) on the Praxis II, approved Preparing to Teach Portfolio; and a negative result from the required tuberculin test.

Offered: Fall, Spring.

**SED 522 - Student Teaching Seminar in Secondary Education (2)**

This is an integrative and culminating experience in the professional program in secondary education. Students reflect on their initial experience as classroom teachers.

Prerequisite: Graduate status and concurrent enrollment in SED 521.

Offered: Spring.

**SED 523 - Teaching Seminar in Secondary Education (3)**

This is an integrative and culminating experience in the professional program in secondary education. Students reflect on their initial experiences as classroom teachers.

Prerequisite: Enrollement in R.I.C./TFA Secondary Education C.G.S. program.

Offered: Spring.

**SED 527 - Foreign Languages in the Schools (3)**

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.

Prerequisite: Graduate status and 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 (3)**

Emphasis is on the actual teaching of mathematics. Topics include current curriculum recommendations that affect methodology and the teacher's fundamental approach to mathematics.

Prerequisite: Graduate status and completion of minimum academic requirements for certification in the discipline or consent of department chair.

Offered: As needed.

**SED 531 - Models of Instruction (3)**

A variety of theory-based instructional models are examined and in the context of contemporary secondary school issues and reform efforts.

Prerequisite: Graduate status.

Offered: Spring.

**SED 542 - English in Secondary Schools (3)**

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.

Prerequisite: Graduate status and 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 (3)**

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.

Prerequisite: Graduate status and 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 (3)**

Focus is on five major areas relative to science instruction in the secondary schools. Discussion of each area is supplemented with library research.

Prerequisite: Graduate status and completion of minimum academic requirements for certification in the discipline or consent of department chair.

Offered: As needed.

**SED 561 - Socio-cultural Theory, Education Policy, and Pedagogy (3)**

Students examine the social and cultural construction of schooling and the implications of multiculturalism, school structure, and education policy.

Prerequisite: Admission to the M.Ed. program in advanced studies in teaching and learning or consent of department chair.

Offered: Fall.

**SED 562 - Inquiry into Classroom Practice (3)**

Students engage in systematic inquiry based on original data and standardized assessments of teaching and learning within educational settings.

Prerequisite: Admission to the M.Ed. program in advanced studies in teaching and learning and completion of SED 561 or consent of department chair.

Offered: Spring.

**SED 563 - Educational Measurement and Assessment (3)**

Students study quantitative and qualitative methods of conducting student and teacher assessments, uses of assessment data, role of standards, and implications for instruction. Hybrid course.

Prerequisite: Graduate status and SED 562, or consent of department chair.

Offered: Summer.

**SED 564 - Learning Theory and Student Engagement (3)**

Students use multidisciplinary perspectives to examine individual, social, cultural, and historical factors in learning, teaching, and assessment practices. A case study is conducted.

Prerequisite: Graduate status and SED 563, or consent of department chair.

Offered: Fall.

**SED 565 - Disciplinary Literacy and Curriculum Research (3)**

Students examine the research, theory, and practice of multi-literacies in academic disciplines. A classroom-based field study is conducted.

Prerequisite: Graduate status and SED 564, or consent of department chair.

Offered: Spring.

**SED 591-594 - Directed Research (1-4)**

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.

Prerequisite: consent of department chair. Open only to students enrolled in the M.Ed. program in secondary education or the educational specialist programs

Offered: As needed.

## **SSCI - Social Science**

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**SSCI 310 - Africa (3)**

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.

Prerequisite: Any 200-level course in a social science.

Offered: As needed.

**SSCI 311 - Latin America (3)**

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.

Prerequisite: Any 200-level course in a social science.

Offered: As needed.

**SSCI 418 - Cultural Pluralism (3)**

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: ANTH 418, SSCI 418, or SSCI 518.

Prerequisite: 6 credit hours in any of the social sciences disciplines or consent of department chair.

Offered: As needed.

**SSCI 518 - Cultural Pluralism (3)**

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: ANTH 418, SSCI 418, or SSCI 518.

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.

## **SWRK - Social Work**

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**SWRK 110 - Introduction to Human Services (3)**

Students are introduced to the knowledge, values, and skills needed in human services. Issues of diversity, community resources, and the various arenas of human service practice are presented.

Prerequisite: Acceptance into the social and human service assistance certificate program.

Offered: Fall.

**SWRK 111 - Basic Interviewing Skills for Human Service Assistance (1)**

Students practice relationship building, interviewing and engagement skills. Classroom learning is integrated with practice experience. 3 contact hours.

Prerequisite: Acceptance into the social and human service assistance certificate program.

Offered: Fall.

**SWRK 112 - Basic Writing Skills for Human Services (2)**

This course provides students with a review of basic writing skills, an introduction to human services vocabulary and opportunities to write about issues related to social and human services. Graded S, U.

Prerequisite: Acceptance into the social and human service assistance certificate program.

Offered: Fall

**SWRK 120 - Generalist Practice Skills for Human Services (3)**

Focus is on generalist skills for human service work, which include assessing, planning, linking, monitoring, recording, and evaluating.

Prerequisite: Acceptance into the social and human service assistance certificate program.

Offered: Fall.



**SWRK 230 - Advanced Skills for Human Services (3)**

Focus is on assessment and intervention practices in working with individuals, families, and groups.

Prerequisite: SWRK 110, SWRK 111, and SWRK 120.

Offered: Spring.

**SWRK 240 - Introduction to Social Work and Social Welfare (3)**

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.

Offered: Fall, Spring, Summer.

**SWRK 260 - Integrative Seminar and Field Experience (4)**

In this seminar, students share their fieldwork experiences. Emphasis is on the integration of theory and practice. Students also learn agency based writing skills. Graded S, U.

Prerequisite: SWRK 110, SWRK 111, and SWRK 120.

Offered: Spring.

**SWRK 302 - Social Work Practice Evaluation and Research (4)**

Focus is on social work practice-based research, data collection, data analyses, and report writing, with emphasis on practice evaluation.

Prerequisite: Prior or concurrent enrollment in SWRK 326.

Offered: Fall, Spring, Summer.

**SWRK 306 - Biopsychosocial Perspectives for Social Workers (2)**

Students explore biopsychosocial aspects of human behavior for social work practice. Includes the role of genetics, the brain and physiology on topics such as disability, trauma, mental illness and substance abuse.

Prerequisite: Prior or concurrent enrollment in SWRK 240.

Offered: Fall, Spring, Summer.

**SWRK 320 - Policy Analysis (3)**

Focus is on the analytical approaches that form the basis of policy and social programs. Historical, ideological, and social science perspectives are discussed. SOC 320 cannot be substituted for SWRK 320.

Prerequisite: ECON 200, POL 202, SWRK 240, or consent of department chair.

Offered: Fall, Spring, Summer.

**SWRK 324 - Human Behavior in the Social Environment: Individual, Family, and Small Group (3)**

Emphasis is on the impact of social institutions on individuals, families, and small groups.

Prerequisite: PSYC 215, PSYC 230; SWRK 240; or consent of department chair.

Offered: Fall, Spring, Summer.

**SWRK 325 - Human Behavior in the Social Environment: Social System, Institution, and Organization (3)**

American social systems, institutions, and values are examined. Focus is on the ways in which individuals function within their social environment.

Prerequisite: ECON 200, POL 202, SWRK 240, or consent of department chair.

Offered: Fall, Spring, Summer.

**SWRK 326 - Generalist Social Work Practice (3)**

Students are oriented to problem solving and the role of the social worker in various fields of practice. Concurrent volunteer experience is recommended.

Prerequisite: SWRK 240 and prior or concurrent enrollment in SWRK 324 and SWRK 325.

Offered: Fall, Spring.

**SWRK 327 - The Helping Process (3)**

Focus is on facilitating mutual problem solving in working with individuals and groups.

Prerequisite: Acceptance into the B.S.W. program, SWRK 326, and concurrent enrollment in SWRK 338.

Offered: Spring, Summer.

**SWRK 338 - Introduction to Fieldwork (2)**

Focus is on the manner in which social agencies carry out the mission of social work. Included are structured observations and intervention experiences. Eight hours per week are required in a social agency. 8 contact hours. Graded S, U.

Prerequisite: Acceptance into the B.S.W. program, SWRK 326, and concurrent enrollment in SWRK 327.

Offered: Spring, Summer.

**SWRK 390 - Directed Study (1-3)**

Designed to be a substitute for a traditional course under the instruction of a faculty member. Structure and credit hours vary.

Prerequisite: Social work majors with junior or senior standing, and consent of instructor, department chair and dean.

Offered: As needed.

**SWRK 391 - Independent Study I (3)**

Students conduct library and/or empirical research under the mentorship of a faculty member.

Prerequisite: Admission to social work honors program, and consent of instructor, department chair and dean.

Offered: As needed.

**SWRK 421 - Social Work Practice and the Law (3)**

Focus is on the structure of the legal system and the role of the social worker in the legal arena. Students cannot receive credit for both SWRK 421 and SWRK 516.

Prerequisite: Concurrent enrollment in SWRK 436 or SWRK 437, or consent of department chair.

Offered: Fall, Spring.

**SWRK 426 - Creating Change through Social Work Practice (3)**

The process by which individuals create social change is explored.

Prerequisite: SWRK 302, SWRK 320, SWRK 327, SWRK 338, and concurrent enrollment in SWRK 436 (or SWRK 446) and SWRK 463.

Offered: Fall.

**SWRK 434 - Ethnic-Sensitive Social Work Practice (3)**

Social work practices are examined that help ethnic groups move toward empowerment.

Prerequisite: Concurrent enrollment in SWRK 436 or SWRK 437, or consent of department chair.

Offered: As needed.

**SWRK 435 - Crisis Intervention and Brief Treatment (3)**

Focus is on the application of theory and techniques used in crisis intervention and brief casework services. Students cannot receive credit for both SWRK 435 and SWRK 535.

Prerequisite: Concurrent enrollment in SWRK 436 or SWRK 437, or consent of department chair.

Offered: As needed.

**SWRK 436 - Fieldwork (4-7)**

Students work sixteen hours a week in a social work agency. Students cannot receive credit for both SWRK 436 and SWRK 446. Graded S, U.

Prerequisite: SWRK 302, SWRK 327, SWRK 338, prior or concurrent enrollment in SWRK 320, and concurrent enrollment in SWRK 426 and SWRK 463. Open only to social work majors.

Offered: Fall.

**SWRK 437 - Advanced Fieldwork (4-7)**

Students work sixteen hours a week in a social work agency. Students cannot receive credit for both SWRK 437 and SWRK 447. Graded S, U.

Prerequisite: SWRK 426, SWRK 436, SWRK 463, and concurrent enrollment in SWRK 464. Open only to social work majors.

Offered: Spring.

**SWRK 438 - Social Work Interventions in Substance Abuse (3)**

Substance abuse assessment and intervention are explored using a systems framework. Emphasis is on the techniques used in community-based interventions. Students cannot receive credit for both SWRK 438 and SWRK 538.

Prerequisite: Senior standing and enrollment in field, or consent of department chair.

Offered: As needed.

**SWRK 440 - Social Work Practice: Children, Youth, Families (1)**

This is an introduction to the theory, research, and practice of evidence-based services for vulnerable children, youth, and families. Graded S, U.

Prerequisite: SWRK 326 or consent of department chair.

Offered: Spring.

**SWRK 441 - Women's Issues in Social Work Practice (3)**

The institutionalized oppression of women in American society is examined. Students cannot receive credit for both SWRK 441 and SWRK 571.

Prerequisite: Concurrent enrollment in SWRK 436 or SWRK 437, or consent of department chair.

Offered: As needed.

**SWRK 442 - Social Work Practice: Autism, Developmental Disabilities (1)**

This is an introduction to the theory, research, and practice of evidence-based services for individuals with autism and other developmental disabilities and for their families. Graded S, U.

Prerequisite: SWRK 326 or consent of department chair.

Offered: Spring.

**SWRK 443 - Social Work Practice: Grief and Loss (1)**

This is an introduction to the theory, research, and practice of evidence-based social work services for individuals and families experiencing grief and loss. Graded S, U.

Prerequisite: SWRK 326 or consent of department chair.

Offered: Spring.

**SWRK 444 - Social Work Practice and Aging (1)**

This is an introduction to the theory, research, and practice of evidence-based social work services for elderly individuals and their families.

Graded S, U.

Prerequisite: SWRK 326 or consent of department chair.

Offered: Spring.

**SWRK 445 - Summer Extended Fieldwork (3)**

Students work 120 hours in a social work agency. Sixteen hours of fieldwork seminar is included.

Prerequisite: SWRK 302, SWRK 327, SWRK 338. Open only to social work majors.

Offered: Summer.

**SWRK 446 - Fall Extended Fieldwork (3)**

Students work twelve hours a week in a social work agency. Students cannot receive credit for both SWRK 436 and SWRK 446. Graded S, U.

Prerequisite: SWRK 445 and concurrent enrollment in SWRK 426 and SWRK 463. Open only to social work majors.

Offered: Fall.

**SWRK 447 - Spring Extended Fieldwork (3)**

Students work twelve hours a week in a social work agency. Students cannot receive credit for both SWRK 437 and SWRK 447. Graded S, U.

Prerequisite: SWRK 426, SWRK 446, SWRK 463, and concurrent enrollment in SWRK 464. Open only to social work majors.

Offered: Spring.

**SWRK 453 - School Social Work (3)**

The role of the school social worker is presented from a strengths perspective. Intervention strategies for at-risk students and families are provided. Students cannot receive credit for both SWRK 453 and 553.

Prerequisite: Senior B.S.W. status.

Offered: Spring.

**SWRK 454 - Social Work Practice with Older Adults (3)**

Clinical and case management practice with older adults and their families is examined. Focus is on assessment, long-term and end-of life care, elder abuse and neglect, and spirituality. Students cannot receive credit for both SWRK 454 and SWRK 554.

Prerequisite: Senior standing or consent of department chair.

Offered: Spring.

**SWRK 463 - Fieldwork Seminar (3)**

In this seminar, students share their fieldwork experiences. Emphasis is on the integration of theory and practice.

Prerequisite: SWRK 302, SWRK 320, SWRK 327, and concurrent enrollment in SWRK 426 and SWRK 436.

Offered: Fall.

**SWRK 464 - Senior Seminar in Social Work (3)**

Policy and practice issues are explored in depth. Students build an integrated base of knowledge, values, and skills for entry into the social work profession.

Prerequisite: SWRK 320, SWRK 426, SWRK 436, SWRK 463 (or SWRK 446), and concurrent enrollment in SWRK 437 (or SWRK 447).

Offered: Spring.

**SWRK 472 - Sexual Orientation and Gender Identity (3)**

Focus is on lesbian, gay, bisexual, and transgender issues in the context of institutionalized oppression. Students cannot receive credit for both SWRK 472 and SWRK 572.

Prerequisite: Concurrent enrollment in field education or consent of department chair.

Offered: Spring Summer.

**SWRK 490 - Directed Study (1-3)**

Designed to be a substitute for a traditional course under the instruction of a faculty member. Structure and credit hours vary.

Prerequisite: Social work majors with junior or senior standing and consent of instructor, department chair and dean.

Offered: As needed.

**SWRK 491 - Advanced Directed Study (3)**

Students write an honors thesis under the mentorship of a faculty member. This course continues work from SWRK 391. For departmental honors, the project requires final assessment from the department.

Prerequisite: Admission to social work honors program, SWRK 391 and consent of instructor, department chair and dean.

Offered: As needed.

**SWRK 500 - Field Education and Seminar I (3)**

Students work in a selected public or private nonprofit agency. Graded S, U. 16 contact hours.

Prerequisite: Acceptance into the M.S.W. program and concurrent enrollment in SWRK 532.

Offered: Fall.

**SWRK 501 - Field Education and Seminar II (3)**

This is a continuation of SWRK 500. Graded S, U. 16 contact hours.

Prerequisite: Graduate status, SWRK 500 and concurrent enrollment in SWRK 533.

Offered: Spring.

**SWRK 516 - Social Work Practice and the Law (3)**

The structure of the legal system and the role of the social worker in the legal arena are introduced. Students cannot receive credit for both SWRK 421 and SWRK 516.

Prerequisite: Acceptance into the M.S.W. program.

Offered: Bi-annually.

**SWRK 520 - Human Behavior, Diversity, and Oppression I (3)**

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.

Prerequisite: Graduate status.

Offered: Fall.

**SWRK 522 - Human Behavior, Diversity, and Oppression II (3)**

This is a continuation of SWRK 520. Focus is on deviance, psychopathology, community and organizational theory, and ethical and value issues in social work. Also emphasized are cultural diversity, discrimination, and the needs of minorities.

Prerequisite: Graduate status and SWRK 520.

Offered: Spring.

**SWRK 530 - Generalist Foundation and Skills: Policy and Organizing I (3)**

Focuses are on social work policy and organizing to achieve social justice. Topics are approached from a problem-solving perspective.

Prerequisite: Matriculation into the M.S.W. program.

Offered: Fall, Summer.

**SWRK 531 - Generalist Foundation and Skills: Policy and Organizing II (3)**

This is a continuation of SWRK 530. Emphasis is placed on group task and process skills.

Prerequisite: Matriculation into the M.S.W. program.

Offered: Spring Summer.

**SWRK 532 - Generalist Foundation and Skills: Direct Practice I (3)**

The values, knowledge, and skills relevant to practice are discussed and integrated with fieldwork experience.

Prerequisite: Graduate status and concurrent enrollment in SWRK 500.

Offered: Fall.

**SWRK 533 - Generalist Foundation and Skills: Direct Practice II (3)**

This is a continuation of SWRK 532.

Prerequisite: Graduate status, SWRK 532 and concurrent enrollment in SWRK 501.

Offered: Spring.

**SWRK 535 - Crisis Intervention and Brief Treatment (3)**

Focus is on the application of theory and techniques used in crisis intervention and brief casework services. Students cannot receive credit for both SWRK 435 and SWRK 535.

Prerequisite: Graduate status, SWRK 520 or consent of department chair.

Offered: Spring Summer.

**SWRK 538 - Social Work Interventions in Substance Abuse (3)**

Substance abuse assessment and intervention are explored using a systems framework. Emphasis is placed on the techniques used in community-based interventions. Students cannot receive credit for both SWRK 438 and SWRK 538.

Prerequisite: Graduate status, SWRK 520 or consent of department chair.

Offered: Spring Summer.

**SWRK 539 - Child Welfare Practice (3)**

Focus is on child welfare practice. An ecosystems framework for family assessment is presented along with a problem-solving approach for intervention.

Prerequisite: Graduate status, SWRK 520 or consent of department chair.

Offered: Bi-annually.

**SWRK 541 - Social Work Research and Evaluation I (3)**

Focus is on problem formulation, measurement, research design, evaluation of practice, and critical reading of empirical literature related to social work practice.

Prerequisite: Matriculation into the M.S.W. program.

Offered: Fall, Summer.

**SWRK 542 - Social Work Research and Evaluation II (2)**

This is a continuation of SWRK 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.

Prerequisite: Graduate status and SWRK 541.

Offered: Spring Summer.

**SWRK 553 - School Social Work (3)**

The role of the school social worker is presented from a strengths perspective. Intervention strategies for at-risk students and families are provided. Students cannot receive credit for both SWRK 453 and SWRK 553.

Prerequisite: Graduate status.

Offered: Bi-annually.

**SWRK 554 - Social Work Practice with Older Adults (3)**

Clinical and case management practice with older adults and their families is examined. Focus is on assessment, long-term and end-of-life care, elder abuse and neglect, and spirituality. Students cannot receive credit for both SWRK 454 and SWRK 554.

Prerequisite: Graduate status and consent of department chair.

Offered: Spring.

**SWRK 555 - Intimate Partner Violence and Sexual Assault (3)**

Provides social workers an introduction to intimate partner violence and sexual assault, paying attention to clinical and policy practice implications.

Prerequisite: Graduate status and SWRK 520, or consent of department chair.

Offered: Annually.

**SWRK 556 - Leadership in Health Professions (3)**

Students learn about the importance of interprofessional teams, including team-building, leadership and effective communication. Information is applied to their roles as health care providers and administrators.

Prerequisite: Graduate status, SWRK 520 and consent of department chair.

Offered: Fall.

**SWRK 571 - Women's Issues in Social Work Practice (3)**

The institutionalized oppression of women in American society is examined. Students cannot receive credit for both SWRK 441 and SWRK 571.

Prerequisite: Graduate status, SWRK 520 or consent of department chair.

Offered: Bi-annually.

**SWRK 572 - Sexual Orientation and Gender Identity (3)**

Focus is on lesbian, gay, bisexual, and transgender issues in the context of institutionalized oppression. Students cannot receive credit for both SWRK 472 and SWRK 572.

Prerequisite: Graduate status and concurrent enrollment in field education, or consent of department chair.

Offered: Fall.

**SWRK 600 - Field Education and Seminar III (4)**

This second year of field placement and seminar focuses on the advanced method(s) and concentration chosen by the student. 20 contact hours.

Prerequisite: Second-year standing in the M.S.W. program and concurrent enrollment in SWRK 602.

Offered: Fall.

**SWRK 601 - Field Education and Seminar IV (4)**

This is a continuation of SWRK 600. Graded S, U. 20 contact hours.

Prerequisite: Graduate status, SWRK 600 and concurrent enrollment in SWRK 603.

Offered: Spring.

**SWRK 602 - Clinical Social Work Practice I (3)**

Issues in advanced clinical practice are examined from a strengths-based perspective. Emphasis is on skill development, using several theoretical and practice perspectives. Graded S, U.

Prerequisite: Second-year standing in the M.S.W. program.

Offered: Fall.

**SWRK 603 - Clinical Social Work Practice II (3)**

Practice perspectives are applied to diverse problems, including substance use, violence, and grief and loss. Strategies for working in interdisciplinary teams are explored.

Prerequisite: Second-year standing in the M.S.W. program.

Offered: Spring.

**SWRK 609 - Advanced Professional Development (4)**

Students integrate advanced concepts of social work ethics, cultural and social diversity, and social welfare policy into a project related to their primary area of interest.

Prerequisite: Graduate status, SWRK 500, SWRK 501, SWRK 532, and SWRK 533

Offered: Fall, Spring, Summer.

**SWRK 621 - Social Work and the Political Economy (3)**

Students explore diverse economic approaches, their strengths and limitations in meeting human needs, and the use of these approaches in the student's role as administrator and policy advocate.

Prerequisite: Second-year standing in the M.S.W. program or consent of department chair.

Offered: Annually.

**SWRK 622 - Foundations of Community Development and Organization (3)**

Conceptual frameworks and methods associated with community development and community organizing are presented. Citizen/consumer participation in planning, development, and implementation of public, nonprofit and grassroots interventions are analyzed.

Prerequisite: Second-year standing in the M.S.W program or consent of department chair.

Offered: Annually.

**SWRK 623 - Budgeting and Financial Management in Social Service Organizations (3)**

Skills, tools, and strategies to achieve organizational financial stability will be examined. Ethics, politics, power, and controls in budget and financial processes will be explored.

Prerequisite: Second-year standing in the M.S.W program or consent of department chair.

Offered: Summer.

**SWRK 625 - Social Work Practice with Groups (3)**

The theory and experience necessary for understanding group dynamics and developing effective group skills are introduced.

Prerequisite: Second-year standing in the M.S.W. program.

Offered: Fall, Summer.

**SWRK 626 - The Theory and Practice of Social Work with Groups (3)**

Evidence-based practice is provided in eleven contemporary theoretical approaches to group psychotherapy. Students develop an integrative theoretical perspective and leadership skills through experiential and distance learning.

Prerequisite: Second-year standing in the M.S.W. program.

Offered: Fall, Spring, Summer.

**SWRK 627 - Current and Emerging Issues in Social Work Practice (15)**

Current and emerging social changes in clinical and macro practice are examined. Students will analyze Rhode Island human service systems with a focus on clinical, administrative, political and legislative systems.

Prerequisite: Second-year standing in the M.S.W program or consent of department chair.

Offered: Annually.

**SWRK 628 - Macro Practice I: Leadership and Change (3)**

Students gain understanding of leadership theory and practice and also focus on use of leadership skills to guide development of progressive organizational change.

Prerequisite: Second-year standing in the M.S.W. program or consent of department chair.

Offered: Fall.

**SWRK 629 - Macro Practice II: Managing People and Programs (3)**

Students learn human resource management skills through exploring current trends in social service settings. Learning is then focused on program and grant development principles and strategies.

Prerequisite: Second-year standing in the M.S.W. program or consent of department chair.

Offered: Spring.

**SWRK 630 - Family Practice: Models (3)**

Current conceptual models of family practice are examined. Emphasis is on the application of assessment and intervention in diverse family systems.

Prerequisite: Clinical or dual concentration student, with second-year standing in the M.S.W. program, or consent of department chair.

Offered: Bi-annually.

**SWRK 635 - Social Work Practice with Trauma Clients (3)**

Students gain a theoretical and experiential base in dealing with various treatment modalities. Commonalities and differences are explored in the experiences of traumatized populations.

Prerequisite: Clinical or dual concentration student, with second-year standing in the M.S.W. program, or consent of department chair.

Offered: Fall, Spring, Summer.

**SWRK 636 - Differential Diagnosis in Clinical Social Work (3)**

Assessment methods used for diagnosing clients across a variety of clinical settings are explored. Emphasis is on advanced interviewing skills that promote accurate evaluations.

Prerequisite: Second-year standing in the M.S.W. program and participation in the clinical or dual concentration.

Offered: Fall, Summer.

**SWRK 637 - Core Concepts in Child and Adolescent Trauma (3)**

This course will introduce students to the common concepts (general theory and foundational knowledge) which inform evidence-based assessment and intervention with traumatized children and adolescents.

Prerequisite: SWRK 500, SWRK 532 and second-year standing in the M.S.W. program.

Offered: Summer or Fall.

**SWRK 638 - Evidence-based Treatment for Child/Adolescent Trauma (3)**

This course will highlight the role of evidenced-based outcomes research when choosing trauma treatment models for children, adolescents and their families. Three models of trauma treatment will be covered.

Prerequisite: SWRK 500, SWRK 532 and second year standing in the MSW program.

Offered: Fall or Spring.

**SWRK 644 - Clinical Evaluation and Case Consultation I (1.5)**

Students assess client needs, develop treatment plans, monitor goal attainment, measure client satisfaction, and examine clinical processes and program outcomes. Graded S, U.

Prerequisite: Second-year standing in the M.S.W. program.

Offered: Fall.

**SWRK 645 - Needs Assessment and Program Evaluation I (1.5)**

Methods for assessing community needs and evaluating social service programs are provided. Students complete either a community asset map or an organizational assessment. Graded S, U.

Prerequisite: Second-year standing in the M.S.W. program.

Offered: Fall.

**SWRK 646 - Clinical Evaluation and Case Consultation II (1.5)**

This is a continuation of SWRK 644. Students complete individual assessment, intervention, and clinical evaluation projects. Graded S, U.

Prerequisite: Graduate status and SWRK 644.

Offered: Spring.

**SWRK 647 - Needs Assessment and Program Evaluation II (1.5)**

Students conduct program evaluations, prepare reports of findings, and present their projects. The benefits and drawbacks of staff versus external consultant evaluations are discussed. Graded S, U.

Prerequisite: Graduate status and SWRK 645.

Offered: Spring.

**SWRK 690 - Independent Study in Social Work (3)**

Students select a topic and undertake concentrated research under the supervision of a faculty advisor.

Prerequisite: Second-year standing in the M.S.W. program or consent of department chair.

Offered: As needed.

## SOC - Sociology

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### SOC 200 - Society and Social Behavior (4)

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.

General Education Category: Social and Behavioral Sciences.

Offered: Fall, Spring.

### SOC 202 - The Family (4)

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.

General Education Category: Social and Behavioral Sciences.

Offered: Fall, Spring, Summer.

### SOC 204 - Urban Sociology (4)

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.

General Education Category: Social and Behavioral Sciences.

Offered: As needed.

### SOC 207 - Crime and Criminal Justice (4)

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.

General Education Category: Social and Behavioral Sciences.

Offered: Fall, Spring, Summer.

### SOC 208 - The Sociology of Race and Ethnicity (4)

Examination of race and ethnicity in historical and contemporary perspectives. Topics include racial and ethnic identity, discrimination and conflict and cooperation among racial and ethnic groups.

General Education Category: Social and Behavioral Sciences.

Offered: Fall, Spring, Summer.

### SOC 217 - Aging and Society (4)

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.

General Education Category: Social and Behavioral Sciences.

Offered: Fall, Spring, Summer.

### SOC 262 - Sociology of Money (4)

Spending and saving are analyzed on the institutional background of money creation and circulation. The issues are approached from a variety of perspectives represented in scholarly literature. This course will not count toward the sociology major.

General Education Category: Connections.

Prerequisite: FYS 100, FYW 100/FYW 100P/FYW 100H and 45 credit hours.

Offered: Fall, Spring, Summer.

### SOC 264 - Sex and Power: Global Gender Inequality (4)

The unequal access of women and men to socially valued resources is explored through the lens of race, class, and ethnicity, and from cross-cultural and historical perspectives. This course will not count toward the sociology major.

General Education Category: Connections.

Prerequisite: FYS 100, FYW 100/FYW 100P/FYW 100H and 45 credit hours.

Offered: Fall, Spring

### SOC 267 - Comparative Perspectives on Higher Education (4)

Comparative interdisciplinary exploration of contemporary and historical issues in higher education. Uses the RIC experience as a case study for analyzing current controversies around colleges and universities.

General Education Category: Connections.

Prerequisite: FYS 100, FYW 100/FYW 100P/FYW 100H and 45 credit hours.

Offered: Even years.

### SOC 300 - Classical Sociological Theories (4)

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.

Prerequisite: Any 200-level sociology course or consent of department chair.

Offered: Fall, Spring.

### SOC 302 - Social Research Methods I (4)

Social research methods are examined, with emphasis on the connection between theory and research, values and ethical issues in research, study design, conceptualization, measurement, and methods of data collection.

General Education Category: Gen. Ed. Advanced Quantitative/Scientific Reasoning.

Prerequisite: Any 200-level sociology course and completion of Mathematics Gen. Ed. distribution requirement, or consent of department chair.

Offered: Fall, Spring, Summer.

### SOC 303 - Fountain of Age (4)

The impacts of aging at the individual, interactional, and societal level are examined, with ethical, public policy and economic challenges considered. Historical, cross-cultural and gender variations in aging are explored. Students cannot receive credit for both GRTL 303 and SOC 303, or SOC 261.

Prerequisite: Any 200-level sociology course or consent of department chair.

Offered: As needed.

### SOC 306 - Formal Organizations (4)

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.

Prerequisite: Any 200-level sociology course or consent of department chair.

Offered: As needed.

**SOC 309 - The Sociology of Delinquency and Crime (4)**

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.

Prerequisite: SOC 207 or consent of department chair.

Offered: Fall, Spring.

**SOC 314 - The Sociology of Health and Illness (4)**

Topics include the influence of the social and economic environment on health and disease, and social-cultural forces affecting medicine.

Prerequisite: Completion of any 200 level course in a social/behavioral science or consent of department chair.

Offered: Annually.

**SOC 315 - Community (4)**

Interactive learning is pursued through field experience or applied research that produces service to the community.

Prerequisite: Any 200-level sociology course or completion of at least 45 college credits and consent of department chair.

Offered: As needed.

**SOC 316 - Sociology of Education (4)**

The school is examined as one of the major institutions in contemporary society concerned with the socialization of children (and adults).

Prerequisite: Any 200-level sociology course or consent of department chair.

Offered: As needed.

**SOC 317 - Politics and Society (4)**

Relationships of power and authority and their social foundations are examined. Students may receive credit for only one of the following: HIST 317, POL 317, and SOC 317.

Prerequisite: POL 204 or consent of department chair.

Offered: Spring.

**SOC 318 - Law and Society (4)**

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.

Prerequisite: Any 200-level sociology course or consent of department chair.

Offered: Fall, Spring.

**SOC 320 - Law and the Elderly (3)**

The major laws affecting the older population (e.g., Social Security) are examined, as well as areas where criminality may occur, such as elder abuse.

Prerequisite: Any 200-level sociology course or consent of department chair.

Offered: Annually.

**SOC 333 - Comparative Law and Justice (4)**

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 SOC 333 and ANTH 333.

Prerequisite: Any 100- or 200-level course in a social science.

Offered: Fall, Spring.

**SOC 340 - Law Enforcement: Theory and Application (4)**

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.

Prerequisite: SOC 207 or consent of department chair.

Offered: Fall, Spring, Summer.

**SOC 341 - Corrections: Process and Theory (4)**

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.

Prerequisite: SOC 207 or consent of department chair.

Offered: Fall, Spring, Summer.

**SOC 342 - Women, Crime, and Justice (4)**

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.

Prerequisite: Any 200-level sociology course or consent of department chair.

Offered: Fall, Spring.

**SOC 343 - Juveniles and Justice (4)**

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.

Prerequisite: Any 200-level sociology course or consent of department chair.

Offered: As needed.

**SOC 344 - Race and Justice (4)**

Focus is on the intersection of race with crime, justice and the law.

Considers whether there is institutionalized bias towards specific racial groups in the legal and criminal justice systems.

Prerequisite: Any 200-level sociology course or consent of department chair.

Offered: Fall, Spring.

**SOC 345 - Victimology (4)**

Topics such as the victimization of individuals and groups by crime, the criminal justice system, terrorism, and the abuse of power are examined.

Prerequisite: Any 200-level sociology course or consent of department chair.

Offered: Fall, Spring, Summer.

**SOC 390 - Directed Study (3-4)**

Designed to be a substitute for a traditional course under the instruction of a faculty member. This course may be repeated with a change in topic.

Prerequisite: Consent of instructor, department chair and dean.

Offered: As needed.

**SOC 400 - Contemporary Sociological Theories (4)**

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.

Prerequisite: SOC 300.

Offered: Fall, Spring.

**SOC 404 - Social Research Methods II (4)**

Students develop skill in the preparation, analysis, and interpretation of data and in the use of technology in the research process. Lecture and laboratory. 4 contact hours.

General Education Category: Advanced Quantitative/Scientific Reasoning.

Prerequisite: Any 200-level sociology course; POL 300 or SOC 302; and any Gen. Ed. Mathematics course, or consent of department chair.

Offered: Fall, Spring, Summer.

**SOC 460 - Senior Seminar in Sociology (4)**

This is an integrating experience for the sociology major.

Prerequisite: 18 credit hours of sociology courses, including SOC 400 and SOC 404 and a minimum 2.0 G.P.A., or consent of department chair.

Offered: Fall, Spring.

**SOC 490 - Independent Study in Sociology (3-4)**

Students select a topic and undertake concentrated research or creative activity under the mentorship of a faculty member.

Prerequisite: Consent of instructor, department chair and dean.

Offered: As needed.

**SOC 491 - Independent Study I (4)**

Students select a topic and undertake concentrated research or creative activity under the mentorship of a faculty advisor.

Prerequisite: Consent of instructor, program director and dean, and admission to the sociology honors program.

Offered: As needed.

**SOC 492 - Independent Study II (4)**

This course continues the development of research or activity begun in SOC 491. For departmental honors, the project requires final assessment from the department.

Prerequisite: SOC 491 and consent of instructor, department chair and dean.

Offered: As needed.

**SOC 501 - Professional Writing for Justice Services (4)**

Students will learn effective writing techniques using critical thinking and cultural competency practices to support careers in criminal justice, related social services and disciplinary academic work.

Prerequisite: Graduate status or consent of department chair.

Offered: Fall.

**SOC 504 - Advanced Quantitative Analysis (4)**

The analysis of quantitative data is covered, including sample- and population-based datasets, with an emphasis on multivariate linear and logistic regression and the development of data displays.

Prerequisite: Graduate status and undergraduate courses in research methods and statistics, or consent of department chair.

Offered: Spring.

**SOC 509 - Advanced Criminological Theory (4)**

In-depth study of classical and contemporary theories, including criminology and victimology, with application to contemporary issues in the field.

Prerequisite: Graduate status or consent of department chair.

Offered: Fall.

**SOC 532 - Advanced Qualitative Methods (4)**

Students collect and analyze interview and observational data. Skills include the writing of field notes, interview techniques and inductive analytical procedures.

Prerequisite: Graduate status and undergraduate courses in research methods and statistics, or consent of department chair.

Offered: Spring.

**SOC 533 - Evaluation Research (4)**

Students learn research design, data collection and analysis in applied settings, with a focus on using methods of formative and summative evaluation and assessment.

Prerequisite: Graduate status and undergraduate courses in research methods and statistics, or consent of department chair.

Offered: Fall (odd years).

**SOC 536 - Current Legal Issues (4)**

An analysis of current legal issues facing the justice system, such as issues relating to criminal trials, punishment, family law, surveillance and civil rights.

Prerequisite: Graduate status or consent of department chair.

Offered: Spring (even years).

**SOC 551 - Topics in Criminology (4)**

Focus is on topics in the study of criminology. May be repeated once for credit with a change in topic.

Prerequisite: Graduate status or consent of department chair.

Offered: As needed.

**SOC 552 - Topics in Stratification (4)**

Focus is on topics in the study of in the study of social stratification as impacting justice systems. May be repeated once for credit with a change in topic.

Prerequisite: Graduate status or consent of department chair.

Offered: As needed.

**SOC 553 - Topics in the Sociology of Law (4)**

Focus is on topics in the study of the sociology of law. May be repeated once for credit with a change in topic.

Prerequisite: Graduate status or consent of department chair.

Offered: As needed.

**SOC 554 - Topics in Social Problems (4)**

Focus is on topics in the sociological study of social problems. May be repeated once for credit with a change in topic.

Prerequisite: Graduate status or consent of department chair.

Offered: As needed.

**SOC 591 - Directed Readings (1)**

Under the supervision of a faculty member, the student engages in intensive readings on a specific topic relevant to justice studies.

Prerequisite: Graduate status and SOC 501, SOC 504, SOC 509, and consent of the instructor and department chair.

Offered: As needed.



**SOC 592 - Masters Thesis (3)**

Students conduct a quantitative or qualitative empirical study. May be repeated once for a maximum of 6 credits.

Prerequisite: Graduate status and SOC 501, SOC 504, SOC 509, completion of 8 additional credits in the program, thesis committee approval, good standing (see Graduate Manual) and consent of department chair and dean.

Offered: As needed.

**SOC 593 - Final Project (3)**

Students undertake an applied research or evaluation project under the supervision of a faculty member.

Prerequisite: Graduate status and SOC 501, SOC 504, SOC 509, completion of 8 additional credits in the program, good standing (see Graduate Manual), and consent of department chair and dean.

Offered: As needed.

## **SPAN - Spanish**

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**SPAN 101 - Elementary Spanish I (4)**

Students learn to understand, speak, read, and write in Spanish and gain an understanding of Hispanic life and character. Online work is required. Not open to students who have admission credit in Spanish.

Offered: Fall, Spring, Summer.

**SPAN 102 - Elementary Spanish II (4)**

Four skills in elementary Spanish—listening, speaking, reading, and writing—are further developed within the context of Hispanic culture. Online work is required.

General Education Category: Satisfies Gen. Ed. language requirement with a Grade of C.

Prerequisite: SPAN 101 or placement test or consent of department chair.

Offered: Spring Summer.

**SPAN 113 - Intermediate Spanish (4)**

The cultural and linguistic heritage of the Spanish-speaking world is examined, while grammar is reviewed and basic oral and written skills are developed. Online work is required.

Prerequisite: SPAN 102 or placement test.

Offered: Fall, Spring, Summer.

**SPAN 114 - Readings in Intermediate Spanish (4)**

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.

Prerequisite: SPAN 113 or equivalent, or a score of 550-599 on the CEEB Achievement Test in Spanish, or consent of department chair.

Offered: Fall, Spring, Summer.

**SPAN 115 - Literature of the Spanish-Speaking World (4)**

Students are introduced to techniques of literary analysis through readings from Spain and Latin America as they continue to develop speaking, reading, and writing skills in Spanish.

General Education Category: Literature.

Prerequisite: SPAN 113 or equivalent, or consent of department chair.

Offered: Fall, Spring.

**SPAN 201 - Conversation and Composition (4)**

The use of correct spoken Spanish on an advanced level is emphasized. Attention is given to the correction of pronunciation through practice and elementary work in phonetics.

Prerequisite: SPAN 115 or placement test or consent of department chair.

Offered: Fall, Spring.

**SPAN 202 - Composition and Conversation (4)**

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.

Prerequisite: SPAN 201 or equivalent or consent of department chair.

Offered: Fall, Spring.

**SPAN 310 - Spanish Literature and Culture: Pre-Eighteenth Century (4)**

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.

Prerequisite: SPAN 202 or consent of department chair.

Offered: Fall.

**SPAN 311 - Spanish Literature and Culture: From Eighteenth Century (4)**

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.

Prerequisite: SPAN 202 or consent of department chair.

Offered: Spring.

**SPAN 312 - Latin American Literature and Culture: Pre-Eighteenth Century (4)**

The history, culture, and literary movements of Latin America are examined from the pre-Columbian period to the wars of independence.

Prerequisite: SPAN 202 or consent of department chair.

Offered: Fall.

**SPAN 313 - Latin American Literature and Culture: From Eighteenth Century (4)**

The history, culture, and literary movements of Latin America are examined from the eighteenth century to modern times.

Prerequisite: SPAN 202 or consent of department chair.

Offered: Spring.

**SPAN 390 - Directed Study (3)**

Designed to be a substitute for a traditional course under the instruction of a faculty member.

Prerequisite: Consent of instructor, department chair and dean.

Offered: As needed.

**SPAN 401 - Studies in Hispanic Prose (3)**

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.

Prerequisite: Completion of two of the following: SPAN 310, SPAN 311, SPAN 312, SPAN 313; or consent of department chair.

Offered: Alternate Falls.

**SPAN 403 - Studies in Hispanic Theatre/Film (4)**

Topics and materials are selected from Spanish or Spanish American film. The instructor may select for study any period, school, movement, or director. This course may be repeated for credit with a change in content.

Prerequisite: Completion of two of the following: SPAN 310, SPAN 311, SPAN 312, SPAN 313; or consent of department chair.

Offered: Alternate Springs.

**SPAN 404 - Studies in Hispanic Poetry (3)**

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.

Prerequisite: Completion of two of the following: SPAN 310, SPAN 311, SPAN 312, SPAN 313; or consent of department chair.

Offered: Alternate Springs.

**SPAN 420 - Applied Grammar (3)**

A practical application of grammar in both oral and written forms is emphasized, along with intensive study of construction and of idiomatic expressions.

Prerequisite: Completion of two of the following: SPAN 310, SPAN 311, SPAN 312, SPAN 313; or consent of department chair.

Offered: Spring.

**SPAN 460 - Seminar in Spanish (3)**

Focus is on intensive individual and group study of literary, philosophical, historical, political, social, or aesthetic problems. Students submit a major paper as a culmination of the semester's work. May be repeated for credit with a change in content.

Prerequisite: Completion of two of the following: SPAN 310, SPAN 311, SPAN 312, SPAN 313, and one 400-level course.

Offered: Spring.

**SPAN 491 - Independent Study I (3)**

Students select a topic and undertake concentrated research or creative activity under the mentorship of a faculty advisor.

Prerequisite: Consent of instructor, program director and dean, and admission to the Spanish honors program.

Offered: As needed.

**SPAN 492 - Independent Study II (3)**

This course continues the development of research or creative activity begun in SPAN 491. For departmental honors, the project requires final assessment by the department.

Prerequisite: SPAN 491 and consent of instructor, program director and dean.

Offered: As needed.

**SPAN 501 - Studies in Hispanic Fiction (3)**

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.

Prerequisite: Graduate status.

Offered: As needed.

**SPAN 503 - Studies in the Hispanic Theatre (3)**

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.

Prerequisite: Graduate status.

Offered: As needed.

**SPAN 504 - Studies in Hispanic Poetry (3)**

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.

Prerequisite: Graduate status.

Offered: As needed.

**SPAN 520 - Applied Grammar (3)**

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.

Prerequisite: Graduate status in Spanish or consent of department chair.

Offered: Spring.

**SPAN 560 - Graduate Seminar in Spanish (3)**

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. This course may be repeated for credit with a change in content.

Prerequisite: Open only to students in the graduate program.

Offered: Fall, Spring.

**SPAN 590 - Directed Study (3)**

Students select a topic and undertake concentrated research under the supervision of a faculty advisor. A major paper in thesis form is required.

Prerequisite: Graduate status and consent of department chair.

Offered: As needed.

## **SPED - Special Education**

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**SPED 300 - Introduction to the Characteristics and Education of Children and Youth with Disabilities (4)**

The educational implications of intellectual, physical, and behavioral differences among children are discussed. Definitions, characteristics, etiologies, incidence, and educational provisions are also examined. An assigned practicum is included.

Offered: Fall, Spring.

**SPED 302 - Teaching All Learners: Foundations and Strategies (4)**

Universal and selected teaching skills and strategies effective for diverse learners are presented and practiced; principles and practices addressing intellectual, physical, behavioral, and cultural differences among children are discussed. Practicum required. Students cannot receive credit for both SPED 302 and ELED 302.

Prerequisite: FNED 346, with minimum grade of B-, and admission into the elementary and special education teacher preparation programs; or consent of department chair.

Offered: Spring.

**SPED 304 - Deaf Education: Introductory Concepts (3)**

General overview of the critical concepts necessary for teaching children/adolescents who are deaf or hard of hearing are explored. Field based experience required.

Prerequisite: Matriculation in the Teaching Concentration in Deaf Education upon successful completion of the Bristol Community College Deaf Studies program.

Offered: Fall.

**SPED 310 - Principles and Procedures of Behavior Management for Children and Youth with Disabilities (4)**

This is an eclectic review of behavioral, psychodynamic, and humanistic concepts and strategies. Data collection, intervention, and evaluation procedures are explored. Thirty hours of an assigned practicum is included.

Prerequisite: SPED 300 (or SPED 302 or ELED 302) with minimum grade of B-.

Offered: Fall, Spring.

**SPED 311 - Language Development and Communication Problems of Children (3)**

Emphasis is placed on the processes of language development in children. Specific techniques for enhancing language development in children with disabilities are considered.

Prerequisite: SPED 300 or SPED 302 or ELED 302 or consent of department chair.

Offered: Fall, Spring.

**SPED 312 - Assessment Procedures for Children and Youth with Disabilities (4)**

The principles and procedures of educational assessment for preschool through secondary level students with mild/moderate disabilities are examined. Thirty hours of an assigned practicum are included.

Prerequisite: SPED 300 (or SPED 302 or ELED 302), SPED 310, or consent of department chair.

Offered: Fall, Spring.

**SPED 412 - Reading/Writing for Students with Mild/Moderate Disabilities (4)**

Curriculum and instructional approaches for children with mild/moderate disabilities (gr1-6) are analyzed. Emphasis is placed on assessment and intervention in reading and writing for children with disabilities. Practicum is required.

Prerequisite: SPED 300 (or SPED 302 or ELED 302), SPED 310, SPED 312, and consent of department chair.

Offered: Fall, Spring.

**SPED 415 - Early Childhood Developmental Screening and Assessment (3)**

Interdisciplinary assessment procedures and the development of individualized education programs are studied. Emphasis is on determining the technical adequacy of diagnostic tests.

Prerequisite: Graduate status or consent of department chair.

Offered: Fall.

**SPED 419 - Student Teaching in the Elementary School (8-10)**

In this culminating field experience, candidates complete a teaching experience in an elementary school under the supervision of a cooperating teacher and college supervisor. This is a full-semester assignment. Graded S, U.

Prerequisite: Concurrent enrollment in SPED 440; satisfactory completion of the admission and retention requirements for the special education and the elementary programs; passing score(s) on the Praxis II Content Knowledge Tests, approved Preparing to Teach Portfolio in all applicable programs; completion of the community service requirement; and a negative result from the required tuberculin test. Undergraduates and second degree candidates must have a cumulative GPA of 2.75 a full semester prior to student teaching.

Offered: Fall, Spring.

**SPED 424 - Assessment/Instruction: Adolescents with Mild/Moderate Disabilities (4)**

Assessment and instructional approaches for adolescents with mild/moderate disabilities at the middle grades or secondary level are analyzed. Thirty hour practicum required.

Prerequisite: SPED 300, SPED 310, SPED 312, admission to the Department of Special Education or consent of the department chair.

Offered: Spring.

**SPED 427 - Career/Transition Planning: Adolescents with Mild/Moderate Disabilities (3)**

Focus is on career and transition planning for adolescents with mild/moderate disabilities at the middle grades or secondary level. Observation/field experience required.

Prerequisite: SPED 300, SPED 310, SPED 312, admission to the Department of Special Education, or consent of department chair.

Offered: Spring.

**SPED 428 - Student Teaching at the Secondary Level (10)**

In this culminating field experience, candidates complete a teaching experience in an elementary or middle school under the supervision of a cooperating teacher and college supervisor. This is a full-semester assignment. Graded S, U.

Prerequisite: Concurrent enrollment in SPED 440; satisfactory completion of the admission and retention requirements for the special education and the elementary or secondary education programs; passing score(s) on the Praxis II; approved Preparing to Teach Portfolio; completion of the community service requirement; and a negative result from the required tuberculin test. A cumulative GPA of 2.50 a full semester prior to student teaching; M.A.T. candidates must have a cumulative GPA of 3.00 a full semester prior to student teaching.

Offered: Fall, Spring.

**SPED 433 - Adaptation of Instruction for Inclusive Education (3)**

The teacher's role in inclusive education is defined by the assessment and adaptation of curriculum, methods, and materials.

Prerequisite: Admission to and retention in a teacher preparation program; successful completion of one of the following courses: ECED 423, ELED 422, HPE 300, SED 406, ARTE 405 or TECH 406; or consent of department chair.

Offered: Fall, Spring, Summer.

**SPED 435 - Assessment/Instruction: Young Students with SID (4)**

This is an analysis of assessment, methodology, curriculum, instructional procedures, and adaptations of materials and strategies for children with severe and profound disabilities. Thirty hours of an assigned practicum are included.

Prerequisite: SPED 300, SPED 310, SPED 312, and admission to the Department of Special Education.

Offered: Fall.

**SPED 436 - Assessment/Instruction: Older Students with SID (4)**

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. Thirty hours of an assigned practicum are included.

Prerequisite: SPED 300, SPED 310, SPED 312, and admission to the Department of Special Education.

Offered: Spring.

**SPED 437 - Student Teaching in SID (8-10)**

In this culminating field experience, candidates complete a teaching experience in an elementary or middle school under the supervision of a cooperating teacher and college supervisor. This is a full-semester assignment. Graded S, U.

Prerequisite: Satisfactory completion of the admission and retention requirements for the special education and the elementary or secondary education programs; passing score(s) on the Praxis II; approved Preparing to Teach Portfolio; completion of the community service requirement; and a negative result from the required tuberculin test. A cumulative GPA of 2.50 a full semester prior to student teaching; M.A.T. candidates must have a cumulative GPA of 3.00 a full semester prior to student teaching.

Offered: Fall, Spring.

**SPED 438 - Student Teaching Seminar: SID (2)**

Teacher behaviors appropriate to effective teaching are developed. Topics include multicultural and global perspectives, IEP refinement, reflective teaching practices, and parental and technology issues. This seminar meets weekly.

Prerequisite: Concurrent enrollment in SPED 437.

Offered: Fall, Spring.

**SPED 440 - Collaboration: Home, School, and Community (3)**

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.

Prerequisite: Concurrent enrollment in SPED 419 or SPED 428, or consent of department chair.

Offered: Fall, Spring.

**SPED 444 - Deaf Education: Approaches with Younger Students (4)**

Specific curriculum, assessment, and methodological approaches for teaching young children who are deaf or hard of hearing are reviewed. Thirty-hour practicum is required.

Prerequisite: Matriculation in the Teaching Concentration in Deaf Education upon successful completion of the Bristol Community College Deaf Studies program.

Offered: Fall.

**SPED 445 - Deaf Education: Approaches with Older Students. (4)**

Specific curriculum, assessment, and methodological approaches for teaching adolescents/young adults who are deaf or hard of hearing are reviewed. Thirty-hour practicum is required.

Prerequisite: Matriculation in the Teaching Concentration in Deaf Education program upon successful completion of the Bristol Community College Deaf Studies program.

Offered: Spring.

**SPED 458 - Mathematics/Science for Students with Mild/Moderate Disabilities (4)**

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.

Prerequisite: SPED 300 (or SPED 302 or ELED 302), SPED 310, SPED 311, SPED 312, and consent of department chair. Matriculation in graduate program is required of all graduate students.

Offered: Fall, Spring.

**SPED 501 - Assessment of Students with Mild/Moderate Disabilities (3)**

Experienced teachers develop skill in the diagnostic assessment of the academic and behavioral abilities of children and adolescents with disabilities.

Prerequisite: Graduate status and SPED 300 or equivalent.

Offered: Fall (as needed).

**SPED 503 - Positive Behavior Interventions: Students with Disabilities (3)**

Participants apply positive behavioral intervention and supports.

Prerequisite: SPED 300 or equivalent, matriculation in a graduate program, or consent of department chair.

Offered: Fall (as needed).

**SPED 505 - Oral and Written Language: Classroom Intervention (3)**

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.

Prerequisite: SPED 300 or equivalent, matriculation in a graduate program, or consent of department chair.

Offered: Fall (as needed).

**SPED 513 - Orientation to the Education of Young Children with Special Needs (3)**

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.

Prerequisite: Graduate status or consent of department chair.

Offered: Summer.

**SPED 516 - Programs for Young Children with Disabilities (3)**

An array of organizational models for serving infants and preschool children with special needs is examined. Topics include the effective implementation of individualized educational programs, curricular design, inclusion, assessing child progress, and family engagement.

Prerequisite: Graduate status and concurrent enrollment with SPED 668, SPED 513 and consent of program advisor.

Offered: Spring.

**SPED 517 - Medical Aspects of Developmental Disabilities (3)**

Students are introduced to the medical diagnosis, classification, and management of young children with developmental disabilities. Major known etiologies are examined.

Prerequisite: Graduate status or consent of department chair.

Offered: Spring.

**SPED 518 - Reading Instruction for Students with Disabilities (3)**

Students select, adapt, implement, and assess reading methods and materials for elementary through secondary level students with mild/moderate disabilities.

Prerequisite: Matriculation in a graduate program SPED 501 and SPED 505 or equivalents, or consent of department chair.

Offered: Spring.

**SPED 519 - Professional Development for Cooperating Teachers (3)**

Participants refine practices that support effective supervision and evaluation of professional practice in special education. Focus is on updates in the field of special education and resources. Hybrid course.

Prerequisite: Graduate status and currently serving as a cooperating teacher, or consent of department chair.

Offered: As needed.

**SPED 520 - Young Adults in Nonschool Settings (3)**

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.

Prerequisite: Graduate status and SPED 300.

Offered: Summer.

**SPED 525 - Development of Communication and Movement (3)**

Patterns of human development are analyzed, with emphasis on the development of communication and movement. Alternate communication strategies for the nonverbal student are also discussed.

Prerequisite: Graduate status or consent of department chair.

Offered: Fall.

**SPED 526 - Assessment, Curriculum, Methods for Children with Multiple Disabilities (3)**

Instructional and environmental adaptations pertinent to facilitating adaptive behavior in students with multiple disabilities are discussed.

Prerequisite: Graduate status, SPED 300 and SPED 520.

Offered: Spring (even years).

**SPED 531 - Universal Design for Educating All Students (3)**

Principles/practices of universal design for teaching, learning, and assessment are provided.

Prerequisite: Graduate status, ELED 500 and SED 406, or ARTE 505, or consent of department chair.

Offered: Fall, Spring.

**SPED 534 - Involvement of Parents and Families Who Have Children with Disabilities (3)**

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.

Prerequisite: Matriculation in a graduate program or consent of department chair.

Offered: Fall, Spring.

**SPED 544 - Families in Early Intervention Programs: Essential Roles (3)**

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.

Prerequisite: Concurrent enrollment with SPED 669, graduate status or consent of department chair.

Offered: Fall.

**SPED 545 - Assistive Technology in the Classroom (3)**

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.

Prerequisite: Graduate status or consent of department chair.

Offered: As needed.

**SPED 551 - Urban Multicultural Special Education (3)**

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.

Prerequisite: Graduate status, certification in special education or consent of department chair.

Offered: Summer (annually).

**SPED 552 - Dual Language Development and Intervention (3)**

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.

Prerequisite: Graduate status, certification in special education and concurrent enrollment in SPED 651, or consent of department chair.

Offered: Annually.

**SPED 553 - Content-Based ESL Instruction for Exceptional Students (3)**

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.

Prerequisite: Graduate status, certification in special education, SPED 552 and SPED 651, or consent of department chair.

Offered: Annually.

**SPED 554 - Curriculum Design for Exceptional Bilingual Students (3)**

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.

Prerequisite: Graduate status, certification in special education; research methods course; SPED 551, SPED 552, SPED 553; or consent of department chair.

Offered: Annually.

**SPED 555 - Literacy for English Language Learners with Disabilities (3)**

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.

Prerequisite: Graduate status, certification in special education; SPED 551, SPED 552, SPED 651; concurrent enrollment in SPED 652; or consent of department chair.

Offered: Annually.

**SPED 557 - Assessing English Language Learners with Disabilities (3)**

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.

Prerequisite: Graduate status, certification in special education; SPED 551, SPED 552, SPED 651; concurrent enrollment in SPED 653; or consent of department chair.

Offered: Annually.

**SPED 561 - Understanding Autism Spectrum Disorders (3)**

The learning style and characteristics of autism spectrum disorders are examined. Techniques are developed for understanding and working with persons who have an autism spectrum diagnosis and their families.

Prerequisite: Graduate status or consent of department chair.

Offered: Fall (as needed).

**SPED 562 - Practicum I in Autism (1)**

The focus of this practicum is to conduct needs assessments of district capacity to meet the needs of students with autism. A district-based professional development plan is also developed.

Prerequisite: Graduate status and concurrent enrollment in SPED 561, or consent of department chair.

Offered: Summer (as needed).

**SPED 563 - Curriculum and Methodology: Students with Autism (3)**

Using the general education curriculum as a basis for learning, techniques are developed to support students with autism. Student strengths are matched with evidence-based practice.

Prerequisite: Graduate status, SPED 561, SPED 562, and concurrent enrollment in SPED 564 and SPED 565; or consent of department chair.

Offered: Spring (as needed).

**SPED 564 - Building Social and Communication Skills (3)**

The core social and communication deficits of autism are explored. Students learn to conduct specific assessments and to create individualized social and communication supports using evidence-based practices.

Prerequisite: Graduate status, SPED 561, SPED 562, and concurrent enrollment in SPED 563 and SPED 565; or consent of department chair.

Offered: Spring (as needed).

**SPED 565 - Practicum II in Autism (1)**

Concepts and skills are applied to students with autism in their classrooms. Student supports in communication, social skills, and curriculum adaptation are evaluated through on-site classroom observation.

Prerequisite: Graduate status, SPED 561, SPED 562, and concurrent enrollment in SPED 563 and SPED 564; or consent of department chair.

Offered: Summer (as needed).

**SPED 566 - Autism and Positive Behavior Supports (3)**

Participants use functional behavioral analysis to understand the unique behaviors of students with autism and the use of effective intervention.

Prerequisite: Graduate status, SPED 563, SPED 564, and SPED 565, or consent of department chair.

Offered: Fall (as needed).

**SPED 606 - Leading Special Education I: Administration (3)**

Emphasis is placed on school and community planning for children with disabilities and their families.

Prerequisite: Graduate status and consent of department chair.

Offered: As needed

**SPED 607 - Leading Special Education II: Legal and Financial Aspects (3)**

Emphasis is placed on federal/state laws, policies, procedures, and funding that govern/support special education programs/provisions for students with disabilities and their families. Field-based work is required.

Prerequisite: Graduate status and SPED 606, or consent of department chair.

Offered: As needed.

**SPED 608 - Leading Special Education III: Program Development and Organization (4)**

Emphasis is placed on the development of programs that promote access, opportunity, and positive outcomes for students with disabilities and their families. (Practicum required.)

Prerequisite: Graduate status and SPED 606, or consent of department chair.

Offered: As needed.

**SPED 609 - Leading Special Education IV: Program Evaluation (4)**

Emphasis is on the efficacy and impact of programs developed to best support the academic, social, and emotional needs of students with disabilities. (Practicum required.)

Prerequisite: Graduate status and SPED 606, or consent of the department chair.

Offered: As needed.

**SPED 648 - Interpreting and Developing Research in Special Education (3)**

Emphasis is placed 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.

Prerequisite: Matriculation into a graduate program.

Offered: Fall.

**SPED 651 - Language Development Practicum-Exceptional Bilingual Students (1)**

Students practice assessment procedures for distinguishing speech and language differences from delays/disorders. Language intervention techniques are applied in classroom settings. 17 contact hours.

Prerequisite: Graduate status, certification in special education and concurrent enrollment in SPED 552, or consent of department chair.

Offered: Annually.

**SPED 652 - Literacy Practicum-Exceptional Bilingual Students (1)**

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 contact hours.

Prerequisite: Graduate status, certification in special education; SPED 551, SPED 552; concurrent enrollment in SPED 555; or consent of department chair.

Offered: Annually.

**SPED 653 - Assessment Practicum-Exceptional Bilingual Students (1)**

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 contact hours.

Prerequisite: Graduate status, certification in special education; SPED 555, SPED 652; and concurrent enrollment in SPED 557; or consent of department chair.

Offered: Annually.

**SPED 654 - Internship in Urban Multicultural Special Education (3)**

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.

Prerequisite: Graduate status, certification in special education; SPED 534, SPED 554, SPED 555, SPED 557, SPED 651, SPED 652, SPED 653; or consent of department chair.

Offered: Fall, Spring, Summer.

**SPED 662 - Internship in the Elementary School (6)**

The intern is required to evaluate, plan for, and teach elementary or middle school students with mild/moderate disabilities in a special education program.

Prerequisite: Graduate status and consent of department chair.

Offered: Fall, Spring.

**SPED 664 - Internship at the Middle Grades or Secondary Level (6)**

Interns evaluate, plan for, and teach adolescents with mild/moderate disabilities at the middle grades or secondary level. A 12- to 14-week full-time internship is expected.

Prerequisite: Consent of graduate program advisor or department chair.

Offered: Fall, Spring.

**SPED 665 - Teaching Internship in Severe Intellectual Disabilities (6)**

The intern is required to evaluate, plan for, and teach students with severe intellectual disabilities in a school environment. The internship is a full-time, 12 week experience.

Prerequisite: Graduate status and consent of program advisor.

Offered: Fall, Spring.

**SPED 668 - Internship in Inclusive Early Childhood (3)**

Interns participate in assessment, planning, program implementation, and collaboration with professionals and families in an inclusive early childhood class for 200 hours.

Prerequisite: Graduate status, concurrent enrollment in SPED 516, SPED 513 and consent of program advisor.

Offered: Fall, Spring, Summer.

**SPED 669 - Internship in Early Intervention (3)**

Interns participate in assessment, planning, program implementation, and collaboration with professionals and families in an early intervention program for 200 hours.

Prerequisite: Graduate status, SPED 513, concurrent enrollment in SPED 544, and consent of program advisor.

Offered: Fall, Spring, Summer.

## **SUST - Sustainability Studies**

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**SUST 200 - Introduction to Sustainability (4)**

Students examine linkages among environmental protection, economic growth, and social progress in order to develop a fundamental understanding of interdisciplinary skills needed to assess and solve problems related to sustainability.

Offered: Fall, Spring Summer.

**SUST 251 - Sustainable Systems and Deep Ecology (3)**

This course presents holistic, experiential view of ecological systems as they interact with human experience, local food systems, green buildings, and sustainable energy systems, integrating guest lectures by green economy practitioners.

Prerequisite: Completion of FYS, FYW, and at least 24 credits, or permission of instructor.

Offered: Fall, Spring.

**SUST 261 - Exploring Nature Through Art, Science, Technology (4)**

Students develop environmental awareness of local ecology, cultivating a deepened sense of personal connection with the natural world, through art, writing, technology, and scientific exploration. No prior artistic experience is required.

General Education Category: Connections

Prerequisite: FYS, FYW 100/FYW 100P/FYW 100H and 45 credit hours.

Offered: Fall, Spring.

## **TESL - Teaching English as a Second Language**

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**TESL 300 - Promoting Early Childhood Dual Language Development (3)**

Candidates acquire research-based strategies for promoting English and supporting the native language in early childhood settings. Approaches are also given for working with parents and caregivers who speak languages other than English.

Prerequisite: ECED 301, ECED 423; and admission to the early childhood education teacher preparation program.

Offered: Fall.

**TESL 507 - Teaching Reading and Writing to English-as-a-Second-Language Students (3)**

Focus is on second-language literacy in reading and writing for limited English proficient students. Students cannot receive credit for both ELED 507 and TESL 507.

Prerequisite: Graduate status and TESL 541 or READ 534.

Offered: Fall, Spring.

**TESL 539 - Language Acquisition and Learning (3)**

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.

Prerequisite: Admission to a graduate teacher preparation program or consent of department chair.

Offered: Spring, Summer.

**TESL 541 - Applied Linguistics in ESL (3)**

The basic sounds, structures, and transformations of contemporary English usage as a basis for teaching English as a second language are examined.

Prerequisite: Graduate status.

Offered: Fall, Summer.

**TESL 546 - Teaching English as a Second Language (3)**

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.

Prerequisite: Graduate status and TESL 539 or consent of department chair.

Offered: Fall, Spring.

**TESL 548 - Curriculum and Methods for Content ESL Instruction (3)**

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.

Prerequisite: Graduate status and TESL 539 or consent of department chair.

Offered: Spring.

**TESL 549 - Sociocultural Foundations of Language Minority Education (3)**

Students examine sociocultural issues related to the instructional needs of language minority students, including social, cultural, political, and legal contexts of instruction.

Prerequisite: Admission to a graduate teacher preparation program or consent of department chair.

Offered: Fall, Summer.

**TESL 551 - Assessment of English Language Learners (3)**

The course explores principles of assessment for English Language Learners, formal and informal assessment methods and data analyses designed to improve instruction. (Formerly Curriculum Development and Language Assessment in ESL.)

Prerequisite: Graduate status, TESL 546 or TESL 548 and TESL 507 or consent of department chair.

Offered: Fall, Spring.

**TESL 553 - Internship in English as a Second Language (3)**

Students conduct assessments, provide instruction, and collaborate with professionals and parents in supervised ESL settings. The internship schedule includes weekly seminars.

Prerequisite: Graduate status, TESL 507 and TESL 546 or TESL 548.

Offered: Fall, Spring.

## **TECH - Technology Education**

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**TECH 200 - Introduction to Technological Systems and Processes (3)**

This is an introduction to technological development, technological literacy, the use of technological systems, and tools for fundamental production processes to solve social technical problems. 4 contact hours.

Offered: Fall, Spring.

**TECH 202 - Design Processes (3)**

This class introduces design processes necessary for problem solving and production in a technological society. Emphasis is placed on the design sequence, processes, and techniques for sketching, modeling, prototyping, and CAD. 4 contact hours.

Offered: Fall.

**TECH 204 - Energy and Control Systems (3)**

Energy sources and common energy processing techniques are introduced. Study includes control devices, energy transmission technology, and the operation of energy conservation systems. 4 contact hours.

Offered: Annually.

**TECH 216 - Computer-Aided Design (3)**

International drafting-language protocol is explored and used to solve design problems in orthographic and pictorial presentation. Study includes basic computer-aided drafting. 6 contact hours.

Offered: As needed.

**TECH 300 - Orientation to Technology Education (4)**

The field of technology education and its historic role in education are introduced. This study includes past and contemporary trends, technological literacy standards, program and curriculum development, and professional traits.

Prerequisite: TECH 200 or TECH 202, with minimum GPA of 2.75; completion of at least 12 credit hours of content area courses, with minimum GPA of 2.75; and minimum cumulative GPA of 2.75.

Offered: Fall, Spring.

**TECH 306 - Automation and Control Processes (3)**

This course explores pneumatic, hydraulic, and CNC industrial control and power systems. Applications for controlling devices and systems will be taught in a lab setting. Robotics programming experiences will be included.

Prerequisite: TECH 200 or TECH 202.

Offered: Fall.

**TECH 326 - Communication Systems (3)**

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 contact hours.

Prerequisite: TECH 200 or TECH 202.

Offered: Fall.



**TECH 327 - Construction Systems (3)**

This is an introduction to the skills, knowledge, environments, and people in the construction industry. A laboratory component is required for students to plan, design, and build a structure. 6 contact hours.

Prerequisite: TECH 200 or TECH 202.

Offered: Spring.

**TECH 328 - Manufacturing Systems (3)**

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 contact hours.

Prerequisite: TECH 200 or TECH 202.

Offered: Spring.

**TECH 329 - Transportation Systems (3)**

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 contact hours.

Prerequisite: TECH 200 or TECH 202.

Offered: Annually.

**TECH 406 - Methods in Technology Education (4)**

Students are introduced to a variety of teaching strategies involved in the daily instruction of technology education. Included are support materials and evaluation tools.

Prerequisite: TECH 300, with minimum grade of B-; completion of at least 18 credit hours of content area courses, with minimum GPA of 2.75 in these courses; admission to the Feinstein School of Education and Human Development and to the technology education teacher preparation program; or consent of department chair.

Offered: Fall, Spring.

**TECH 407 - Practicum in Elementary Technology Education (Grades K through Six) (4)**

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 contact hours.

Prerequisite: TECH 300, with minimum grade of B-; TECH 406, with minimum grade of B- and positive recommendation from the instructor; completion of at least 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) (4)**

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.

Prerequisite: Admission to the technology education teacher preparation program.

Offered: Fall.

**TECH 421 - Student Teaching in Technology Education (10)**

In this culminating field experience, candidates complete a teaching experience in a middle or senior high school under the supervision of a cooperating teacher and college supervisor. This is a full-semester assignment. Graded S, U.

Prerequisite: TECH 407 and TECH 408, with a minimum grade of B- and positive recommendations from the instructors; concurrent enrollment in TECH 422; completion of all required education courses, with a minimum grade of B- (except CEP 315); completion of all content area courses, with a minimum GPA of 2.75; a minimum cumulative GPA of 2.75 a full semester prior to student teaching; passing score(s) on the Praxis II, approved Preparing to Teach Portfolio; completion of the community service requirement; and a negative result from the required tuberculin test.

Offered: Fall, Spring.

**TECH 422 - Student Teaching Seminar in Technology Education (2)**

Teacher behaviors appropriate to effective teaching are developed. Topics include classroom and time management, effective communication, learning styles, and teaching strategies. This seminar meets weekly.

Prerequisite: Concurrent enrollment in TECH 421.

Offered: Fall, Spring.

**TECH 430 - Internship in Applied Technology (6)**

Exploratory internships offered for the purpose of professional development and advancing career goals. Learning experiences in work environments help students transition from the role of student to the professional. 12 contact hours.

Prerequisite: Senior standing; All content courses must be completed; 27 credits in content area; 2.75 GPA in content area.

Offered: As needed.

**TECH 431 - Capstone Design Project (4)**

This is a project completed under the direction of a faculty member. Students will design, model, test, and report results of their project. 6 contact hours.

Prerequisite: Senior standing; all content courses must be completed; 27 credits in content area; 2.75 GPA in content area.

Offered: Fall, Spring.

**TECH 490 - Directed Study (3)**

Designed to be a substitute for a traditional course under the instruction of a faculty member.

Prerequisite: Consent of instructor, department chair and dean.

Offered: As needed.

**TECH 511 - Implementing Technology Education (3)**

Teaching strategies are provided, with focus on implementing programs, integrating with STEM areas, and developing activities.

Prerequisite: Graduate status and certification in technology education, or consent of department chair.

Offered: As needed.

**TECH 512 - Program Development and Funding (3)**

Focus is on developing funding plans and grants to sustain technology education programs.

Prerequisite: Graduate status and certification in technology education, or consent of department chair.

Offered: As needed.

**TECH 520 - Curriculum Models in Technology Education (3)**

New curriculum models used in technology education programs at the national level are presented. Career education and prevocational curriculum thrusts are identified and analyzed for implementation in technology education programs.

Prerequisite: Graduate status and certification in technology education, or consent of department chair.

Offered: As needed.

**TECH 531 - Issues in the Workplace (3)**

Economic, social, and political issues affecting work and education are identified. Forces accelerating the rate of change in peoples' working lives and their expectations for education and training are studied.

Prerequisite: Graduate status and certification in technology education, or consent of department chair.

Offered: Spring.

**TECH 562 - Research in Technology Education (3)**

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.

Prerequisite: Graduate status, completion of four courses in the Professional Education Component and/or consent of department chair.

Offered: As needed.

**TECH 565 - Problem Solving and Critical Thinking (3)**

Students apply techniques for analyzing problems, framing decisions, and stimulating critical analysis and creative thought.

Prerequisite: Graduate status and certification in technology education, or consent of department chair.

Offered: Fall.

**TECH 590 - Directed Study (3)**

Students select a topic and undertake a concentrated research project under the supervision of a faculty advisor.

Prerequisite: Graduate status and either completion of all required courses or final semester of study.

Offered: As needed.

## **THTR - Theatre**

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**THTR 091 - Portfolio Review (0)**

At the conclusion of each semester, students present their course work to a panel of professors for critique. The critique focuses on the student's progress and on preparing the student for future job interviews and employment. Grading is S or U.

Offered: Fall, Spring.

**THTR 105 - Introduction to Theatre (3)**

The basic principles of playwriting, acting, and directing are examined.

Offered: Fall, Spring.

**THTR 110 - Fundamentals of Theatrical Design and Production (3)**

The basic principles and practices of design and production are examined.

Offered: Fall, Spring.

**THTR 178 - Theatre Production I (1)**

Students work on RIC theatre productions under faculty supervision (in performance, technical theatre, costumes/makeup, or stage/theatre management). This course must be taken twice. Grading is S or U.

Offered: Fall, Spring.

**THTR 217 - Fundamentals of Stage Management (3)**

The basic principles of stage management are covered.

Prerequisite: THTR 105 and THTR 110, or consent of department chair.

Offered: Spring.

**THTR 220 - Voice and Articulation for the Performer (3)**

The fundamentals of voice production and articulation are studied from the physiological and phonetic bases of speech.

Offered: As needed.

**THTR 221 - Movement for the Actor (3)**

The performer is trained in controlling, shaping, and moving the body. Attention is given to the development of physical characterization.

Prerequisite: THTR 105 or consent of department chair.

Offered: Fall, Spring.

**THTR 222 - The Actor's Self: Improvisation and Technique (3)**

The actor is introduced to self-discovery in performance. Improvisational techniques free the beginning actor physically, vocally, and emotionally.

Prerequisite: THTR 105 or consent of department chair.

Offered: Fall, Spring.

**THTR 228 - Basic Design Principles for Theatre (3)**

Students are introduced to the language of design. The elements and principles of design and basic drawing techniques are also examined.

Prerequisite: THTR 105 and THTR 110, or consent of department chair.

Offered: Fall.

**THTR 230 - Stagecraft (3)**

The basics of drafting, theatrical building practices, electrical, and sound pathways are introduced. Research and shop projects are required.

Prerequisite: THTR 105 and THTR 110, or consent of department chair.

Offered: Spring.

**THTR 231 - Scenography (3)**

Theatrical rendering techniques and the fundamentals of the theatrical scenic model are studied.

Prerequisite: THTR 105 and THTR 110, or consent of department chair.

Offered: Spring.

**THTR 232 - Technical Theatre Principles (3)**

Advanced technical concepts and systems are examined. Focus is on how different systems are interrelated on stage.

Prerequisite: THTR 230.

Offered: Spring.

**THTR 233 - Architecture and Décor (3)**

The history of visual style is explored. Clothing, art, and architecture are examined through various key periods of history.

Prerequisite: THTR 105 and THTR 110, or consent of department chair.

Offered: Spring.

**THTR 240 - Appreciation and Enjoyment of the Theatre (4)**

The theatrical process—from playwriting to performance to criticism—is studied. Attendance at theatre productions is required.

General Education Category: Arts - Visual and Performing for nonmajors.

Offered: Fall, Spring, Summer.

**THTR 241 - American Musical Theatre (3)**

The development of musical comedy and its variations within the United States from the eighteenth century to the present are traced.

Offered: Fall (even years).

**THTR 242 - Acting for Nonmajors (4)**

This course is for non-theatre majors. Students are introduced to acting, with focus on acquainting students with the basic concepts and principles of acting, including script analysis, character development, and ensemble playing.

General Education Category: Arts - Visual and Performing.

Offered: Summer.

**THTR 261 - Contemporary Black Theatre: Cultural Perspectives (4)**

African American theatre in America and English-speaking Africa since the 1960s is studied, with emphasis on representative plays, playwrights, movements, and artists.

General Education Category: Connections.

Prerequisite: FYS 100, FYW 100/FYW 100P/FYW 100H and 45 credit hours.

Offered: Annually.

**THTR 278 - Theatre Production II (1)**

Students work on RIC theatre productions under faculty supervision (in performance, technical theatre, costumes/makeup, or stage/theatre management). This course must be taken twice. Grading is S or U.

Prerequisite: THTR 178.

Offered: Fall, Spring.

**THTR 302 - Oral Interpretation (3)**

The analysis, preparation, and performance of a variety of literary forms are examined, including drama, prose, and poetry.

Prerequisite: THTR 220 or consent of department chair.

Offered: As needed.

**THTR 320 - Character Study: Psychological Realism (3)**

The actor is introduced to the basic elements of characterization. Play structure, the function of characters within the structure, and individual characters are analyzed.

Prerequisite: THTR 220 and either THTR 221 or THTR 222, or consent of department chair.

Offered: Annually.

**THTR 321 - Character Study: Transformation (3)**

Through scene studies, students prepare complex and eccentric characterizations as found in the plays of Albee, Brecht, Ionesco, and others.

Prerequisite: THTR 220 and either THTR 221 or THTR 222, or consent of department chair.

Offered: Annually.

**THTR 330 - Theatrical Design Concepts (3)**

The differences and similarities within the design disciplines are explored. Students create multiple designs for a single production.

Prerequisite: THTR 228 and THTR 231, or consent of department chair.

Offered: Fall.

**THTR 346 - Musical Theatre Performance (3)**

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.

Prerequisite: THTR 220, THTR 221, and consent of instructor(s) and department chair.

Offered: Spring (even years).

**THTR 378 - Theatre Production III (1)**

Students work on RIC theatre productions under faculty supervision (in performance, technical theatre, costumes/makeup, or stage/theatre management). This course must be taken twice. Grading is S or U.

Prerequisite: THTR 278 or consent of department chair.

Offered: Fall, Spring.

**THTR 390 - Directed Study (3)**

The directed study is designed to be a substitute for a traditional course under the instruction of a faculty member.

Prerequisite: Consent of instructor, department chair and dean.

Offered: As needed.

**THTR 411 - Technical Direction (3)**

The skills needed by a technical director in both commercial and noncommercial theatre are introduced and developed.

Prerequisite: 60 credit hours of undergraduate courses, including THTR 232, or consent of department chair.

Offered: As needed.

**THTR 412 - Scene Design for the Theatre (3)**

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.

Prerequisite: 60 credit hours of undergraduate courses, including THTR 330, or consent of department chair.

Offered: As needed.

**THTR 413 - Sound Design for the Theatre (3)**

The art and technology of theatrical sound are explored. Topics include recording, editing, and reinforcement techniques and equipment. This course may be repeated once for credit.

Prerequisite: 60 credit hours of undergraduate courses, including THTR 232 and THTR 330, or consent of department chair.

Offered: As needed.

**THTR 414 - Costume for the Theatre (3)**

Theoretical and practical design concepts, civil dress history, and characterizations are studied through theatre application and projects.

Prerequisite: 60 credit hours of undergraduate courses, including THTR 330, or consent of department chair.

Offered: Fall.

**THTR 415 - Lighting for Theatre and Dance (3)**

Lighting for the stage is explored.

Prerequisite: 60 credit hours of undergraduate courses, including THTR 330, or consent of department chair.

Offered: As needed.

**THTR 416 - Makeup for the Stage, Film, and Television (3)**

Techniques of makeup, chart construction, and research are studied. Twenty hours of laboratory experience on a major Rhode Island College Theatre production are required.

Prerequisite: THTR 110 or consent of department chair.

Offered: Annually.

**THTR 417 - Stage Management for Theatre and Dance (3)**

Focus is on the responsibilities of a stage manager for both commercial and noncommercial theatre and dance companies. 3-4 contact hours.

Prerequisite: 60 credit hours of undergraduate courses, including THTR 105, THTR 110, and THTR 217, or consent of department chair.

Offered: As needed.

**THTR 418 - Scenic Painting (3)**

The basic principles and techniques of scenic painting are examined. This course may be repeated once for credit.

Prerequisite: 60 credit hours of undergraduate courses, including THTR 330, or consent of department chair.

Offered: As needed.

**THTR 419 - Performing Arts Management (3)**

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.

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 (3)**

The actor is trained in the performance of Greek tragedy, commedia dell'arte, and the plays of Molière. 4 contact hours.

Prerequisite: THTR 221, THTR 222, THTR 320, THTR 321, or consent of department chair.

Offered: As needed.

**THTR 423 - Period Styles of Acting II (3)**

The actor is trained in the performance of Elizabethan and Jacobean tragedy and comedy, Restoration comedy, and nineteenth-century melodrama and farce. 4 contact hours.

Prerequisite: THTR 221, THTR 222, THTR 320, THTR 321, or consent of department chair.

Offered: As needed.

**THTR 424 - Auditioning Techniques (3)**

Through the selection, preparation, presentation, evaluation, and coaching of audition materials, students improve their auditioning skills.

Prerequisite: 60 credit hours of undergraduate courses, including THTR 105, THTR 220, THTR 221, THTR 222, THTR 320, THTR 321, or consent of department chair.

Offered: Annually.

**THTR 425 - Fundamentals of Directing (3)**

Basic play interpretation, casting, rehearsal procedures, and other directorial duties are covered. Student-directed scenes involve problems in composition, movement, tempo, and rhythm.

Prerequisite: THTR 105, THTR 110, THTR 320, THTR 321, or consent of department chair.

Offered: Annually.

**THTR 430 - Creative Drama with Children and Youth (3)**

Improvised drama is explored as a process in fostering creative expression in children and youth in a variety of educational and community settings.

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 (3)**

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.

Prerequisite: THTR 430 or consent of department chair.

Offered: Spring.

**THTR 440 - History of Theatre: Origins to 1800 (4)**

Students examine the development of the physical theatre and of dramatic art from their origins to 1800. THTR 440 and THTR 441 do not have to be taken in sequential order.

Prerequisite: Two 200-level theatre courses or consent of department chair.

Offered: Annually.

**THTR 441 - History of Theatre: 1800 to the Present (4)**

Students examine the development of the physical theatre and of dramatic art from 1800 to the present. THTR 440 and THTR 441 do not have to be taken in sequential order.

Prerequisite: Two 200-level theatre courses or consent of department chair.

Offered: Annually.

**THTR 442 - History of Theatre: 1875 to the Present (3)**

The development of the physical theatre and of dramatic art from 1875 to the present is studied. Attendance at theatre productions is required. THTR 440, THTR 441, and THTR 442 do not have to be taken in sequential order.

Prerequisite: 60 credit hours of undergraduate courses or consent of department chair.

Offered: Annually.

**THTR 460 - Seminar in Theatre (3)**

A selected area of theatre is explored in depth, culminating in a major research paper and oral presentation.

Prerequisite: THTR 221, THTR 222, THTR 320, THTR 321; 30 credit hours of theatre courses; or consent of department chair.

Offered: Spring.

**THTR 475 - Theatre Internship (9)**

Students gain a comprehensive understanding of theatre arts through on-the-job training. Full-time work with an approved theatre company is required. (6 credit hours for summer.) Grading is H, S, or U.

Prerequisite: THTR 105 and THTR 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 (3)**

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. 15 contact hours.

Prerequisite: For student actors: THTR 105, THTR 110, THTR 220, THTR 221, THTR 222, THTR 320, THTR 321, and consent of department chair. For student technicians: THTR 105, THTR 110, THTR 411, and one course from THTR 412, THTR 414, THTR 415, THTR 417, and consent of department chair.

Offered: Fall.

**THTR 478 - Theatre Production IV (1)**

Students work on RIC theatre productions under faculty supervision (in performance, technical theatre, costumes/makeup, or stage/theatre management). This course must be taken twice. Grading is S or U.

Prerequisite: THTR 378 or consent of department chair.

Offered: Fall, Spring.

**THTR 490 - Independent Study in Theatre (3)**

Students select a topic and undertake concentrated research or creative activity under the mentorship of a faculty member. The Independent Study in Theatre may be repeated with a different topic or continuation of a non-honors project.

Prerequisite: Junior or senior standing, and consent of instructor, department chair and dean.

Offered: As needed.

**THTR 491 - Independent Study I (3)**

Students select a topic and undertake concentrated research or creative activity under the mentorship of a faculty member.

Prerequisite: Junior or senior standing, consent of instructor, department chair and dean, and admission to the theatre honors program.

Offered: As needed.

**THTR 492 - Independent Study II (3)**

This course continues the development of research or activity begun in THTR 491. For departmental honors, the project requires final assessment form the department.

Prerequisite: THTR 491 and consent of instructor, department chair and dean.

Offered: As needed.

**THTR 493 - Special Problems in Design (3)**

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.

Prerequisite: Junior or senior standing and consent of department chair and dean.

Offered: As needed.

**THTR 498 - Special Problems in Directing (3)**

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.

Prerequisite: Junior or senior standing and consent of department chair and dean.

Offered: As needed.

## **YDEV - Youth Development**

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**YDEV 300 - Introduction to Youth Development (4)**

Students will explore basic dimensions of youth work, professional practice and contexts of play and learning. The course requires travel to youth development settings.

Prerequisite: At least 24 credits. A BCI (state background check) is required.

Offered: Fall, Spring.

**YDEV 352 - Seminar in Youth Development (3)**

This foundational seminar in the youth development program provides a framework to integrate the multidisciplinary approaches of education, social work, and nonprofit studies. (Formerly FNED 352).

Prerequisite: FNED 346, SWRK 240, and concurrent enrollment in YDEV 353.

Offered: Fall.

**YDEV 353 - Field Experience in Youth Development (1)**

Students will complete 15-30 hours of fieldwork within an organization that serves children and/or youth. Fieldwork includes observations, interviews, and a small project. (Formerly CURR 347 for YDEV students). 2 contact hours.

Prerequisite: FNED 346, SWRK 240, and concurrent enrollment in YDEV 352.

Offered: Fall.

**YDEV 412 - Advanced Issues in Youth Development (3)**

Students will synthesize skills, knowledge, and competencies necessary for success in youth development work.

Prerequisite: YDEV 352, YDEV 353, and concurrent enrollment in YDEV 413.

Offered: Spring.

**YDEV 413 - Internship in Youth Development (4)**

Students will complete a semester-long internship at an organization that serves children and/or youth. This course satisfies the Non-Profit Studies Certificate elective course requirement. (Formerly NPST 403 for YDEV students). 12 contact hours.

Prerequisite: YDEV 352, YDEV 353, and concurrent enrollment in YDEV 412.

Offered: Spring.

# GLOSSARY OF ACADEMIC TERMS

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**Capstone** means “culminating” or “crowning.” It is used to describe a course that is the culminating experience for a program of study.

**Cognates** are required courses in disciplines related to the major. Cognates are intended to broaden and enhance the major.

**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.

**Content major** refers to the disciplinary course work taken by students in elementary education.

**Core** courses within General Education consist of three courses that provide an introduction to college-level writing and interdisciplinary seminars at both freshman and upper levels.

**Distribution** courses within General Education consist of one course from each of the following seven areas: Arts—Visual and Performing, History, Literature, Mathematics, Natural Science (lab required), Social and Behavioral Sciences, and Advanced Quantitative/Scientific Reasoning.

**Electives** are courses that students may choose beyond their required courses in order to fulfill degree requirements.

**Enrolled** means a student has been admitted to the college and/or a program and has registered for courses.

**Full-Time student** is a student taking 12 to 18 credit hours per semester.

**Major** is the discipline or academic area in which the student engages in in-depth study. Majors normally require a minimum of 30 credit hours.

**Matriculate** means to be admitted formally to a degree program.

**Minor** is a secondary specialization in a degree program and normally requires a minimum of 18 credit hours.

## Mode of Instruction

- **Standard Classroom** is a course that meets at a pre-determined time and place, in-person, on a regular schedule throughout the term. The course may include use of online learning management system(s).
- **\*Hybrid** is a course in which a portion of standard classroom instruction is replaced by online learning.
- **Distance** is a course in which all teaching and learning takes place online. There are no in-person meetings.

All General Education Connections courses **must** include at least 50% Standard Classroom instruction.

**Part-Time student** takes fewer than 12 credit hours per semester.

**Program of study** usually consists of the following: General Education courses, courses in the major, cognate courses, and elective courses.

**Retention Requirements** must be met in order to remain enrolled at the college and/or in a program.

**Teacher preparation program** is a term used in the elementary education, secondary education, and K–12 programs to describe the major and other requirements needed to be eligible for certification as a teacher.

**Teaching concentration in special education** is a term used in the elementary education and secondary education program and refers to a group of courses in special education taken in addition to required courses in elementary education or secondary education.

# LEARNING GOALS

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## Faculty of Arts and Sciences

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### AFRICANA STUDIES LEARNING GOALS

**Students in Africana Studies at RIC are expected to be able:**

1. To recall historical chronology that gave rise to the field of Africana Studies.
2. To identify the important contributors to the field, and explain the relevance of the field for both the academy and society.
3. To recite major events, dates, and persons in the chronology of the global black experience.
4. To demonstrate familiarity with the history and impact of resistance against racism, colonialism, enslavement, poverty, and injustice.
5. To discuss sociological and psychological theories with reference to the global black experiences.
6. To cite the principle contributions of the major literary, musical, and artistic figures in the black experience.
7. To show how the experiences of blacks have been an integral part of American and world history.
8. To demonstrate college-level skills in reading, writing, speaking, listening, researching, and reasoning.

In short, Africana students should be able to negotiate the transdisciplinary relationship among the anthropological, historical, psychological, religious, sociological, aesthetic/literary, linguistic, economic, political, medical, scientific, and technological areas of black life.

### ANTHROPOLOGY LEARNING GOALS

1. Develop an awareness of the multiple factors—environmental, biological, psychological, and cultural—leading to similarities and differences across human populations, along with substantive knowledge of relevant data;
2. Develop an understanding of:
  - a. the main concepts, methods, and techniques used in analyzing existing and past human societies, along with substantive knowledge of relevant data;
  - b. the main scientific concepts and theoretical approaches used in reconstructing human evolution, along with substantive knowledge of relevant data;
  - c. the genetic and behavioral factors responsible for biological similarities and differences across human populations, along with substantive knowledge of relevant data;
  - d. the distinctive nature of human language and of human communication as culturally shaped behavior, along with substantive knowledge of relevant data;
3. Develop the ability to:
  - a. understand scholarly articles in anthropology in terms of their purposes, methods, and significance;

- b. integrate information and approaches drawn from multiple subfields with respect to a specific research topic;

4. Develop an awareness of:

- a. ethical codes within the profession;
- b. ethical and legal considerations and consequences of data collection, analysis, and publication.

### ART HISTORY LEARNING GOALS

**Upon completion of the major, graduates must have attained**

1. A general knowledge of the monuments and principal artists of all major art periods of the past, including a broad understanding of the art of the twentieth century and acquaintance with the art history of non-Western cultures.
2. A general knowledge of world history.
3. Knowledge of the tools and techniques of scholarship.
4. Functional knowledge of the creative process.
5. Adequate mastery of at least one foreign language to support research through the reading of primary source materials, as is appropriate to a student's areas of interest.

*As per the National Association of Schools of Art & Design (NASAD) Accrediting Agency Handbook*

### ART (STUDIO) LEARNING GOALS

**Upon completion of the major, graduates must:**

1. Be visually literate, including competency with the non-verbal languages of art and design.
2. Develop visual, verbal and written responses to visual phenomena, and organize perceptions and conceptualizations both rationally and intuitively.
3. Develop the capacity to identify and solve problems within a variety of physical, technological, social and cultural contexts.
4. Be familiar with and develop competence in a number of art or design techniques.
5. Be familiar with the major achievements in the history of art/design, including the works and intentions of leading artists/designers in the past and present.
6. Understand and evaluate contemporary thinking about art or design.
7. Make valid assessments of quality and effectiveness in design projects and works of art, especially their own.

*As per the National Association of Schools of Art & Design (NASAD) Accrediting Agency Handbook*

### BIOLOGY B.S. LEARNING GOALS

A student graduating with a Bachelor of Science will possess the broad-based knowledge necessary to connect and integrate various disciplines of life science. They will understand how to use the scientific method to answer questions about the natural world. They will effectively

communicate the rationale, methodology and evidence of scientific research. They will be prepared for advanced study and careers in science.

Upon completion of the B.S. in Biology, students will demonstrate:

1. Competency in general and advanced topics in biology.
2. Proficiency in methods of inquiry-based research.
3. Familiarity with a wide array of experimental tools and techniques.
4. Ability to synthesize and critically analyze scientific information.
5. Quantitative, critical thinking and communication skills applicable to biology.

### **BIOLOGY MINOR LEARNING GOALS**

Students completing the minor in Biology will be introduced to the breadth of biology, and explore specific topics in greater depth.

Students completing the minor in Biology will:

1. Complete the introductory biology lecture and laboratory sequence of courses.
2. Acquire an understanding of specialized topics by completing at least three additional courses in biology.

### **CHEMICAL DEPENDENCY/ADDICTION STUDIES LEARNING GOALS ()**

1. To aid students in their development of competencies, knowledge, skills, and proficiencies within the addictions field.
2. To prepare students for licensure and the commencement of a career in the field of addictions.
3. To encourage the pursuit of graduate studies.
4. To provide an environment that encourages the internal development of professionalism.
5. To aid students in their refinement of interpersonal and self-reflective skills.

### **CHEMISTRY LEARNING GOALS**

#### **Field Knowledge:**

A thorough knowledge, both descriptive and quantitative of the principles and methods of the field including an understanding of the questions addressed by this discipline, an appreciation for the historical development of the field and an understanding of the limitations inherent in its study.

#### **Problem solving:**

An ability to interpret and solve theoretical and applied problems using established or new techniques.

#### **Lab skills:**

The acquisition of a complete set of laboratory skills including the ability to collect and analyze data using a variety of instrumental and computational techniques and to work cooperatively with their peers, as well as an understanding of the applicability of each technique to a particular problem.

#### **Research skills:**

The ability to plan and carry out research using proper methods including the use of the scientific literature to obtain information.

#### **Communication:**

The ability to clearly and correctly communicate scientific results and concepts in both spoken and written form.

#### **Safety:**

The ability to use proper safety measures, to recognize and avoid hazards, and to recognize, handle and properly dispose of hazardous materials.

#### **Ethics:**

An understanding of the ethical responsibilities of a physicist/chemist including the importance of honesty in all scientific endeavors and the consideration of the social and environmental ramifications of their field.

### **CLINICAL LABORATORY SCIENCES LEARNING GOALS**

#### **Graduates of the Program will:**

- Be proficient in performing the full range of clinical laboratory tests
- Be able to develop and evaluate test systems and interpretive algorithms
- Assume responsibilities in areas of analysis and clinical decision-making, regulatory compliance, education and quality assurance/performance improvement wherever laboratory testing is researched, developed or performed.
- Possess basic knowledge, skills and relevant experiences in communications, financial operations, information management and research design/practice to evaluate published studies.

### **COMMUNICATION LEARNING GOALS**

#### **Graphic Technology**

1. To prepare graduates who can communicate effectively orally, graphically, and in writing.
2. To provide students with an understanding of how graphic, numeric, and textual information are combined in graphic publications.
3. To prepare graduates with broad technical skills, able to effectively troubleshoot problems and determine the best solutions.
4. To develop content creation skills necessary to plan, contract, and evaluate graphic documents for production.

#### **Public and Professional**

1. To develop content creation skills necessary to plan, contract, and evaluate graphic documents for production.
2. To apply research skills and critical thinking to communication in a sustained argument or discussion.
3. To structure messages for specific audiences and develop ideas with appropriate supporting materials.
4. To improve oral and physical delivery in public and group contexts.

#### **Speech and Hearing Science**

1. To apply the skill of hearing speech sounds to the process of phonetic transcription.
2. To apply theories of speech and language development to data collected from a normal child.
3. To understand the science of speech and hearing, including acoustics, speech perception and anatomy and physiology.
4. To understand the principles of audiology.
5. Graduating students will apply for and gain admission to graduate programs in Speech and Hearing Science.



**Public Relations**

1. To provide the student with an understanding of what strategic communications and specifically public relations are and do.
2. To provide the student with an understanding of the appropriate applications of theories and concepts from the disciplines of communications, psychology, sociology and political science.
3. To provide the students with an understanding of the tools used to measure and influence public opinion.

**Mass Media**

1. To learn how to apply social science research findings, critical theories, and methodologies related to the impact of mass media on American society and culture.
2. To understand local and global impact of new communication technologies on political, social, and economic institutions.
3. To understand the decision-making process in mass media organizations focusing on the organization, economic, technological, and societal constraints on decision-makers.
4. To learn media ethics, law and regulation, and cultural diversity that will train them to become responsible media practitioners.
5. How mass media are produced, reproduced, consumed, and constructed within cultural context.
6. To learn how to conceptualize, develop, plan, and execute a media or multimedia project through the phases of production: pre-production, production, and postproduction.

**COMPUTER SCIENCE LEARNING GOALS****Bachelor of Arts in Computer Science Program Goals****Goal 1: Core mastery**

Students will acquire a background in the content and methodology of computer science.

*Objective 1:* Students will understand and use basic programming concepts and techniques.

*Objective 2:* Students will understand and use basic concepts and techniques in computer organization, architecture and operating systems.

**Goal 2: Application**

Students will apply their knowledge of computer science to solve problems.

*Objective 1:* Students will use problem-solving skills to design, implement and test programs individually.

*Objective 2:* Students will use problem-solving skills to design, implement and test programs as a member of a team.

**BACHELOR OF SCIENCE IN COMPUTER SCIENCE PROGRAM GOALS****Goal 1: Core mastery**

Students will acquire a background in the content and methodology of computer science.

*Objective 1:* Students will understand and use basic programming concepts and techniques.

*Objective 2:* Students will understand and use basic concepts and techniques in computer organization, architecture and operating systems.

**Goal 2: Application**

Students will apply their knowledge of computer science to solve problems.

*Objective 1:* Students will use problem-solving skills to design, implement and test programs individually.

*Objective 2:* Students will use problem-solving skills to design, implement and test programs as a member of a team.

**DANCE PERFORMANCE LEARNING GOALS**

1. Students will demonstrate substantial facility within a diverse range of dance styles and techniques.
2. Students will demonstrate sophistication with, and control of, performance dynamics in a wide range of formal and informal performance events.
3. Students will demonstrate facility with improvisational choreography and compositional conventions in the creation of original dance works.
4. Students will demonstrate an understanding of, and facility for, historical and theoretical inquiry in dance including its interrelatedness to various other cultural influences and forms of cultural production.
5. Students will demonstrate knowledge and understanding of interrelatedness of allied disciplines that enhance dance creation and performance.
6. Students will demonstrate responsibility for support of ensemble management and ensemble productions.

**ENGLISH LEARNING GOALS**

1. Students will be able to analyze both verbal and visual texts from a number of genres and a variety of historical periods.
2. Students will be able to read texts critically and with sensitivity to the historical and cultural conditions within which they are produced.
3. Students will demonstrate the ability to produce effective writing in a variety of critical modes, using the conventions of standard American English. In addition, students choosing to focus on creative writing will demonstrate appropriate ability in this area.
4. Students will understand current theory and be able to employ varieties of theoretical approaches in their critical analyses.
5. Students will be able to incorporate secondary sources and/or traditional and nontraditional research material into the analysis of texts and will be able to use correct MLA style.
6. Students will understand the goals of the major and be able to assess the strengths and weaknesses of their program.

**ENVIRONMENTAL STUDIES LEARNING GOALS**

Students majoring in the Environmental Studies Program at Rhode Island College will be able to:

1. Demonstrate an understanding of fundamental physical and biological principles that govern natural processes.
2. Demonstrate an understanding of fundamental concepts from the social sciences and the humanities underlying environmental thought and governance.
3. Integrate and apply perspectives from across the natural sciences, social sciences and the humanities in the context of complex environmental problems.

4. Communicate integrated perspectives on complex environmental problems in the form of written and oral argument to both professional and lay audiences.
5. Develop experiential skills that contribute to environmental thought and/or problem solving.

#### **FILM STUDIES LEARNING GOALS**

Students will:

- Understand film as a formal system.
- Comprehend the basic terminology of the discipline.
- Demonstrate comprehension of basic terminology through the use of their analytical skills.
- Write about film with respect to its historical contexts and theoretical issues.
- Demonstrate a balance between technical concerns and conceptual.

#### **GENDER AND WOMEN'S STUDIES LEARNING GOALS**

Students will:

- Discover and communicate new knowledge about women.
- Examine and reinterpret existing knowledge about women.
- Synthesize and integrate understanding of women into the disciplines.
- Gain an understanding of women in contemporary society.
- Understand theoretical analysis of gender.
- Acquire an understanding of and respect for difference in regards to gender, age, ability, class, ethnicity, race, religion, sexual orientation and national origin.

#### **GENERAL STUDIES LEARNING GOALS**

1. Develop skills leading to productive personal and professional growth.
2. Acquire multiple perspectives on ideas, issues, and events.
3. Develop an appreciation of the interconnectedness of knowledge.
4. Develop skills as a lifelong learner.

#### **GEOGRAPHY LEARNING GOALS**

- To become adept at understanding and expressing the definitions of geography.
- To obtain a basic knowledge of the history of geography as a discipline.
- To become familiar with the literature and other written/mapped means by which professional geographers communicate the results of their work.
- To understand the steps involved in conducting basic/applied research in geography.
- To demonstrate awareness of career opportunities available to geography majors.

#### **GERONTOLOGY LEARNING GOALS**

1. Describe the physical and mental health changes that accompany aging, both senescent and pathological in origin.

2. Understand the general patterns of aging in the U.S., including intracultural variations; the major social issues affecting the aged; and how empirical research provides this information.
3. Discuss the laws, programs and policies that specifically impinge on the aged population in the U.S. and cross-cultural variations in the structure of services and benefits to older adults.
4. Be able to apply gerontological knowledge to an applied setting in which services or advocacy to the aged population is provided.

#### **HEALTH SCIENCES LEARNING GOALS**

**Graduates of the program will:**

- Acquire a broad based understanding of diverse fields in Arts and Sciences.
- Acquire a fundamental knowledge of health related biology and chemistry.
- Possess the mathematical and social skills necessary to succeed in modern society.
- Possess the specific tools and skills required for their chosen discipline.

Furthermore,

**Human Service concentrators will:**

- Have a fundamental understanding of health sciences and healthcare issues.

**Dental Hygiene Completion concentrators will:**

- Prepare graduates to assume responsibility for ethical dental hygiene practice in accordance with professional codes of ethics and state law.
- Prepare competent hygienists to provide comprehensive dental hygiene expertise, knowledge and services to the local community.
- Prepare graduates to make evidence based decisions by acquiring, analyzing and documenting information utilizing current scientific research.
- Be able to critically evaluate professional issues within the context of the modern healthcare environment.
- Promote oral health within the community.

**Respiratory Therapy Completion concentrators will:**

- Critically evaluate professional issues within the context of the modern healthcare environment.
- Describe and interpret statistical tests applied to medical research data.
- Apply evidence-based medicine to clinical practice.

#### **HISTORY LEARNING GOALS**

**As outcomes of their education, within the overall History major, students learn and are able to:**

1. Understand how historians gather, interpret and analyze a wide range of primary and secondary source data/material (including literary, geographical, political and socioeconomic material) and how historians construct a coherent narrative from this information.
2. Demonstrate the skills of historical analysis and interpretation, such as compare and contrast, differentiate between historical facts and interpretation, consider multiple perspectives, analyze cause and effect relationships, compare competing historical narratives, recognize the tentative nature of historical interpretation and analyze the influence of the past.

3. Think chronologically and comprehensively, identifying temporal structures of historical narratives and comprehending the meanings of historical texts, monographs and documents, including their audiences, goals, perspectives and biases.
4. Develop research capabilities that enable them to formulate historical questions and themes, obtain and question historical data, identify the gaps in available records, place sources in context, and construct reliable historical interpretations.
5. Demonstrate their knowledge of the history, culture and values of diverse peoples and traditions throughout the world and compare patterns of continuity and change.
6. Understand the historical context for the interaction and interdependence of politics, society, science and technology in a variety of cultural settings.
7. Formulate and explain their own interpretations of the past by examining and communicating them with clarity and precision in a variety of oral and written assignments.
8. Demonstrate research skills utilizing the full-range of available materials including those found in libraries, archives, museums and electronic resources.
9. Demonstrate the skills necessary to be an independent and lifelong learner.

#### JUSTICE STUDIES LEARNING GOALS

Students completing the B.A. in Justice Studies will be able to:

1. Understand basic criminal and social justice concepts and theories.
2. Demonstrate an understanding of the relationship between criminological and sociological theories, research design, and interpretation, and engage in work developing research literacy.
3. Understand and engage in qualitative and quantitative data collection and analytical processes.
4. Communicate, in written and oral form, criminological, sociological, and other social justice arguments.
5. Develop a sociological perspective on the justice system.
6. Demonstrate a scholarly understanding of crime, its causes, and social consequences.
7. Become familiar with debates and guidelines about ethical, professional, and moral standards involved in criminal justice activities.
8. Become familiar with global and comparative-historical perspectives on justice systems.
9. Become familiar with issues of social justice both within and beyond the criminal justice system.

#### LABOR STUDIES LEARNING GOALS

**Students will:**

- Undertake research and creative activity in support of the interdisciplinary structure of the labor studies program.
- Demonstrate the skills necessary to improve labor relations thereby encouraging and assisting the trade union movement in labor organizing, contract negotiation and administration, and worker rights protection.

#### MATHEMATICS LEARNING GOALS

##### Goal 1: Core mastery

Students will acquire a background in the content and methodology of mathematics.

*Objective 1.* Students will understand and use basic concepts and techniques in algebra, calculus, probability, and other major topics.

*Objective 2.* Students will understand and use the definition/theorem/proof process.

##### Goal 2: Applications

Students will *apply mathematical knowledge to solve problems.*

*Objective 1.* Students will use problem-solving skills in a variety of applications.

*Objective 2.* Students will use appropriate technology.

##### Goal 3: Communication involving mathematics

Students will be able to receive and convey mathematical information.

*Objective 1.* Students will read, write, and analyze problem solutions.

*Objective 2.* Students will read, write, and analyze mathematical proofs.

##### Goal 4: Preparation for post-graduation experiences

Students will graduate with the mathematical knowledge necessary for their individual goals.

*Objective 1.* Graduates will be prepared for continued learning in mathematics.

*Objective 2.* Graduates will be properly prepared to pursue their intended mathematics oriented goals, whether related to teaching, advanced degrees, or other profession.

#### MEDIA STUDIES LEARNING GOALS

##### Design and Production Track

1. Demonstrate knowledge of digital media input and output techniques using hardware, software and peripheral devices.
2. Apply advanced design theory and practice with both still and time-based media.
3. Conduct research in contemporary digital artists/designers to inspire the creation of the individual's final project.
4. Engage in advanced study of media theory, history, culture, and aesthetics.
5. Conduct in-depth research necessary to prepare a thesis proposal in preparation for the design, production and exhibition of a significant media project.
6. Design, produce and exhibit a significant project.

##### Critical Studies Track

1. Engage in advanced study in media theory, history, culture, and aesthetics.
2. Develop a master's thesis that makes connections between media and society.
3. Develop the skills required to analyze modern media works.

#### MODERN LANGUAGES LEARNING GOALS

**Upon completion of program, students are expected to:**

1. Demonstrate language proficiency.
2. Analyze linguistic systems.

3. Compare target and other languages identifying key differences.
4. Demonstrate cultural understanding and understanding of cultural diversity.
5. Demonstrate understanding of literary and cultural texts and traditions.
6. Demonstrate understanding of language acquisition.

### MUSIC LEARNING GOALS

1. To prepare students to perform at a professional level, successfully compete in their chosen professional fields, and to pursue advanced graduate studies.
2. To prepare highly qualified and skilled music educators to serve the public and private schools, to engage their own students, and to assume leadership roles in their professional associations.
3. To encourage intellectual and creative expressions through research and musical scholarship.
4. To educate non-music majors in ways that enrich, enlighten, and encourage the development of their own musical expression and appreciation.
5. To produce concerts and other musical events of the highest quality for Rhode Island College and the community.
6. To provide an environment which encourages and supports faculty development through research and creative activity.
7. To cultivate arts audiences of the future.

### PHILOSOPHY LEARNING GOALS

**The Philosophy Faculty have designed the Rhode Island College Philosophy Major to help students to accomplish six goals:**

1. Students will demonstrate knowledge and understanding of important philosophers and movements in philosophy.
2. Students will demonstrate an understanding of major philosophical issues.
3. Students will demonstrate their ability to critically read and interpret philosophical texts.
4. Students will demonstrate their ability to identify strengths and weaknesses in alternative philosophical positions.
5. Students will demonstrate their ability to formulate and defend their own positions on philosophical issues.
6. Students will demonstrate the ability to express their positions

### PHYSICS LEARNING GOALS

#### Field Knowledge:

A thorough knowledge, both descriptive and quantitative of the principles and methods of the field including an understanding of the questions addressed by this discipline, an appreciation for the historical development of the field and an understanding of the limitations inherent in its study.

#### Problem solving:

An ability to interpret and solve theoretical and applied problems using established or new techniques.

#### Lab skills:

The acquisition of a complete set of laboratory skills including the ability to collect and analyze data using a variety of instrumental and computational techniques and to work cooperatively with their peers, as well as an understanding of the applicability of each technique to a particular problem.

#### Research skills:

The ability to plan and carry out research using proper methods including the use of the scientific literature to obtain information.

#### Communication:

The ability to clearly and correctly communicate scientific results and concepts in both spoken and written form.

#### Safety:

The ability to use proper safety measures, to recognize and avoid hazards, and to recognize, handle and properly dispose of hazardous materials.

#### Ethics:

An understanding of the ethical responsibilities of a physicist/chemist including the importance of honesty in all scientific endeavors and the consideration of the social and environmental ramifications of their field.

### POLITICAL SCIENCE LEARNING GOALS

#### GOAL AREA A: Substantive Knowledge

*Objective 1.* Students will acquire substantial knowledge of current political and governmental structures and processes in the United States;

*Objective 2.* Students will acquire an understanding of current political and governmental structures and processes outside the United States;

*Objective 3.* Students will acquire an understanding of influential thinkers and ideas that have shaped democratic values.

#### GOAL AREA B: Critical Skills: Analytical Skills

*Objective 4.* Students will be able understand the difference between descriptive and normative theory as it applies to politics and government

*Objective 5.* Students will be able to recognize and assess evidence that supports or contradicts ideas.

#### GOAL AREA C: Critical Skills: Information Acquisition

*Objective 6.* Students will demonstrate a proficiency in the use technological resources such as the Internet, on-line data, and library based search engines.

#### GOAL AREA D: Critical Skills: Written Presentation of Ideas

*Objective 7.* Students will develop skills to write papers with a clear thesis, organization and no distracting grammatical errors.

#### GOAL AREA E: Student Opportunities

*Objective 8.* Students will have the opportunity to apply what they have learned in class through active participation in politics and government through internships or other experiential settings.

#### GOAL AREA F: Faculty-Student Advising

*Objective 9.* Students will choose a coherent set of courses within the major under the guidance of an advisor.

*Objective 10.* Students will receive active guidance in selection of post-baccalaureate opportunities including graduate schools, law schools, a range of governmental services and other employment.

**PSYCHOLOGY LEARNING GOALS**

1. Demonstrate knowledge of a broad overview at the introductory level of psychological research, including history, scientific method, physiological, sensation and perception, development, learning, social, personality, abnormal, and therapies.
2. Demonstrate knowledge of the basic social influences on behavior and mental processes.
3. Demonstrate knowledge of basic research methods necessary to read and understand research in the field of psychology.
4. Demonstrate knowledge of the major theoretical perspectives on the development and assessment of personality.
5. Demonstrate knowledge of the basic human developmental processes and milestones throughout the lifespan.
6. Select, compute, and interpret basic statistical techniques in the behavioral sciences.
7. Assess, critique, and conduct research in the behavioral sciences.

**SOCIOLOGY LEARNING GOALS**

The sociology program has five major learning goals, as follows:

1. Students will understand basic sociological concepts, theories, paradigms in their historical context.
2. Students will demonstrate an understanding of the relationship between sociological theory, research design, and interpretation and engage in work developing their research literacy.
3. Students will understand and engage in qualitative and quantitative data collection and analytical processes.
4. Students will be able to communicate, in written and oral form, sociological arguments.
5. Students will be able to exercise their sociological imaginations toward examining our social world as well as its practical uses and applications.

**THEATRE LEARNING GOALS**

1. Students will demonstrate an understanding of the role theatre plays in the community, the professional arena, and to the individual.
2. Students will demonstrate a fundamental understanding of collaborative issues as they relate to play production.
3. Students will demonstrate a basic knowledge of the varied disciplines in the theatre and an understanding of their inherent interconnectedness.
4. Students will demonstrate the ability to effectively complete production specific problem solving in varied disciplines.
5. Students will develop skills concentrating on more specific fields of study to prepare for future academic and professional growth.

## Faculty of Arts and Sciences

### Advanced Degree

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**M.A. IN ART WITH CONCENTRATION IN MEDIA STUDIES LEARNING GOALS**

Upon completion of program, students are expected to know (and be able to do):

**Design and Production Track**

1. Demonstrate knowledge of digital media input and output techniques using hardware, software and peripheral devices,
2. Apply advanced design theory and practice with both still and time-based media,
3. Conduct research in contemporary digital artists/designers to inspire the creation of the individual's final project
4. Engage in advanced study of media theory, history, culture, and aesthetics.
5. Conduct in-depth research necessary to prepare a thesis proposal in preparation for the design, production and exhibition of a significant media project.
6. Design, produce and exhibit a significant project.

**Critical Studies Track**

1. Engage in advanced study in media theory, history, culture, and aesthetics,
2. Develop a master's thesis that makes connections between media and society
3. Develop the skills required to analyze modern media works.

**M.A. IN BIOLOGY LEARNING GOALS**

A student graduating with a Master of Arts in Biology will acquire expertise in a specific area of biology, and skills in critical-thinking and science communication through a student-developed, faculty-mentored research project.

Students in the M.A. in Biology program will:

1. Critically evaluate and synthesize scientific literature.
2. Design an original, rigorous research project.
3. Master a set of laboratory or field skills, and apply analytical methods to interpret results.
4. Effectively communicate scientific knowledge and research through oral defense and written thesis.
5. Be prepared to pursue graduate and professional programs in human and veterinary medicine, and careers in industry, government, non-government organizations and academia.

**M.A. IN ENGLISH LEARNING GOALS****Literature Track and Creative Writing Track**

1. Students will demonstrate the ability to conduct advanced research in a literary, linguistic, or theoretical/critical area.
2. Students will produce effective critical, analytic writing that situates an argument within a larger critical or theoretical context and that correctly incorporates secondary sources according to MLA guidelines.

3. Students in the M. A. literature program will demonstrate expertise in one or two specific areas through substantial critical writing, either in the form of a thesis or a comprehensive examination.
4. Students in the M. A. Creative Writing program will demonstrate a mastery of the theories and techniques of poetry, fiction, or creative non-fiction by producing a thesis of original, publishable quality work in one or more of these genres.

#### **M.A. IN HISTORY LEARNING GOALS**

Students will demonstrate an understanding of the origins of History as a field of study and of how it has evolved and continues to change.

1. Students will demonstrate an understanding of the principal historiographic issues in the study of history, and a sophisticated and detailed awareness of the various and most recent methodological approaches to the study of the past.
2. Students will demonstrate advanced research and writing skills, including the ability to critically evaluate the widest variety of historical sources, and to produce thoroughly researched, carefully conceptualized and clearly written projects.
3. Students in the M.A. Thesis Track will produce a major research paper that is based on extensive independent research in primary sources, that comprises an original contribution to the historical literature of the topic.
4. Students will develop an understanding of the evolution of a variety of world cultures, especially within the context of comparative historical research.

#### **M.A. IN JUSTICE STUDIES LEARNING GOALS**

Students completing the M.A. in Justice Studies will be able to:

- Make a difference in the development and evaluation of policies and services in the criminal justice field and related agencies.
- Articulate knowledge of the major issues facing the justice system locally, nationally, and globally, as well as new research findings in the field.
- Demonstrate an advanced understanding of classical and contemporary theory in sociology and criminology and associated policy implications.
- Conduct original research and apply research findings to problems with social service agencies within or related to the justice system.
- Communicate professionally and knowledgeably in oral and written formats on a variety of academic and justice-related topics.
- Demonstrate advanced writing and research skills by completing a final project or thesis.

#### **MASTER OF ART: CONCENTRATION IN MEDIA STUDIES LEARNING GOALS**

Students earning a Master of Arts with a Concentration in Media Studies and choosing the Digital Design and Production option shall have acquired:

1. Advanced knowledge of digital media input and output techniques using hardware, software and peripheral devices.
2. Experience in advanced design theory and practice with both still and time-based media.

3. Experience in researching contemporary digital artists/designers and,
4. advanced exposure to media theory, history, culture, and aesthetics.
5. Degree candidates must conduct in-depth research, prepare a thesis proposal then design, produce and exhibit a significant project.

Students earning a Master of Arts with a Concentration in Media Studies and choosing the Critical Studies option shall have completed:

1. Advanced study in media theory, history, culture, and aesthetics.
2. Extensive research and writing of a master's thesis and,
3. acquired advanced exposure to digital media production.

*Adapted from the National Association of Schools of Art & Design (NASAD) Accrediting Agency Handbook.*

#### **MASTER OF MUSIC EDUCATION LEARNING GOALS**

1. Prepare for advancement and leadership in professional Music Education.
2. Enhance skills in teaching in classroom and rehearsal settings.
3. Establish a foundation in scholarship and research that will grow over a candidate's professional lifetime and that will inform and support the candidate's professional work.
4. Build on the base of performance skills established in the candidate's baccalaureate studies.

#### **M.A. IN MATHEMATICS LEARNING GOALS**

##### **Goal 1: Core Mastery**

Students will extend their undergraduate background to include graduate level mathematics in core areas.

##### **Goal 2: Mathematical Breadth**

Students will utilize mathematical knowledge to solve problems and prove theorems.

##### **Goal 3: Communication Involving Mathematics**

Students will be able to receive and convey graduate level mathematical information.

#### **M.A.T. IN MUSIC EDUCATION LEARNING GOALS**

1. Prepare for advancement and leadership in professional Music Education.
2. Enhance skills in teaching in classroom and rehearsal settings.
3. Establish a foundation in scholarship and research that will grow over a candidate's professional lifetime and that will inform and support the candidate's professional work.
4. Build on the base of performance skills established in the candidate's baccalaureate studies.

#### **M.F.A. LEARNING GOALS**

A student graduating with a Master of Fine Arts in Performance and Society should be able to:

1. Integrate knowledge of the origins and development of theatre and drama into historically informed understanding of critical and creative work;

2. Demonstrate knowledge of the major authors, periods, movements, and issues in theatre and drama, in particular as to relating to performance and society;
3. Embrace performance and society as a means of expression, cultural understanding, and social development;
4. Understand the various theories and methods in the study of performance, society, and expressive culture and be able to apply these ideas and techniques to the study of particular traditions, genres, geo-cultural areas, social groups, or historical periods;
5. Exhibit creative thinking, problem solving, and exploration in an environment that values artistic truth;
6. Imagine, articulate, and implement an overall conceptual approach to a variety of plays and to develop and realize a directorial, acting or dramaturgical concept in a fully mounted production from its inception through public and/or social performance;
7. Work collaboratively on group projects, effectively drawing from all members strengths;
8. Read and evaluate creative and critical writing with informed, balanced judgment.

#### **MODERN BIOLOGICAL SCIENCES C.G.S. LEARNING GOALS**

A student who completes a Certificate of Graduate Study in Modern Biological Sciences will have research experience and written communication skills in a specific area of biology, will demonstrate advanced knowledge through graduate-level course work, and be prepared for the rigors of professional programs.

Students will:

1. Acquire research skills.
2. Demonstrate graduate level expertise in course work.

#### **M.A. IN PSYCHOLOGY LEARNING GOALS**

1. Students will demonstrate knowledge of the major concepts and theoretical perspectives in psychology.
2. Students will demonstrate an understanding of research design and analysis in psychology.
3. Students will demonstrate the ability to conduct independent research from project conception through data analysis and interpretation.
4. Students will demonstrate the ability to write effectively and professionally about research.

# Feinstein School of Education

## FSEHD ADVANCED DEGREE LEARNING GOALS

### Feinstein School of Education and Human Development Candidate Advanced Competencies

*This information is provided to applicants to illustrate anticipated candidate competencies at completion of a FSEHD advanced degree.*

#### Knowledge influenced by diversity and professionalism

FSEHD advanced candidates demonstrate the requisite knowledge of content and practice to prepare them to be experts of the diverse fields of their disciplines.

**Knowledge 1. Domain-Specific Knowledge:** candidate demonstrates conceptual mastery of subject matter, literature, theory, and methods in one's chosen field of professional practice.

**Knowledge 2. Information Literacy:** candidate recognizes when information is needed and has the ability to locate, interpret, and evaluate relevant information.

**Knowledge 3. Contextual Perspective:** candidate demonstrates a comprehensive understanding of diversity as it relates to field specific content.

**Knowledge 4. Professional Awareness:** candidate exhibits an understanding of the standards of one's chosen profession, (e.g., confidentiality, ethics)

#### Practice informed by diversity and professionalism

FSEHD advanced candidates incorporate their domain-specific knowledge into performance with attention to diversity and the standards of their profession.

**Practice 1. Evidence-based Decision Making:** candidate defines a problem clearly; collects/analyzes data; uses data to inform decisionmaking; addresses target population dynamics; and incorporates considerations of other professionals and/or stakeholders while determining a plan of action that: a) contributes to school improvement and/or renewal; and/or b) promotes the well-being of children, family systems, school systems, or communities.

**Practice 2. Technology Use:** candidate selects and uses technology effectively in: a) presentation of information, b) collaborative work environments, c) information collection analysis and management, and d) research based activities

**Practice 3. Diversity of Practice:** candidate uses knowledge of diversity about self and others to design effective practice.

**Practice 4. Professional Identity Development:** candidate examines own emerging, developing or acquired professional knowledge, skills, communication, and dispositions that will result in competent practice, and creates plan to further one's own professional growth.

## FSEHD LEARNING GOALS

### FSEHD Initial Programs Outcomes\*

Performance of students in initial teacher preparation programs is measured through

outcomes that are aligned with the four themes of the FSEHD Conceptual Framework and the

Rhode Island Professional Teacher Standards (RIPTS).

### FSEHD Conceptual Framework

#### KNOWLEDGE

##### General Education

Reflective practitioners possess a broad base of knowledge in the liberal arts, including mastery of oral and written English communication, mathematical and reasoning skills, and technological competence as well as a global perspective that emphasizes people's interdependence with one another and with nature.

##### Human Learning and Development

Reflective practitioners have a solid grounding in educational psychology, the branch of psychology that specializes in understanding teaching and learning in educational settings. They know the four pillars of educational psychology: human development, theories of learning and cognition, classroom management, and assessment.

##### Contexts of Schooling

Reflective practitioners possess a critical understanding of the contexts of schooling: social, political, economic, historical, philosophical, legal, professional, global, and cultural.

##### Area of Specialization

Reflective practitioners possess a deep, thorough, and, above all, working knowledge of their area(s) of specialization, enabling them to make informed decisions to approach curriculum implementation.

#### PEDAGOGY

##### Theory and Practice of Teaching and Learning

Reflective practitioners employ a variety of models of teaching and learning. Best practice entails a balance between pedagogical approaches.

##### Instructional Uses of Technology

Reflective practitioners integrate technology into curricula, instruction, and assessment of students to create high quality learning experiences and instructional opportunities.

##### Assessment as an Aid to Practice

Assessment is primarily a means for determining the relative success of teaching and counseling interventions for the purpose of improving them in the future. In other words, assessment is used as a tool for reflection and subsequent planning.

#### DIVERSITY

##### Cultural Diversity and Multicultural Education

Reflective educators are knowledgeable of both the differences that distinguish individuals and groups and the commonalities that bind them together. They understand and respond to the diverse needs and



backgrounds of students, clients, and families and develop strategies for combating prejudice and advancing educational equity, inclusion, and intercultural understanding.

### **Special Needs and Inclusion**

Reflective practitioners are aware of the impact of disability on the teaching-learning process and are responsive to the individual strengths and needs of children and youth with a range of disabilities. They understand the effect that disability has on family functioning, and they can work effectively with parents in program planning. In order to function effectively in an inclusive environment, reflective practitioners must also collaborate with professionals from all disciplines when making educational decisions. They examine their own cultural and family background as it pertains to disability, reflecting on the impact of their beliefs and behavior on the classroom setting, counseling situation, or planning session, making adjustments as necessary. They are prepared not only to be responsive to students' adapted curriculum, instruction, and learning needs but also to make curriculum adaptations and instructional modifications on-the-spot to accommodate students' needs.

## **PROFESSIONALISM**

### **Professional Ethics**

Ethics are principles of conduct used to guide an individual's behavior. Ethical principles guide practitioners as they determine aims and objectives; select content and materials; plan and implement methods and strategies; conduct non-discriminatory evaluations of students, clients, and staff; reflect on their choices and actions; and take responsibility for the consequences. Reflective practitioners accept the professional, social, ethical, and moral responsibilities and reap the personal rewards of being a teacher in a democratic, pluralistic society.

### **Collaboration and Advocacy**

Reflective practitioners recognize that schools, families and communities must work together, and educators must collaborate within schools, to support student and client learning and growth, and to promote democratic values in their own communities and beyond.

### **Professional Development**

Reflective practitioners consciously plan, implement, and reflect upon their own professional growth, as well as that of the profession. Committed professionals actively participate in a wide variety of educational opportunities.

## **The Rhode Island Professional Teaching Standards (RIPTS)**

1. Teachers create learning experiences using a broad base of general knowledge that reflects an understanding of the nature of the communities and world in which we live.
2. Teachers have a deep content knowledge base sufficient to create learning experiences that reflect an understanding of central concepts, vocabulary, structures, and tools of inquiry of the disciplines/content areas they teach.
3. Teachers create instructional opportunities that reflect an understanding of how children learn and develop.
4. Teachers create instructional opportunities that reflect a respect for the diversity of learners and an understanding of how students differ in their approaches to learning.

5. Teachers create instructional opportunities to encourage all students' development of critical thinking, problem solving, performance skills, and literacy across content areas.
6. Teachers create a supportive learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation.
7. Teachers work collaboratively with all school personnel, families and the broader community to create a professional learning community and environment that supports the improvement of teaching, learning and student achievement.
8. Teachers use effective communication as the vehicle through which students explore, conjecture, discuss, and investigate new ideas.
9. Teachers use appropriate formal and informal assessment strategies with individuals and groups of students to determine the impact of instruction on learning, to provide feedback, and to plan future instruction.
10. Teachers reflect on their practice and assume responsibility for their own professional development by actively seeking and participating in opportunities to learn and grow as professionals.
11. Teachers maintain professional standards guided by legal and ethical principles.

\* All programs are accredited by the National Council for Accreditation of Teacher Education.

## School of Business

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### ACCOUNTING LEARNING GOALS

1. Graduates will be well grounded in fundamental accounting knowledge relating to financial statement preparation and analysis, management decision making, internal controls and business processes, and principles of federal income taxation.
2. Graduates will be able to analyze, integrate and communicate complex information to facilitate management decision making.
3. Graduates will be able to work well in a team and communicate results effectively, in both oral and written form.
4. Graduates will be able to think analytically and critically, and research basic problems independently.
5. Graduates will be aware of their professional responsibilities concerning ethical choices they will encounter in the accounting and financial reporting area.

### COMPUTER INFORMATION SYSTEMS LEARNING GOALS

1. Graduates will understand the roles of information systems in organizations, and how these systems relate to the organizations' functional areas.
2. Graduates will be able to analyze, design and develop information systems which achieve the goals of the organization.
3. Graduates will have a basic understanding of computer hardware and software and their interrelationship, and will understand the software development life cycle.
4. Graduates will understand the role of networking in a business environment.
5. Graduates will have a basic understanding of web technologies, and will have basic web development skills.
6. Graduates will be able to develop technical solutions for information systems users and communicate these effectively, in both oral and written form.
7. Graduates will have a basic level of competency in programming and logic skills.

### ECONOMICS LEARNING GOALS

1. Students will demonstrate an understanding of the core knowledge of the discipline.
2. Students will demonstrate the ability, both independently and in groups, to find relevant economic data and use it appropriately, including statistical and other quantitative analysis.
3. Students will demonstrate the ability to read, comprehend, synthesize, and critically evaluate economic literature.
4. Students will demonstrate the ability to write in a manner appropriate to the discipline, and critically evaluate their own work and the work of others.
5. Students will demonstrate the ability to communicate their knowledge in oral presentations.
6. Graduates who wish to attend graduate school will be prepared to do graduate-level work.
7. Graduates who seek employment will find their training in economics to be useful to them in their careers.

### FINANCE LEARNING GOALS

1. Students will demonstrate an understanding of the core knowledge of the discipline.
2. Students will demonstrate the ability, both independently and in groups, to find relevant financial data and use it appropriately, including statistical and other quantitative analysis.
3. Students will demonstrate the ability to read, comprehend, synthesize, and critically evaluate financial literature.
4. Students will demonstrate the ability to write in a manner appropriate to the discipline, and critically evaluate their own work and the work of others.
5. Students will demonstrate the ability to communicate their knowledge in oral presentations.
6. Graduates who wish to attend graduate school will be prepared to do graduate-level work.
7. Graduates who seek employment will find their training in finance to be useful.

### MANAGEMENT LEARNING GOALS

1. Students will achieve competence in quantitative analysis and decision making.
2. Students will learn the fundamentals of manufacturing, production techniques and control of related operations.
3. Students will develop and use interpersonal skills of business problem solving.
4. Students will understand the legal and ethical framework of management.
5. Students will understand and apply financial analysis and control.
6. Students will apply concepts of strategic management.

### MARKETING LEARNING GOALS

1. Demonstrate an understanding of general business foundation concepts.
2. Apply quantitative analysis and decision making techniques.
3. Demonstrate an understanding of marketing foundation concepts.
4. Demonstrate an understanding of marketing issues and problems related to the global marketplace.
5. Conduct and interpret marketing research.
6. Demonstrate an understanding of consumer behavior concept.
7. Develop and apply strategic marketing plans.

### MASTER OF PROFESSIONAL ACCOUNTANCY LEARNING GOALS

1. Graduates will be well grounded in all aspects of personal financial planning, including income tax and estate planning, retirement planning, investment allocation and risk management.
2. Graduates will have the ability to perform basic research on tax planning issues.
3. Graduates will have the ability to prepare a comprehensive personal financial plan for an individual.

## School of Nursing

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### BACHELOR OF SCIENCE IN NURSING LEARNING GOALS

#### Graduates of the Program will:

1. Engage in continuous education in the arts and sciences to inform decision making as a professional nurse and member of a global society.
2. Apply concepts of leadership, quality and safety to improve health care outcomes in a cost-effective, safe and caring organizational environment.
3. Demonstrate critical thinking in evaluating and integrating evidence and interprofessional perspectives to improve health care outcomes.
4. Use patient care technologies, information systems and communication systems to facilitate safe, efficient and effective nursing practice.
5. Promote professional nursing practice that addresses policy development, legislative process, health care financing and reimbursement and political activism within an ethical framework.
6. Perform in the autonomous and collaborative role of the professional nurse to enhance the interprofessional team.
7. Participate in activities that promote health, prevent illness and injury and provide population-focused interventions that provide effective, efficient and equitable health care.
8. Demonstrate professional behaviors that encompass accountability, responsibility, adherence to standards of moral, ethical and legal conduct and the pursuit of life long learning.
9. Possess the knowledge, skills and attitudes to provide nursing care in a variety of settings to a diverse group of patients of all ages, cultures, genders and religious backgrounds.

### MASTER OF SCIENCE IN NURSING LEARNING GOALS

#### Graduates of the Program will:

1. Apply scientific knowledge from nursing and related disciplines to plan, direct, and evaluate health care.
2. Assume leadership responsibilities to shape nursing practice in adult/older adult care, nurse anesthesia or population/public health nursing.
3. Implement quality and safety initiatives to assure positive individual and population health outcomes.
4. Promote translation and integration of scholarship, research, and evidence based practice.
5. Incorporate innovative healthcare technologies and informatics to improve care management and enhance outcomes.
6. Promote policies that assure quality, cost effective and equitable care within a dynamic health care system.
7. Engage in interdisciplinary, collaborative practice to improve individual and population health outcomes.
8. Analyze population health needs of a diverse society for preventive health strategies.
9. Demonstrate ethical practice, professional responsibility, and continued professional growth.
10. Demonstrate master's level nursing practice.

11. Assume advanced practice roles in adult/gerontology acute care, nurse anesthesia or population/public health nursing.

## School of Social Work

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### BACHELOR OF SOCIAL WORK LEARNING GOALS

#### Graduates of the BSW program will:

1. Engage in entry-level social work practice that is informed by the best available evidence.
2. Use policy practice skills to create and influence change.
3. Apply social work values and ethics to guide their professional practice.
4. Understand effects of culture, oppression, and human diversity in a multi-cultural society.
5. Apply knowledge of human behavior and the social environment to work with individuals, groups, families, organizations, and communities.
6. Work to achieve human rights and social and economic justice.

### MASTER OF SOCIAL WORK LEARNING GOALS

#### Graduates of the MSW program will:

1. Engage in advanced-level social work practice that is informed by the best available evidence
2. Understand the impacts of culture, oppression, and human diversity in a multi-cultural society.
3. Apply social work ethical principles to guide their professional practice.
4. Advance social and economic well-being and deliver effective social work services through policy practice.
5. Apply knowledge of human behavior and the social environment to work with individuals, groups, families, organizations, and communities.
6. Identify as professional social workers and conduct themselves accordingly.

# WRITING IN THE DISCIPLINE

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## Faculty of Arts and Sciences

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### WRITING IN THE DISCIPLINE - ANTHROPOLOGY

Anthropology seeks to understand what it is to be human from a holistic perspective: through distant and recent time, globally across space, and comparatively between human and nonhuman groups. Anthropologists study humans as biological beings wholly dependent on culture, behavior that is acquired by being a member of a group. Intuitively the discipline overlaps with the other social and behavioral sciences, the humanities and the arts. But anthropology also overlaps extensively with the natural sciences: biology, geology and physics.

Because it is such a broad discipline, it is divided into four (sometimes five) essential sub-disciplines: Cultural Anthropology, Archaeology, Biological Anthropology and Anthropological Linguistics. Students take courses in all of the sub-fields, thus learning a broad base of content, methodologies, theoretical perspectives and writing conventions.

The following courses are required of all majors; writing instruction occurs in all of these courses (as well as others) as a developmental process throughout the major. Below is a much abbreviated overview of kinds of writing instruction that occurs in these courses. Although courses 101-104 are not geared solely towards majors (and therefore fall outside of a strict WID paradigm) students are introduced to and instructed on academic and scientific writing and their conventions. Later courses in the major build on these broad foundations.

**ANTH 101: Introduction to Cultural Anthropology:** Students carry out both formal and informal writing assignments throughout the course. Formal writing assignments introduce them to research-related and analytical conventions for writing in the field. The former include strategies for writing up field notes and/or interviews; the latter include critical reflections on readings.

**ANTH 102: Introduction to Archaeology:** Writing instruction occurs throughout the course, in both formal and informal writing assignments. Some of the writing instruction focuses on archaeological description of material culture, while other papers are more qualitative. Instruction is given on appropriate scholarly formatting of papers and choice and use of academic sources. Students may be asked to submit multiple drafts of some papers, responding to feedback from peers and/or the instructor.

**ANTH 103: Introduction to Biological Anthropology:** In this course students learn to collect a behavioral data set, organize it in an ethogram, which takes the form of a highly detailed and descriptive outline. The writing instruction focuses on the organization and presentation of data and scientific writing conventions.

**ANTH 104: Introduction to Anthropological Linguistics:** In an individual, hands-on project students observe and record a portion of natural speech, using the International Phonetic Alphabet and the conventions of linguistic analysis that demonstrate the difference between speech and written language.

**ANTH 233: Methods in Anthropology:** In this course students will complete mini-research papers. Some of the papers will include instruction on humanistic and/or descriptive writing styles; other projects

will address formulaic scientific writing conventions, including tabular and graphic presentations of data. Larger projects will be broken into their components, with the opportunity for instruction on writing and presentation at each stage. There will be opportunity for revision on some papers.

**ANTH 460: Senior Seminar (Capstone Experience):** In this course it is assumed that students have essential mastery of the writing conventions learned in previous courses. A senior paper is assigned in which students move through a series of stages or drafts of the thesis, receive feedback and polish their writing skills. Students learn to articulate a more significant scientific argument, complete more in-depth research and produce a more comprehensive and holistic thesis.

### WRITING IN THE DISCIPLINE - ART (STUDIO)

The Art Department offers three separate majors: art studio, art education, and art history. Across these areas, the fundamental goal is for students to write clearly and analytically about works of art, whether they are made by the student themselves or by other artists. The Writing in the Discipline sequence is thus fundamentally the same for all majors in the department, with variations for each area.

The sequence of ART 231: Prehistoric to Renaissance Art and ART 232: Renaissance to Modern (both 4 credits) introduces students to the most basic forms of writing within the discipline, including writing descriptions and analyses of individual artworks; writing comparisons; and writing based on secondary sources obtained through research. This sequence is followed by between two to six 300-level art history courses, depending on the major, in specific time-period content areas where students continue to develop these skills, with an emphasis on writing research papers. Variations for the majors are described below:

#### Art Studio majors

Art studio majors must take two 300-level art history classes.

Further writing instruction for studio majors is continued in discipline specific contexts; all studio course beyond Level III include writing. In Graphic Design, this includes writing project briefs, work proposals, visual analysis, curriculums vitae, and business letters. In the other studio areas (painting, sculpture, printmaking, jewelry/metals, ceramics), students write project proposals and artist statements.

Students in the BFA program are required to take Art 400: Issues for the Visual Artist, where they write artist statements, cover letters, and grant applications. Students also practice public speaking in presentations on their work.

#### Art History

Beyond the 231-232 sequence and the six 300-level courses, art history majors also take 400-level seminar classes, where the further disciplinary writing is explored, especially the research paper. This practice reaches its culmination in ART 493, an independent research project of twenty pages.

**Art Education majors**

As future art educators, undergraduate Art Education Program majors are expected to develop and demonstrate clear and coherent writing skills.

Art Education majors receiving a B.S. or BFA must take two 300-level art history classes, or one 300-level course and an art history seminar. They also take classes in several studio areas.

In Art Education courses, students learn how to write critical literature reviews, lesson plans, curriculum development plans, self-reflections and classroom observations, and resumes. These skills are developed progressively in ARTE 303 (Introduction to Art Education), ARTE 404 (Secondary Practicum in Art Education), and ARTE 405 (Elementary Practicum in Art Education), and ARTE 464 (Student Teaching Seminar in Art Education).

**WRITING IN THE DISCIPLINE - ART EDUCATION**

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**WRITING IN THE DISCIPLINE - BIOLOGY****Program: BS in Biology**

The Department of Biology emphasizes primary literature and scientific writing in every course in the Biology major, however, after extensive discussion amongst the faculty of the department it was felt that the following three courses formally provide instruction in different forms of scientific writing and will provide valuable assessment data with regard to progress in writing skills during a student's undergraduate science career:

- **BIOL 111 Introductory Biology I** - Introduction to scientific communication and modeling primary scientific literature
- **BIOL 320 Cell and Molecular Biology** - Developing further data analysis and communication skills – modeling primary scientific literature
- **BIOL 460 Senior Seminar** - Synthesizing information: writing a scientific review paper

All three courses are required for the BS in Biology

BIOL 111 includes a series of laboratory experiences and each semester at least one of these exercises (depending on the instructor there may be more than one) will require a formal laboratory report formatted as a scientific paper. The laboratory report will be constructed over a number of weeks allowing the student to prepare one section at a time. These assignments are viewed as a way to introduce students to scientific communication and therefore will be guided in the writing process. Students will be instructed in the way in which data is generally presented and discussed in scientific literature, how to identify relevant background information, cite sources and write succinctly. Each section will include a submitted draft with instructor comments and critiques before a final paper is submitted.

BIOL 320 includes a series of laboratory experiments which generate qualitative and quantitative data. The data generated through these experiments must be analyzed and presented as a formal laboratory report.

BIOL 460 is the capstone course of the Biology major and in this course students are required to select peer reviewed manuscript which has recently been published. They are required to complete a literature search based on their chosen topic and prepare a review-style article based on that experience. The review paper is submitted as a series of critically evaluated drafts culminating in a final submission at the completion of the course.

Assessment of all three of these courses will be based, at least in part, on the quality of the writing assignments. The Biology program assessment already uses BIOL 460 as a critical part of our assessment program.

**WRITING IN THE DISCIPLINE - CHEMICAL DEPENDENCY/ADDICTION STUDIES****Programs involved:****B.A. in Psychology****B.S. in Chemical Dependency and Addiction Studies (CDAS)**

Because the discipline of Psychology is a science, the peer-reviewed journal article plays a major role in transmitting advancements in knowledge of human behavior. The Psychology department currently has two courses in which writing is taught and proposes that they be designated as fulfilling the Writing in the Discipline Courses:

PSYC 221 Research Methods I (taken by all majors)

PSYC 473-477 Research Methods III Labs (students select one from a list)

Psychology and CDAS majors will be required to take both courses to fulfill this requirement. The rationale for both courses is:

In PSYC 221 (Research Methods I), students learn the basics of APA formatting style and have writing assignments. The department does not require a specific writing task in this course; rather the types of assignments are left to the instructor's discretion. Examples of assignments include summarizing and critiquing journal articles, describing results of literature searches, or learning how to write hypotheses. To enhance student learning, it is recommended that the instructor either (a) utilize multiple, brief writing assignments or (b) offer students an opportunity to revise single, longer assignments such as a more traditional term paper. Either approach will allow students to receive feedback and to improve their writing.

PSYC 473-PSYC 477 (Research Methods III) builds on the prior course by having students plan a study, collect and analyze data, and write a report in the form of a professional journal article using APA style. These activities are mandatory across all sections of the course. To enhance student learning, it is recommended that instructors of the course offer students opportunities to revise and resubmit the report based on feedback, although the number of allowable drafts is left to the instructor's discretion.

The department is currently developing an assessment plan that will assess content and writing style, and that can be used across all sections of these courses.

**WRITING IN THE DISCIPLINE - CHEMISTRY**

Chemistry is taught at Rhode Island College in two majors, (BA and BS) with three tracks in the BS (Professional Chemistry, Biological Chemistry, and Environmental Chemistry.) While writing is taught throughout the curriculum, our writing in the discipline objectives are specifically addressed in chemistry courses that are common to all the programs.

While writing in chemistry takes several forms, its common objective is to communicate information about experiments, calculations, and conclusions to audiences ranging from fellow chemists to the general public. From introductory to advanced courses in the major, chemistry students are given opportunities to learn how to keep a lab notebook to record laboratory procedures, data, and conclusions and to write reports

that summarize the scientific literature and/or describe and explain experimental results.

Good scientific writing is clear, concise, unambiguous, and occasionally poetic. The rules of grammar that students have already mastered form a foundation. For chemistry, most writing is storytelling, but with precise stylistic rules. Such writing does not come naturally to undergraduate students. In the chemistry program, scientific writing, beyond answers to exam questions, is taught first in General chemistry (CHEM 103-CHEM 104). Students write laboratory reports that include abstracts of their laboratory work in which they distill the objective of the work, methods, results, and conclusions into a concise narrative. Each of these abstracts is returned with comments and suggestions, so over the course of two semesters, students' writing markedly improves. This work in the first-year sequence serves as an introduction to writing in chemistry.

The specific courses in which chemistry students learn to write in the discipline are Organic Chemistry (CHEM 205-CHEM 206), usually taken in the sophomore year, Analytical or Environmental Analytical Chemistry (CHEM 404 or CHEM 416), typically taken in the junior year, and Physical Chemistry I Laboratory (CHEM 407), taken in the junior or senior year. Learning to write as a chemist is progressive, and students gain broader and deeper experiences and refine their writing skills as they advance through their program.

An essential writing skill for chemists is learning to keep a good laboratory notebook. The lab notebook is the permanent record of all experimental work. In research labs, it is the notebook record that provides data for publication or a patent claim. Future workers need to be able to re-peat an experiment from the notebook record. Recording procedures, data, and observations neatly and legibly as one carries out an experiment is not easy, and it takes practice for students to be successful at this task. In the chemistry program, students learn to keep laboratory notebooks in Organic Chemistry (CHEM 205-CHEM 206). The notebook is used to record procedures, observations, data, and conclusions. The notebook is reviewed by the instructor, graded, and returned so students can improve their notebook-writing skills for future experiments. Students apply these skills in upper level lab courses and in undergraduate research.

In chemistry, one's work is communicated to others by means of reports and journal articles to be read by supervisors, coworkers, fellow scientists, and sometimes the general public. Such reports generally include an introduction summarizing the chemical literature related to the work with appropriate citations. They also include a detailed experimental or materials and methods section that reports the experimental procedures in sufficient detail that they could be replicated. The most important parts of any paper or report are the results and conclusions. These sections often include data tables, graphs, and figures. Distinct styles and conventions are observed by chemists in the different branches of chemistry, which are reflected in the chemical literature of each field. Students learn to appreciate such variation as they encounter different expectations in the details of laboratory reports in Organic, Analytical, and Physical Chemistry.

In addition to the lab notebook, Organic Chemistry students are required to write one or more laboratory reports on their work using the style of a journal article in organic chemistry. In the process of writing these

reports, students are introduced to the stylistic conventions of organic chemistry. Peer review is used for some assignments, some instructors review and comment on (but do not grade) a draft of the paper; or, after the reports are evaluated and returned with comments, students are required to take them to the Writing Center for help before resubmission.

Students build on this writing experience in Analytical or Environmental Analytical Chemistry (CHEM 404/CHEM 416). Here they deal with very different sorts of data and results and must conform to the standards of the sub-discipline. In Analytical they also learn many skills that will be of use to them in any future writing in chemistry, such as formatting data and results in tables, designing and displaying graphs, charts, and figures, and writing and inserting clear, accurate, informative, and succinct captions.

In Physical Chemistry Lab I (CHEM 407), students write more comprehensive formal laboratory reports that include all the elements of a journal article or research report in a variety of formats. In writing these reports students employ the skills they have learned in their earlier courses to write detailed reports that include background information, objectives, procedures, results, and a discussion. The specific format varies from assignment to assignment, much as the guidelines for journal articles and professional reports vary with the intended audience.

data and discussions appropriate to the assignments. Chemists are expected to cite accurately everything that comes from the chemical literature. In these courses we teach the citation formats according to the ACS Style Guide.<sup>1</sup> By the time these foundational courses are completed, students have a solid basis for scientific writing. As their programs diverge, and they select different advanced courses, writing skills are reinforced with content-specific assignments, and for many chemistry majors they culminate in the production of a comprehensive paper on their undergraduate research.

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<sup>1</sup> Coghill, Anne M.; Garson, Eds. *The ACS Style Guide*; American Chemical Society: Washington, DC, 2006

## WRITING IN THE DISCIPLINE - COMMUNICATION

Our mission is to prepare students to communicate effectively as professionals and citizens in our state, nation, and the world community. Most majors from the following concentrations are required to take COMM 251: Research Methods in Communication as a writing intensive course.

- Media Communication
- Public and Professional Communication
- Public Relations/Advertising
- Speech, Language, and Hearing Science

### COMM 251: Research Methods in Communication

Students in the course learn about the nature of communication research and the process of research writing. The course introduces the students to different research methodologies, styles, and fundamental research theories and protocols. They learn how to identify a research topic, write an introduction (thesis statement and significance of the topic), formulate research questions or hypotheses, write a literature review, and select appropriate research designs and methodologies.



In addition to COMM 251, each concentration provides additional concentration-specific writing intensive course(s).

### **Media Communication**

COMM 243: Preproduction for Digital Media

Students are introduced to the concepts and techniques used to develop digital media products and learn how to write for a variety of digital media distribution channels. At the end of this course, fully successful students should be able to (1) identify and describe the various types of copy used in the electronic media industry; (2) distinguish between writing for print and electronic media (radio, television & web); (3) critique various electronic media writing products; (4) explain key media writing concepts and topics; and (5) create effective copy for electronic media projects such as treatments, scripts, rundowns, executive summaries, and project proposals.

COMM 340: Media Ethics

Students develop an understanding of key ethical issues facing media practitioners and formulate strategies and guidelines for confronting ethical challenges in journalism, advertising, public relations, and entertainment media through writing (1) position papers on media ethics cases; (2) critical comments/questions/reflection/responses to each chapter; (3) papers demonstrating how various media values and ethical principles may or may not be at work; and (4) a research paper on a chosen case.

### **Public and Professional Communication**

COMM 351: Persuasion

Persuasion teaches social science and rhetorical theories of influence. Students demonstrate knowledge and skills through both oral and written experience. Writing assignments include 1) fully developed speech outlines, 2) several short reaction papers and 3) a final analytical and critical paper of substantial length requiring scholarly research and a two draft writing process.

### **Public Relations/Advertising**

Public Relations:

COMM 302: Writing for News and Public Relations

COMM 312: Advanced News and Public Relations Writing

The courses cover "the fundamentals of composition using the AP style guide. Topics include news values, basic reporting, public relations formats, and techniques for achieving high-quality news and public relations writing (COMM 302). Students build on their news and media writing skills and become more proficient at public relations writing for digital and traditional outlets. Applications include news conferences and crisis communication (COMM 312). With the frequent writing exercises and critical review students taking the introductory and advanced courses are able to express themselves in both personal and professional application. Heavy emphasis is placed on developing style and clarity. Proper grammatical structure is stressed throughout.

Advertising:

COMM 339: Advertising Creativity

This course is designed to provide students with an opportunity to develop and apply strategic, creative thinking ability to solve communication problems in the process of an advertising campaign. Emphasis is placed on creative thinking, strategic writing skills, and

visualization of ads in various forms of traditional and nontraditional media. The writing instruction focuses on how to write effective advertising copy and how to integrate copy, visuals and ideas into persuasive messages in ad campaigns.

### **Speech, Language, and Hearing Science**

COMM 255: Introduction to Language

A central component of this course is a paper (and class presentation) on an aspect of language of interest to the student. Using skills introduced in Communication 251, students identify a topic, write an introduction, formulate a research question, write a literature review, and choose one of two options: choose an appropriate methodology for investigating their research question, and present results and interpretation; or write an in-depth literature review, including analysis of the literature. They are required to read, discuss and cite sources from peer-reviewed journals, using APA format both in the body and at the end of the paper. Students participate in small group tutorials, critiquing one another's papers; they then submit revised papers, incorporating feedback from fellow students and the instructor.

COMM 320: Speech and Language Development

This course is one of the core courses that future speech-language pathologists and audiologists are to have before they begin a graduate program, and it is intended to provide a baseline understanding of normal language development before students begin a in-depth study of communication disorders. Students in this class have already taken an introductory research course (Communication 251) as well as an introduction to language (Communication 255). As preparation for writing in the discipline, students are required to do close reading of four peer-reviewed articles in the discipline. In addition, the course is organized around a project investigating a single child's language development, replicating the research methods used in articles read as a class. Students are required to report the results of their mini replications according to APA format. Students participate in small group tutorials, critiquing one another's papers; they then submit revised papers, incorporating feedback from fellow students and the instructor.

### **WRITING IN THE DISCIPLINE - COMPUTER SCIENCE**

The Mathematics and Computer Science Department offers two mathematics majors: the Bachelor of Arts in Liberal Arts Mathematics and the Bachelor of Arts in Secondary Education, Mathematics. The department has identified two required courses in each of the majors where writing is most emphasized. For the Liberal Arts Mathematics major the courses are Bridge to Advanced Mathematics (MATH 300) and Seminar in Mathematics (MATH 461), while in the Secondary Education Mathematics major the courses are Bridge to Advanced Mathematics and History of Mathematics (MATH 458).

Bridge to Advanced Mathematics is the course in the major which aims to help students in the transition from Calculus to upper-level proof-based mathematics courses. This course differs from other courses in the major in that the goal of this course is not to introduce students to new mathematics, but rather to teach students how to construct and write a sound mathematical argument. Students are introduced to various methods of proving statements and are taught to write logical, coherent proofs in paragraph form. In particular, students are taught that a good

proof conveys to the reader what is being assumed, what is to be shown and what type of proof is going to be used.

Bridge to Advanced Mathematics serves as a gateway course in the major because once a student has successfully completed MATH 300, he or she can enroll in upper-level theoretical mathematics courses, such as Linear Algebra (MATH 315) or Introduction to Abstract Algebra (MATH 432), where students use proof techniques learned in Bridge to Advanced Mathematics.

The second course where writing is emphasized for our Liberal Arts Mathematics majors is our capstone course, Seminar in Mathematics, while for our Secondary Education Mathematics majors it is History of Mathematics. There are many places within the History of Mathematics and Seminar in Mathematics courses in which the skill of writing in the discipline comes to the fore. Naturally, these courses involve writing many mathematical proofs, the quintessential example of writing in the discipline of mathematics.

In the History of Mathematics course, writing comes up in other ways. For example a student might be asked to compare and/or contrast a modern proof or computation to one from an earlier era or to explain the significance or implications of some of the mathematics associated with a past culture.

Here are some recent examples of MATH 458 problems that involve writing in mathematics. It should be noted that there are a plethora of mathematical proofs assigned, none of which are noted here.

1. In ancient Greece, there were three classical impossible geometric construction problems. Describe each.
2. Explain carefully why the method of ancient Egypt known as “false position” must always give correct results for solving linear equations.
3. In the famous Babylonian clay tablet known as Plimpton 322, the way that the rows have been ordered is a key reason why this tablet is of such historical importance. Describe how the rows are ordered and describe the implications about what mathematics was known to the Babylonians.
4. Use Newton’s method of fluxions to find the slope of the tangent line to [EQUATION GIVEN HERE] and compare the work to a solution using modern calculus techniques. Explain the similarities and the technical differences.

In Seminar in Mathematics, students are asked to complete a project where they research and write about an appropriate historical and mathematical subject, along with at least one mathematician of significance in the area. Students write a paper on their topic and present their findings to the class. Examples of past projects are listed below:

1. The Four Color Theorem: What does the Four Color Theorem say? What is unusual about the history of the proof of this theorem? Does the mathematical community accept the current “proof” of this result? Who are the key mathematicians involved in the history of this problem? Is there current work being done on this problem? Related problems?
2. Penrose Tilings: What are the regular tilings of the plane, and how are Penrose tilings different? Who is Roger Penrose, and how is his work with these tilings significant? What are some of the interesting things that can be proved about Penrose tilings? What are some of their applications?

3.  $\pi$  is irrational (indeed transcendental): What is the history of  $\pi$ ? Who was the first to prove  $\pi$  is irrational? What is a transcendental number? Can we prove that  $\pi$  is transcendental? Are there other famous transcendental numbers?
4. The Golden Ratio and its presence in history: Who first noticed the Golden Ratio? Where are some amazing places it arises in nature? How is the Golden Ratio linked to Fibonacci numbers? Who discovered this connection? Numbers in nature: How do the Fibonacci numbers and the Golden Ratio appear in flowers? Why is this so?
5. The Brachistochrone Problem: Imagine two points A and B at different heights above the ground. There is an infinite number of smooth curves between A and B. Imagine a ball rolling from point A to point B. The time it takes the ball to roll from A to B depends on the curve. Find the curve that minimizes the time it takes the ball to roll from A and B. (Differential equations will be needed.) Who first introduced this problem? Who solved it? What sorts of mathematics has this led to?

### WRITING IN THE DISCIPLINE - CREATIVE WRITING

The English Department has identified writing instruction as a significant component of our mission — from introductory level courses (FYW 100, ENGL 161/ENGL 100), to the sophomore level (ENGL 205-ENGL 206-ENGL 207), to the senior capstone seminar (ENGL 460). We recognize that writing is integrally related to analyzing and responding to literature. We directly address the kinds of writing particular to the discipline of literary studies in ENGL 201, ENGL 202, and ENGL 460. While the capstone seminar, ENGL 460, focuses on discipline-specific writing on an advanced level, the Elementary Education English content majors are not required to take ENGL 460, which eliminates it from the WID category. For students in all other tracks of the English major--Liberal Arts, Creative Writing, and Secondary Education--the ENGL 460 builds on the disciplinary writing skills learned in ENGL 201 and ENGL 202 (both required courses).

We, therefore, propose ENGL 201 and ENGL 202 as our WID courses. The guidelines and assessments below are ones we have already established for ENGL 201 and ENGL 202.

ENGL 201: Introduces students to formal literary analysis, with attention to close reading and their acquisition of critical vocabulary, methodology, and MLA style. Students are introduced to the conventions of disciplinary writing through three papers, one of which is substantially revised.

#### Guidelines

1. All sections will require a handbook of literary terms (e.g., Abrams) and the MLA Handbook.
2. All sections will introduce the conventions and practice of critical writing in the discipline and will require three 4-6 page critical analytic essays, one of which must be revised substantially
3. All sections will require a final exam.
4. All sections will introduce literary study as a field under debate and will draw attention to the assumptions we make as readers in order to create meaning.
5. All sections will draw readings from a range of historical periods.
6. All sections will introduce the concept of genre---including forms of non-literary texts such as film, television, Internet websites, advertisements.

7. All sections will teach students to recognize major traditional literary forms: prose fiction (short story and novel); drama; poetry.
8. All sections will introduce the major critical concepts/terms of literary study.
9. All sections will introduce the concept of secondary sources and will provide practice in reading and summarizing a critical article.
10. All sections will require that in their three essays, students demonstrate their ability to structure, develop, and properly format a literary argument/interpretation that uses quotes from the text.

#### **201 Assessment:**

All sections of ENGL 201 will include a section on a final or midterm exam requiring students to perform a close reading of a short poem or poetic passage. Individual instructors will choose the poem or passage for attention and grade the students in their sections. The instructors will report the results to the chair or his/her designate as follows: the number of student responses; the number of students who scored 75 or better; the number of students who scored below 75.

ENGL 202: Introduces students to more theoretical or critical frameworks for literary analysis. In ENGL 202 students learn about the various ways professional literary scholars write about literary, non-print, and cultural phenomenon. The course also helps students question the ways we read and write about texts. As in ENGL 201, students learn MLA style and are assessed on it. They produce three papers of varying lengths, one of which is substantially revised.

#### **Guidelines:**

1. All sections will require a library tour, with an introduction by the reference librarian to major tools--online and traditional--for research in English.
2. All sections will require three essays of varying lengths, one of which must be revised substantially; one of the essays should analyze a work (or works) of theory or criticism.
3. All sections will introduce literary study as a contested field of study and will introduce theory and criticism as historically constituted practices.
4. All sections will require readings from at least three recent theoretical paradigms.
5. All sections will include primary works of literary theory (not overviews or introductions).
6. All sections will include a limited number of literary texts from a variety of traditional genres; non-literary texts such as film, TV, web sites, ads, and/or other forms of cultural phenomena; and critical works on the literary and non-literary texts.
7. All sections will present the opportunity for students to study divergent and multiple readings of at least one of the literary or non-literary texts.
8. All sections will teach students how to do research on literary and non-literary texts using both traditional and online resources.
9. All sections will require that in their essays, students demonstrate their understanding of the theoretical paradigms from which readings have been drawn and use proper MLA documentation.

#### **202 Assessments:**

All sections of ENGL 202 will include two assessment assignments:

1. By the end of the term, instructors will test students' knowledge of MLA requirements by giving an assignment (either as part of an exam or as an independent assignment) along the following lines:
  - Give students the title page of a journal and the first page of an article from that issue with a notation giving the article's final page number.
  - Ask each student to write a sentence of his/her own into which a quote from the article is incorporated, with proper MLA citation.
  - Ask each student to write an entry for a Works Cited page for that article.
2. By the end of the term, instructors will assign the following exercise over the course of 3-4 class periods:
  - Choose a theoretical concept/term from the reading and define it with rigorous specificity in 2-3 sentences.
  - Develop an idea related to that definition that is a step beyond the definition;
  - Identify 2-3 points of possible further development.
  - Apply the concept/term and definitions to an imaginative text discussed in class.
  - In a single sentence, explain a different term/concept to which you might link these ideas.

The instructors will report the results of each of the assessment exercise to the chair or his/her designate as follows: for each one, the number of student responses; the number of students who scored 75 satisfactory, the number who scored outstanding and the number who scored unsatisfactory.

#### **WRITING IN THE DISCIPLINE - ENGLISH**

The English Department has identified writing instruction as a significant component of our mission — from introductory level courses (FYW 100, ENGL 161/ENGL 100), to the sophomore level (ENGL 205-ENGL 206-ENGL 207), to the senior capstone seminar (ENGL 460). We recognize that writing is integrally related to analyzing and responding to literature. We directly address the kinds of writing particular to the discipline of literary studies in ENGL 201, ENGL 202, and ENGL 460. While the capstone seminar, ENGL 460, focuses on discipline-specific writing on an advanced level, the Elementary Education English content majors are not required to take ENGL 460, which eliminates it from the WID category. For students in all other tracks of the English major--Liberal Arts, Creative Writing, and Secondary Education--the ENGL 460 builds on the disciplinary writing skills learned in ENGL 201 and ENGL 202 (both required courses).

We, therefore, propose ENGL 201 and ENGL 202 as our WID courses. The guidelines and assessments below are ones we have already established for ENGL 201 and ENGL 202.

ENGL 201: Introduces students to formal literary analysis, with attention to close reading and their acquisition of critical vocabulary, methodology, and MLA style. Students are introduced to the conventions of disciplinary writing through three papers, one of which is substantially revised.

#### **Guidelines**

1. All sections will require a handbook of literary terms (e.g., Abrams) and the MLA Handbook.

2. All sections will introduce the conventions and practice of critical writing in the discipline and will require three 4-6 page critical analytic essays, one of which must be revised substantially
3. All sections will require a final exam.
4. All sections will introduce literary study as a field under debate and will draw attention to the assumptions we make as readers in order to create meaning.
5. All sections will draw readings from a range of historical periods.
6. All sections will introduce the concept of genre---including forms of non-literary texts such as film, television, Internet websites, advertisements.
7. All sections will teach students to recognize major traditional literary forms: prose fiction (short story and novel); drama; poetry.
8. All sections will introduce the major critical concepts/terms of literary study.
9. All sections will introduce the concept of secondary sources and will provide practice in reading and summarizing a critical article.
10. All sections will require that in their three essays, students demonstrate their ability to structure, develop, and properly format a literary argument/interpretation that uses quotes from the text.

**201 Assessment:**

All sections of ENGL 201 will include a section on a final or midterm exam requiring students to perform a close reading of a short poem or poetic passage. Individual instructors will choose the poem or passage for attention and grade the students in their sections. The instructors will report the results to the chair or his/her designate as follows: the number of student responses; the number of students who scored 75 or better; the number of students who scored below 75.

ENGL 202: Introduces students to more theoretical or critical frameworks for literary analysis. In ENGL 202 students learn about the various ways professional literary scholars write about literary, non-print, and cultural phenomenon. The course also helps students question the ways we read and write about texts. As in ENGL 201, students learn MLA style and are assessed on it. They produce three papers of varying lengths, one of which is substantially revised.

**Guidelines:**

1. All sections will require a library tour, with an introduction by the reference librarian to major tools--online and traditional--for research in English.
2. All sections will require three essays of varying lengths, one of which must be revised substantially; one of the essays should analyze a work (or works) of theory or criticism.
3. All sections will introduce literary study as a contested field of study and will introduce theory and criticism as historically constituted practices.
4. All sections will require readings from at least three recent theoretical paradigms.
5. All sections will include primary works of literary theory (not overviews or introductions).
6. All sections will include a limited number of literary texts from a variety of traditional genres; non-literary texts such as film, TV, web sites, ads, and/or other forms of cultural phenomena; and critical works on the literary and non-literary texts.

7. All sections will present the opportunity for students to study divergent and multiple readings of at least one of the literary or non-literary texts.
8. All sections will teach students how to do research on literary and non-literary texts using both traditional and online resources.
9. All sections will require that in their essays, students demonstrate their understanding of the theoretical paradigms from which readings have been drawn and use proper MLA documentation.

**202 Assessments:**

All sections of ENGL 202 will include two assessment assignments:

1. By the end of the term, instructors will test students' knowledge of MLA requirements by giving an assignment (either as part of an exam or as an independent assignment) along the following lines:
  - Give students the title page of a journal and the first page of an article from that issue with a notation giving the article's final page number.
  - Ask each student to write a sentence of his/her own into which a quote from the article is incorporated, with proper MLA citation.
  - Ask each student to write an entry for a Works Cited page for that article.
2. By the end of the term, instructors will assign the following exercise over the course of 3-4 class periods:
  - Choose a theoretical concept/term from the reading and define it with rigorous specificity in 2-3 sentences.
  - Develop an idea related to that definition that is a step beyond the definition;
  - Identify 2-3 points of possible further development.
  - Apply the concept/term and definitions to an imaginative text discussed in class.
  - In a single sentence, explain a different term/concept to which you might link these ideas.

The instructors will report the results of each of the assessment exercise to the chair or his/her designate as follows: for each one, the number of student responses; the number of students who scored 75 satisfactory, the number who scored outstanding and the number who scored unsatisfactory.

**WRITING IN THE DISCIPLINE - FILM STUDIES**

The Film Studies major is comprised of a required core of critical studies courses (FILM 116, FILM 219, FILM 220, FILM 221, and FILM 454), and one of two tracks through the major which students can follow and even combine: critical studies and production. Writing is a vital component of film analysis and it is integrated into all of the courses in both the core and the critical studies track. One course in the critical studies core, however, is intensely focused on the writing process and on giving film majors, at the sophomore level, practice in discipline-specific writing: FILM 219.

In the introductory course to the major, FILM 116: Approaches to Film (until January 2013 taught in the English department as ENGL 116), students are introduced to the vocabulary and methodology of the discipline, practicing the close textual analysis basic to the interpretation of film. Students practice competency through class discussion, exams, and the writing of two critical essays. FILM 219 focuses more intensely

on the writing process, emphasizing the reading and writing of film criticism and analysis as it introduces the major conceptual frameworks that have long dominated film studies: film authorship, film genres, and national cinemas (the three principal categories for 300-level critical studies film courses). FILM 219 begins with a unit devoted to “The Critical Essay,” where readings both raise major issues in writing film analysis and provide models for student writing. Workshops on writing are dispersed throughout the course so that students have opportunities in class to learn how to critique their classmates’ writing, how to use critiques of their own writing, and how to revise effectively. Students are also introduced to the professional study of film including what constitutes scholarly research and writing on film. Students write at least three critical essays in addition to a major revision of at least one of them. Students are assessed on their last paper in the course. (Details below.)

**Guidelines:**

1. All sections will introduce the conventions and practice of critical writing in the discipline and will require at least three essays of varying lengths, one of which must be revised substantially.
2. All sections require a library tour, with an introduction by a reference librarian to the major tools—online and traditional—for research in Film Studies. Students will be expected to use this knowledge in their essays which will require attention to secondary sources.
3. All sections will require that in their essays students demonstrate their understanding of the critical frameworks from which readings have been drawn.
4. All sections will require that students learn and use proper documentation, specifically the University of Chicago Style.
5. All sections will require readings from the three conceptual frameworks that have dominated the field of film studies (and that constitute the conceptual framework of the major): film authorship; national cinemas; and film genres.
6. Film screenings will cover the three conceptual frameworks enumerated above and will represent a variety of historical periods and international as well as Hollywood films.
7. All sections will have a final exam.
8. All sections will assess student performance in the course.

**Assessment:**

A random sample of one quarter of the final papers written in FILM 219 will be evaluated at the end of the semester by all full-time faculty members. Each of the following four criteria will be assessed as Outstanding, Satisfactory, or Unsatisfactory:

1. Critical analysis of a film text based upon an understanding of the conceptual framework of the course.
2. Evidence of identification and understanding of the use of secondary sources.
3. Evidence of facility in the use of the program’s documentation style.
4. Evidence of writing skills.

**WRITING IN THE DISCIPLINE - GENDER AND WOMEN'S STUDIES**

In order to achieve the stated goals of the interdisciplinary Gender and Women's Studies Program at Rhode Island College—to discover and communicate new knowledge about women and gender, to reexamine and reinterpret existing knowledge about women and gender, and to synthesize and integrate this understanding into the traditional disciplines—we must teach our students how to use the tools of multiple fields, including those of the social sciences and the humanities. Teaching students to write in this field, then, requires teaching a complex set of analytical skills and is spread across three courses required of all majors. Our offering in the General Education program, GEND 200: Gender in Society, is also required of all majors and minors. This course introduces the fundamental skill of interdisciplinary writing through the project of intersectional analyses (employed in a written critical analysis of cultural objects through the lens of gender) and also teaches self-reflective writing through response papers, journal entries, and other informal writing. Students are taught to think of the writer as observer, analyzer, and critic, and learn to write from that stance. The courses that we are identifying as our WID courses—GEND 201: Introduction to Feminist Inquiry and GEND 352: Feminist Theory—build upon this foundation at first the sophomore level (GEND 201) and then the junior level (GEND 352). Both courses are required of all GEND majors.

GEND 201 addresses the Written Communication (WC) outcome by moving toward more formal analytic written work than what is produced in GEND 200, with students learning the different purposes of writing in GEND, including persuasion, explanation, and information. Students learn what constitutes evidence in the social sciences and in the humanities and how to employ the conventions of both areas in their own interdisciplinary writing (WC goal: writing that is supported by evidence). They also learn to synthesize ideas from different texts and artifacts in their writing; and they continue to use self-reflective writing when appropriate. Students produce writing that is well organized, demonstrates correct usage of grammar and the terminology of the field, and is appropriate to the academic context of Gender and Women’s Studies.

GEND 352 addresses the WC outcome at a higher level, as students learn how to construct and complete a major research project, from prospectus to final paper. In this course it is assumed that students have mastered the writing instruction given in GEND 200 and GEND 201 and are able to employ the writing conventions of the field. At this level, students learn to enter the academic dialogue of Gender and Women’s studies in their research writing. They assess theoretical perspectives that are elaborated by professional writers in the discipline and begin to offer their own contributions. Students also complete shorter written assignments in which they may respond to or critique single or multiple texts. Self-reflective writing at this level is expected to be used strategically the context of elaborating ideas.

**WRITING IN THE DISCIPLINE - HISTORY**

HIST 200 serves as the foundation for a student’s career as a history major at Rhode Island College. Its goal focuses on exposing him/her to the profession and its best practices—history as interpretation and analysis, not factoids, based on research of creditable sources expressed in well-written formats appropriate to the discipline, e.g. précis, book

reviews, scholarly articles and the like. Students are then expected to try to emulate these examples.

The final project required for HIST 200 is a 10 to 12 page research paper, created through integration and analysis of primary and secondary sources. Students learn to develop a historical narrative as well as the historical argument so critical to a good paper. Assignments spread throughout the semester expose students to the different forms of historical writing. They are then asked to respond to such materials in various written formats. Every piece of prose students hand in is carefully graded and returned to them. To enhance their critical eye concerning common mistakes, students are required to keep an “Error Diary” which they will hand in at mid-semester and at the end of the term. In it they are to record their responses to that various corrections/editorial comments that I have made on their papers—in the hope that they come to recognize their writing weaknesses and address them.

Their written efforts also get reviewed during the course of group work, which occurs periodically in class. Students also meet one-on-one with me twice during the semester. At those times, their research projects are discussed as well as their progress in improving their writing. HIST 200 offers a time-line process of exposure to various historical materials and asks students to familiarize themselves with them and also write responses to them. What follows outlines the assignments students do in my HIST 200 class:

1. Read an article from a mass market periodical, aimed at a more sophisticated audience than your general newsmagazines. Have students write a synopsis of that article.
2. Read articles in chapters of an anthology assigned as course reading and write outlines of those chapters.
3. Read essays by prominent historians which interpret an historical event and write an outline.
4. Read several primary sources and then find a secondary source with which to contextualize the primaries—and then write a setting the historical stage essay.
5. Read about taking notes, documenting sources, then write a short “research paper” based on secondary and primary sources read so far during the course of the semester.
6. Read six academic book reviews and then write an assessment of how those reviews match up with the guidelines for writing a scholarly review.
7. Read an article from a scholarly journal, then write a précis of the article.
8. Write a 10-12 page term paper based upon scholarly research in primary and secondary sources. In addition to turning the paper, students hand in all their note cards. The paper contains such features as a Table of Contents and an Annotated Bibliography.

During the course of the semester, students also read two books Richard Marius and Melvin Page, *A Short Guide to Writing About History*, 8<sup>th</sup> ed. and Jenny Presnell, *The Information Literate Historian*. Subsequent to reading the chapters from these books, class time is dedicated to discussing the main points from each. Leitmotifs to all discussions include writing effectively and ascertaining what constitutes a well-written history essay. Students are especially encouraged to read scholarly journal articles, which of all the academic work produced by historians, most closely resemble students’ research papers.

During the course of the semester, I continually remind students that they are developing three critical skills that lead to being a successful history student: the art of research, the art of writing, and the art of editing.

### **WRITING IN THE DISCIPLINE - JUSTICE STUDIES (CRIMINAL JUSTICE)**

**The Sociology Department offers two majors: Sociology and Justice Studies.** (Many students complete both majors.)

The two majors share a common two semester research sequence: SOC 302 and SOC 404.

Two additional specific Sociology courses are required for Justice Studies majors. These are: SOC 207 (Crime and Criminal Justice); and SOC 309 (Sociology of Delinquency and Crime).

Nine 300-level Sociology courses also meet requirements for Justice Studies majors. These are: SOC 318, SOC 333, SOC 340, SOC 341, SOC 342, SOC 343, SOC 344, SOC 345, SOC 346.

Below we specify separately for each major the required courses in which students are led to focus on Writing in the Discipline.

#### **Justice Studies Major**

##### **Checklist for Writing in the Discipline – Minimum Requirements**

Specific course(s) identified; Course(s) are at sophomore level or above: SOC 302\*, SOC 404\*\*, SOC 309, JSTD 466

\*JS/POL double majors may substitute POL 300 for SOC 302.

\*\*JS/PSYCH double majors may substitute PSYC 320 for SOC 404.

Writing in the Discipline is accomplished in SOC 309 and JSTD 466, plus either SOC 302 or SOC 404.

##### **Written Communication Learning Outcome**

The Justice Studies major seeks to fulfill the following goals for criminal justice education in a liberal arts context.

1. To provide a foundation for professional development of pre-service and in-service personnel.
2. To orient students toward a systematic perspective of the criminal justice system.
3. To develop a citizenry educated in the problems of crime and in the administration of justice.
4. To develop understanding of the causes of crime and societal responses to it.
5. To emphasize the ethical and moral standards involved in decision-making and criminal justice activities.
6. To prepare future leaders both in the academic and applied setting.
7. To study criminal justice in the context of larger justice issues and with attention to the total environment in which the system operates.
8. To advance knowledge about the design, evolution, operation, and maintenance of justice system.
9. To induce students to think about issues in criminal justice and to develop professional attitudes and patterns of behavior.
10. To establish academic credentials to be emphasized more in the future than experience.

11. To provide an up-to-date understanding of law, human behavior, and social institutions.
12. To develop awareness of the field as a recognized academic discipline.
13. To upgrade the quality of service provided by personnel and criminal justice agencies.
14. To sensitize students to national differences in criminal justice systems. To introduce students to comparative perspectives on justice systems.
15. To emphasize the relevance of literature and research to practice in the field.

To facilitate the goals of the Justice Studies Program, students are expected to access the evidence based scholarly literature relating to criminology and criminal justice and apply it to development of a mock grant proposal that responds to a current criminal justice related Request for Proposals offered by federal or other grant funding agencies. SOC 302 and SOC 404 enable students to understand the evidence based scholarly research that applies to criminology and criminal justice. Students in SOC 302 and SOC 404 meet the writing goals specified below (taken from the description above for the Sociology Major). SOC 309 and JSTD 466 enable students to utilize the evidence based research provided in scholarly journals in their written evaluations and in their mock development of criminal justice policies and programs. The role of each course in Justice Studies majors' writing skills improvement is described below.

**Writing instruction is explicitly included in course requirements:**

Course(s) required for major:

In SOC 302, our first research methods course, students are given explicit instruction in the disciplinary requirements for research proposals and literature reviews. Students learn to properly document sources, to synthesize the findings of sources into a coherent literature review, and to describe research methods. They integrate a revised draft of their literature review into a research proposal that they work on throughout the semester. In addition, they complete a variety of informal writing exercises designed to give them practice writing about research methods and research findings.

In SOC 404, students build on their experience in writing a research proposal as they learn to draft full research papers according to disciplinary standards. Students write two research papers, one drawing on qualitative data and one drawing on large-scale quantitative data. In each, they write abstracts, literature reviews, discussions of their methodology, and discussions of their findings. Students also complete informal writing assignments throughout the semester which require them to pose hypotheses, describe data, and summarize research findings.

In SOC 309, students are expected to write a 15-page research paper in which they describe the key points of one of the major theories of delinquency and crime and use their discussion to analyze an approved current peer reviewed scholarly article that uses the same theory. Students choose the article in consultation with the instructor. In their analysis students are required to demonstrate the ways in which one or more theories of delinquency and crime shaped the hypotheses and research strategies that led to the empirical evidence on which the article is based. Students must also explain the implications of the empirical results for the theory, indicating whether the findings provide support for the theory,

or suggest that it should be revised. Students are referred to the department's Term Paper Guide (see attached) and are required to submit papers using the ASA citation style. In a subsequent assignment, students are required to write a second research page paper (15-20 pages) in which they analyze four peer reviewed scholarly articles chosen by the instructor utilizing the criteria and format described above. In this second assignment students are led to focus primarily on the researchers' application of theory to the development of the research, and the implications of the research in providing support for or suggesting the need for revision of the theory. Students are also led to discuss the implications of the findings for criminal justice policies and programs.

In JSTD 466, the capstone course in this major, students have two major writing assignments. In the first, a 20-page research paper, students are led to apply key concepts to analysis of the links among major assigned readings and news analyses of current criminal justice problems and issues. This assignment leads students to explain in detail the theoretical concept under consideration and the empirical problem described. Students must demonstrate how the concept utilized by several authors can be seen empirically in the data provided in their texts and in assigned news discussions of a similar problem or issue. In the second writing assignment for this course, students are expected to find a request for proposals (RFP) in criminal justice issued by a granting agency and respond to it with a proposal for a plausible program of service provision. The program or proposal must be designed for a specific location and time period. It must include: a title page specifying the RFP and funding agency as well as the student's name and date of submission, an abstract, a problem statement, a review of the relevant evidence based research literature, a description of the program, a statement of the specific policy relevant aim to be achieved, a plan for evaluating the program's success, a plan for the sustainability of the program, a justification of the proposal's urgency, a budget and budget justification page. The proposal is 10-15 pages and must include both citations and a bibliography (prepared carefully and consistently using the style required by the American Sociological Association or other major professional association and the RFP). This assignment is the culmination of students' development of Writing in the Discipline and is also central to program assessment in Justice Studies as it reflects student achievement in goals 9, 8, 13 and 15 above.

**Statement of the role of writing in the discipline for students**

The above courses are required as part of the major and, as such, we focus on writing in the field of justice studies as well as the specific substantive topical areas that it includes. As noted above we also introduce students to scholarly literature and writing in our 300 level courses as well. We see these as a good place to introduce the writing conventions in the discipline. Students are referred to our Term Paper Guide (see attached) and are required to submit papers using the ASA citation style. Often our 300 level classes use a combination of "low stakes" and "high stakes" writing assignments daily. In sociology 345, for example, students submit journal writing and discussion board comments ("low stakes"), which they are to do daily. They also submit five formal (4-6 pages) papers due every two weeks. These formal writing assignments are theory driven and use a variety of books on victimization. Students are expected to use citations and references to document their work ("High stakes"). The low stakes assignments are often graded pass/fail, while the formal papers are graded on rubrics that increase with more requirements as the semester progresses.

**Desired writing outcomes and Statement about the progressive nature of learning to write in this discipline**

Students progress in learning to write in the Justice Program by developing their ability to explain the use of theory in shaping empirical research and the importance of empirical research in evaluating theory. These understandings are developed in Sociology 309, Sociology 302 and Sociology 404 simultaneously and are applied to development of the mock grant proposal in Justice Studies 466. Students also develop similar understandings in the 300 level substantive Sociology courses required in the Justice Studies major, as described above in relation to Sociology 345: Victimology. Throughout their experiences in 300 level Sociology courses and in the capstone course, Justice Studies majors learn that good writing comes from revisions, willingness to be open to constructive criticism, suggestions and feedback. They also become aware of the importance of clear, effective and appropriate writing for work in the fields relating to Justice Studies.

**WRITING IN THE DISCIPLINE - MATHEMATICS**

The Mathematics and Computer Science Department offers two mathematics majors: the Bachelor of Arts in Liberal Arts Mathematics and the Bachelor of Arts in Secondary Education, Mathematics. The department has identified two required courses in each of the majors where writing is most emphasized. For the Liberal Arts Mathematics major the courses are Bridge to Advanced Mathematics (MATH 300) and Seminar in Mathematics (MATH 461), while in the Secondary Education Mathematics major the courses are Bridge to Advanced Mathematics and History of Mathematics (MATH 458).

Bridge to Advanced Mathematics is the course in the major which aims to help students in the transition from Calculus to upper-level proof-based mathematics courses. This course differs from other courses in the major in that the goal of this course is not to introduce students to new mathematics, but rather to teach students how to construct and write a sound mathematical argument. Students are introduced to various methods of proving statements and are taught to write logical, coherent proofs in paragraph form. In particular, students are taught that a good proof conveys to the reader what is being assumed, what is to be shown and what type of proof is going to be used.

Bridge to Advanced Mathematics serves as a gateway course in the major because once a student has successfully completed MATH 300, he or she can enroll in upper-level theoretical mathematics courses, such as Linear Algebra (MATH 315) or Introduction to Abstract Algebra (MATH 432), where students use proof techniques learned in Bridge to Advanced Mathematics.

The second course where writing is emphasized for our Liberal Arts Mathematics majors is our capstone course, Seminar in Mathematics, while for our Secondary Education Mathematics majors it is History of Mathematics. There are many places within the History of Mathematics and Seminar in Mathematics courses in which the skill of writing in the discipline comes to the fore. Naturally, these courses involve writing many mathematical proofs, the quintessential example of writing in the discipline of mathematics.

In the History of Mathematics course, writing comes up in other ways. For example a student might be asked to compare and/or contrast a

modern proof or computation to one from an earlier era or to explain the significance or implications of some of the mathematics associated with a past culture.

Here are some recent examples of MATH 458 problems that involve writing in mathematics. It should be noted that there are a plethora of mathematical proofs assigned, none of which are noted here.

1. In ancient Greece, there were three classical impossible geometric construction problems. Describe each.
2. Explain carefully why the method of ancient Egypt known as “false position” must always give correct results for solving linear equations.
3. In the famous Babylonian clay tablet known as Plimpton 322, the way that the rows have been ordered is a key reason why this tablet is of such historical importance. Describe how the rows are ordered and describe the implications about what mathematics was known to the Babylonians.
4. Use Newton’s method of fluxions to find the slope of the tangent line to [EQUATION GIVEN HERE] and compare the work to a solution using modern calculus techniques. Explain the similarities and the technical differences.

In Seminar in Mathematics, students are asked to complete a project where they research and write about an appropriate historical and mathematical subject, along with at least one mathematician of significance in the area. Students write a paper on their topic and present their findings to the class. Examples of past projects are listed below:

1. The Four Color Theorem: What does the Four Color Theorem say? What is unusual about the history of the proof of this theorem? Does the mathematical community accept the current “proof” of this result? Who are the key mathematicians involved in the history of this problem? Is there current work being done on this problem? Related problems?
2. Penrose Tilings: What are the regular tilings of the plane, and how are Penrose tilings different? Who is Roger Penrose, and how is his work with these tilings significant? What are some of the interesting things that can be proved about Penrose tilings? What are some of their applications?
3.  $\pi$  is irrational (indeed transcendental): What is the history of  $\pi$ ? Who was the first to prove  $\pi$  is irrational? What is a transcendental number? Can we prove that  $\pi$  is transcendental? Are there other famous transcendental numbers?
4. The Golden Ratio and its presence in history: Who first noticed the Golden Ratio? Where are some amazing places it arises in nature? How is the Golden Ratio linked to Fibonacci numbers? Who discovered this connection? Numbers in nature: How do the Fibonacci numbers and the Golden Ratio appear in flowers? Why is this so?
5. The Brachistochrone Problem: Imagine two points A and B at different heights above the ground. There is an infinite number of smooth curves between A and B. Imagine a ball rolling from point A to point B. The time it takes the ball to roll from A to B depends on the curve. Find the curve that minimizes the time it takes the ball to roll from A and B. (Differential equations will be needed.) Who first introduced this problem? Who solved it? What sorts of mathematics has this led to?



## WRITING IN THE DISCIPLINE - MEDICAL IMAGING Radiologic Technology (RT)

### RADT 201 – Orientation to Medical Imaging

All medical imaging intended majors are required to take RADT 201. In RADT 201, the student begins exploring medical imaging and the many disciplines associated with the field.

- Modality review – informal writing assignments. The student practices writing skills (a paragraph) exploring five disciplines they may be interested in. This informal assignment is graded on content ensuring the student is able to communicate the difference between the many medical imaging disciplines. The student receives feedback after each review to help understand the discipline.
- Modality assignment – formal writing assignment. This assignment is given after the modality reviews and open houses are complete. The student is expected to write a brief explanation of the discipline as well as why they think they might be interested in this discipline. The assignment is graded on content as well as format, grammar and spelling, and organization. A rubric is available to help the student with expectations of the assignment. The student is able to submit the assignment for review and feedback to improve writing skills.
- Open House assignment – formal writing assignment. The student explores various medical imaging disciplines at an open house. The assignment ensures the student is able to communicate the various medical imaging disciplines as well as the role of a health care provider. The assignment is graded on content as well as format, grammar and spelling, and organization. A rubric is available to help the student with expectations of the assignment. The student is able to submit the assignment for review and feedback to improve writing skills.
- Grade
  - Modality Review and Assignment will count toward 25% of the final grade.
  - Open house assignment will count toward 40% of the final grade.

RT majors do not formally document in the clinical environment, but must have the ability to communicate with many clients (various patient types, families, and other health care providers) to help the client make informed decisions. Writing assignments are an integral part of RT courses. The program uses writing assignments to help the student learn effective communication tools as well as to ensure the student is prepared for their career as a radiographer.

Program faculty has designated the following courses as fulfilling the Writing in the Discipline competency of the General Education program. Forms of writing include informal and formal writing assignments and oral presentations.

All enrolled RT medical imaging students are required to take the courses listed below:

RADT 301 – Introduction to Radiologic Technology

RADT 255 – Patient Care Interventions for Allied Health

These courses are introductory courses to introduce the student to the field of Radiologic Technology and the clinical environment. Informal writing assignments are given to prepare the student to communicate effectively. Writing assignments include basic communication skills including non-verbal and Requisition Review – the initial communication process with patients.

RADT 309, RADT 310, RADT 411, RADT 412 – Clinical Education I-IV

- Journaling – reflective informal writing assignments. These assignments are given throughout the program to assess student learning in the clinical environment. The student is expected to reflect on their clinical experiences – how they or others handled various situations. Program faculty utilizes these assignments to ensure that the student is able to work effectively in the healthcare environment. Examples include positive patient experience or negative teamwork experience and how the experience was handled; student strengths and challenges. A simple rubric is available to help the student with expectations of the assignment and feedback is given after every assignment to learn from that experience.
- Requisition Review – formal writing assignment. This assignment is given throughout the program to ensure that the student is able to communicate effectively with the patient (i.e., reviewing protocols; performing the correct procedure on the correct patient; explaining the exam to adult and pediatric patient).
- Grade
  - Journal assignment will count for 5% of each Clinical Education final grade.
  - Requisition review will count for 5% of each Clinical Education final grade.

RADT 308 – Radiographic Procedures III

- First Year Project: Film Critique – formal writing assignment. Throughout the first two semesters, the student receives instruction on critiquing their images. This assignment, given at the completion of the first year, assures faculty that the student is able to critique an image and correct for any mistake. A series of informal writing assignments are given to prepare the student for the content portion of the freshmen project. The assignment is graded on content as well as format, grammar and spelling, and organization. A rubric is available to help the student with expectations of the assignment. The student is able to submit the assignment for review and feedback to improve writing skills.
- Grading: The informal writing assignment will count for 15% of the RADT 308 grade.

RADT 425 – Ethics/Critical Thinking and Problem Solving

- Informal writing assignments are given throughout the program to prepare the student for their final projects in RADT 425. The assignments are graded on content as well as format, grammar and spelling, and organization. A rubric is available to help the student with expectations of the assignment. The student is able to submit the assignments for review and feedback to improve writing skills.
- Final projects:
  - Critical thinking project – formal oral and writing assignment. Throughout the program, clinical scenarios are discussed to assess student learning in the clinical environment. The student is taught to critically think through various scenarios to prepare them for their future as a radiographer. During RADT 425, the student is given an informal assignment (oral and writing) to prepare as a group. This informal assignment prepares them for their Critical Thinking Project. The student prepares and presents their scenario to the class to assess student learning.
  - Professional development plan – formal writing assignment. RT graduates must maintain competency throughout their career.

During the program, the student is given informal writing assignments to prepare the student for their development plan including professional societies review, modality reviews, resume class and workshop, and interview class and workshop. This final writing assignment ensures that the student is prepared to maintain their professional status throughout their career.

- Grade
  - Critical Thinking Project and Professional Development Plan assignments will count for 30% of RADT 425 final grade throughout the program

### WRITING IN THE DISCIPLINE - MODERN LANGUAGES

In the concentrations in Modern Languages: French, Portuguese, Spanish all required courses are writing intensive, so, while it is difficult to point to one course, we can explain how we address writing in the discipline at the different levels. Our programs are three-tier, with each level building on the previous one. We have created our curricula with the aim of preparing our majors for graduate school. Roughly half of our graduates pursue graduate studies, so we teach our students the tools with which to do literary research, our discipline. At the same time, we feel we have to, at the same time, give those students who will use the language of their concentration other contexts, the skills to use the language in various registers.

#### **FREN 201 and FREN 202, PORT 201 and PORT 202, SPAN 201 and SPAN 202:**

In 201 students write bi-weekly papers in different registers: letters (formal and informal), descriptions, narrations, expositions. Each paper is read and returned with feedback in the form of a correction key, which addresses the mechanics of writing, as well as comments on content. A grade is given only when the student returns the revised copy. Students are taught to be aware of their writing, the context in which they are writing and to think of their reader. Since these courses are in a foreign language, there is additional practice with complex grammar, vocabulary, and syntax.

In 202 students continue to practice writing activities such as brain storming, writing clear and concise theses, writing appropriate and effective titles, presenting a logical progression of arguments, identifying and articulating themes in literary texts, identifying and articulating narrative strategies, using the vocabulary necessary for literary analysis. In this course students are introduced to the Modern Languages Association (MLA) style for documentation and practice researching sources through the MLA Bibliography database as well as in other academic databases. Essays in this course are also bi-weekly and revised before a grade is given. In preparation for the final research paper on a literary topic of 6 pages students write concise plot summaries, discuss themes and viable interpretations and collaborate on writing theses, titles, introductions, etc. All writing assignments in this course are revised before a grade is given.

#### **FREN, PORT, SPAN 300-LEVEL**

Students continue to practice the writing strategies learned in 202. They acquire more tools necessary for literary analysis and produce several essays during the semester and two formal 6 page literary analyses in the target language using the MLA style. There is preparation for these writing assignments in in-class collaborative writing activities and in low-

stakes writing assignments done at home, such as plot summaries, tools for analyzing different genres, analysis of narrative voice, point of view, literary styles and movements, character development, theses, titles.

#### **FREN, PORT, SPAN 400-LEVEL** (Literature and film courses)

Students produce lengthier research papers on specific literary and critical topics. Typically students at this level research a project throughout the semester and build toward a 10-12 page final paper by choosing a topic, identifying possible themes, beginning to compile a bibliography, presenting their progress to the class, sharing bibliography with their classmates, writing a 5-6 page draft of their paper. After receiving feedback they continue to work on their project until the end of the semester when they present their research formally to the class and hand in their paper.

#### **FREN 420, PORT 420, SPAN 420: Applied Grammar**

Applied Grammar is conducted as a workshop in which translation is used as a means to polish writing style. Students translate writings of different registers -- journalism, literature (narration and dialogue), academic essays -- from English into the target language. Special attention is given to idiomatic expressions and sentence structure in the foreign language.

### WRITING IN THE DISCIPLINE - MUSIC

#### **Identified Courses at the Sophomore Level:**

##### **MUS 205 Music History and Literature I**

##### **MUS 206 Music History and Literature II**

This two-semester survey is required of all music majors and is typically completed in sequence during the second year of study at Rhode Island College. Assignments are designed toward familiarizing students with various forms of written communication in the field of music. These forms include the following:

#### **Comparative Analysis**

The purpose of this assignment is to write about interpretive approaches toward music of the distant past. Students are given several recordings of the same piece and are asked to write a comparative analysis in the form of an essay. They are encouraged to begin by providing a historical context about the composer and the work in question (utilizing course materials). Then in the body of the essay, students describe similarities and differences among the interpretations, commenting on musical parameters such as tempo, articulation, accidentals, ornamentation, vocal technique, and instrumentation. To conclude the essay, students reflect on which version they found most convincing and whether, in their opinion, the performers achieved a historically informed performance. The assignment is assessed on the clarity of the writing, attention to musical detail, and use of appropriate terminology.

#### **Stylistic Analysis**

Students are asked to write a stylistic analysis of a piece of texted music from the early seventeenth century. A score, recording, and supplementary material will be provided. In order to situate the composer and the piece in a historical context, students will be introduced to Grove Online, an important resource for music research available from Adams Library. In addition to historical methods, the assignment allows students to synthesize knowledge acquired in the music theory curriculum, since the assigned piece will exhibit clear tonal patterns typical of the common practice period (e.g., an ostinato bass line). Students will be expected to

analyze the piece's form and phrase structure, the relationship between text and music, as well as aspects of texture, harmony, and instrumentation.

### Research Paper 1

This paper is assigned at the end of the first semester, after students have practiced the types of analytical writing described above. It is intended to strengthen research skills in the field of music generally and music history in particular. Students are invited to develop a research project around one of the composers discussed in class. The paper will examine details of the composer's biography that are most relevant for understanding his/her music, including information about teachers, students, patrons, religious/cultural background, travels, instruments played, professional positions or institutional affiliations, performance contexts, major historical events, etc. In addition to course materials, students are asked to consult at least three outside sources of scholarly merit. They are also expected to locate a score and recording of at least one significant work and to provide analytical commentary in the body of their paper.

A main goal of this assignment is developing research skills that can be applied to various career paths in the field of music. Students will learn the basics of the Library of Congress system and how to find musical materials (e.g., "M" for music scores, "ML" for books about music history and literature, and "MT" for instructional and analytical material). Class time will also be devoted to accessing scholarly literature and streaming resources available online. Students will learn how to use databases available through Adams Library, including JSTOR, Naxos Music Library, and Opera in Video. Citation styles will be discussed, and students will be expected to cite sources properly in their final papers.

### Interpretation of Primary Sources

In the second semester of study, students continue to refine the materials and methods of written discourse in the field of music. This assignment focuses on the integration of primary sources into the writing process. Students are provided a packet of readings on a familiar composer, containing perspectives from his/her contemporaries on matters related to musical practice and aesthetics. Students are then asked to write a critical essay, connecting their reading of the primary sources with pieces of music that have been covered in class or that they may have performed in lessons and ensembles. The instructor will offer strategies on how to approach primary sources, with an aim toward selecting quotations for inclusion in the essay. The act of synthesis will be stressed, so that students learn to craft their own interpretation around the primary source material.

### Program Note or Concert Review

The goal of this assignment is to practice forms of writing associated with the concert experience. Students will learn successful techniques of music writing for the general public, in which the prose should be engaging and accessible. They will learn how to integrate historical and cultural information into the program note or concert review, while still focusing on music as a sonic event.

For the program note, students are instructed to choose a multi-movement work from the late eighteenth to the early twentieth century. They may choose to write about a selection from class, in which case they will become familiar with the work in its entirety (not just an excerpted movement). Students may also write a program note on a piece they are learning in private lessons or performing on a recital, provided it is a multi-movement instrumental piece, song cycle, or the equivalent. In preparing to write the program note, students will read samples by

professional program annotators. They will be reminded that a program note is intended to convey information that would benefit an educated listener in a live concert setting. Generally this would include relevant historical information that might enhance the listening experience. The program note should also contain commentary about each movement, especially information about the form and any unusual or striking features that are discernible on first listening.

For the concert review, students will begin by consulting examples from professional reviewers contained in the *New York Times*, *Boston Musical Intelligencer*, and similar publications. Students will then select a concert to attend that features music from the late eighteenth to the early twentieth century. They will prepare for the concert experience by researching the music on the program, attending a preconcert lecture if one is offered, and reading the program notes carefully. After the concert, students will craft a review that combines historical insight about the

music in question with descriptions of the live event. Students may share personal responses to the music, critique the quality of the performance, evaluate the use of historical performance practices (where applicable), describe the performers' gestures and interactions, or comment on audience behavior and reaction.

### Research Paper 2

At the end of the second semester, students will be given another opportunity to research a topic of personal interest, generally drawn from the twentieth-century repertoire of American music. They will be expected to apply research methodologies learned throughout the year and to produce a thesis-driven account that is well written, well organized, and displays evidence of bibliographic research.

### Identified Course at the Senior Level:

#### PFA 461 Senior Seminar

In this course, senior candidates spend the semester developing individual projects from among the following options:

1. Completing a substantial research paper on a topic in music history and literature or ethnomusicology.
2. Completing an in-depth analytical essay on a topic in music theory or music criticism.
3. Presenting a lecture-recital with a supplementary written component (generally a research-oriented term paper).
4. Creating a musical composition and organizing its performance, with a supplementary written component (generally program notes and evaluation of the creative and rehearsal process).
5. Leading a performance as conductor or collaborating in a chamber music recital, with a supplementary written component (generally program notes and evaluation of the creative and rehearsal process).

Every project will be different but will involve a significant amount of research and a final written component. Early in the semester, short writing assignments will be completed to prepare students for later stages of their work. These assignments might take the form of a sample program note, a concert review, or a précis of an academic journal article. As students begin defining individual topics, they will turn in annotated bibliographies and/or discographies. Instruction will be provided on the proper citation of sources typically used in writing about music, including books and articles as well as archival material, manuscripts/facsimile editions, letters, interviews, librettos, printed music, and sound recordings. In addition, students will become familiar with online resources for music research, utilizing databases such as JSTOR, Grove

Music Online, and Naxos Music Library. The next stage of the semester will involve peer review, in which students exchange rough drafts and provide their classmates with written feedback. Final submissions will represent the culmination of this process, with significant class time devoted to discussion of research techniques and critique of work-in-progress. In addition to group sessions, students will meet individually with the instructor throughout the semester. With this flexible yet systematic approach, the seminar will aim to provide each individual student with writing instruction appropriate to his/her particular career path in the field of music.

## WRITING IN THE DISCIPLINE - MUSIC EDUCATION

### Identified Courses at the Sophomore Level:

#### MUS 205 Music History and Literature I

#### MUS 206 Music History and Literature II

This two-semester survey is required of all music majors and is typically completed in sequence during the second year of study at Rhode Island College. Assignments are designed toward familiarizing students with various forms of written communication in the field of music. These forms include the following:

#### Comparative Analysis

The purpose of this assignment is to write about interpretive approaches toward music of the distant past. Students are given several recordings of the same piece and are asked to write a comparative analysis in the form of an essay. They are encouraged to begin by providing a historical context about the composer and the work in question (utilizing course materials). Then in the body of the essay, students describe similarities and differences among the interpretations, commenting on musical parameters such as tempo, articulation, accidentals, ornamentation, vocal technique, and instrumentation. To conclude the essay, students reflect on which version they found most convincing and whether, in their opinion, the performers achieved a historically informed performance. The assignment is assessed on the clarity of the writing, attention to musical detail, and use of appropriate terminology.

#### Stylistic Analysis

Students are asked to write a stylistic analysis of a piece of texted music from the early seventeenth century. A score, recording, and supplementary material will be provided. In order to situate the composer and the piece in a historical context, students will be introduced to Grove Online, an important resource for music research available from Adams Library. In addition to historical methods, the assignment allows students to synthesize knowledge acquired in the music theory curriculum, since the assigned piece will exhibit clear tonal patterns typical of the common practice period (e.g., an ostinato bass line). Students will be expected to analyze the piece's form and phrase structure, the relationship between text and music, as well as aspects of texture, harmony, and instrumentation.

#### Research Paper 1

This paper is assigned at the end of the first semester, after students have practiced the types of analytical writing described above. It is intended to strengthen research skills in the field of music generally and music history in particular. Students are invited to develop a research project around one of the composers discussed in class. The paper will examine details of the composer's biography that are most relevant for understanding his/her music, including information about teachers, students, patrons, religious/cultural background, travels, instruments played, professional

positions or institutional affiliations, performance contexts, major historical events, etc. In addition to course materials, students are asked to consult at least three outside sources of scholarly merit. They are also expected to locate a score and recording of at least one significant work and to provide analytical commentary in the body of their paper.

A main goal of this assignment is developing research skills that can be applied to various career paths in the field of music. Students will learn the basics of the Library of Congress system and how to find musical materials (e.g., "M" for music scores, "ML" for books about music history and literature, and "MT" for instructional and analytical material). Class time will also be devoted to accessing scholarly literature and streaming resources available online. Students will learn how to use databases available through Adams Library, including JSTOR, Naxos Music Library, and Opera in Video. Citation styles will be discussed, and students will be expected to cite sources properly in their final papers.

#### Interpretation of Primary Sources

In the second semester of study, students continue to refine the materials and methods of written discourse in the field of music. This assignment focuses on the integration of primary sources into the writing process. Students are provided a packet of readings on a familiar composer, containing perspectives from his/her contemporaries on matters related to musical practice and aesthetics. Students are then asked to write a critical essay, connecting their reading of the primary sources with pieces of music that have been covered in class or that they may have performed in lessons and ensembles. The instructor will offer strategies on how to approach primary sources, with an aim toward selecting quotations for inclusion in the essay. The act of synthesis will be stressed, so that students learn to craft their own interpretation around the primary source material.

#### Program Note or Concert Review

The goal of this assignment is to practice forms of writing associated with the concert experience. Students will learn successful techniques of music writing for the general public, in which the prose should be engaging and accessible. They will learn how to integrate historical and cultural information into the program note or concert review, while still focusing on music as a sonic event.

For the program note, students are instructed to choose a multi-movement work from the late eighteenth to the early twentieth century. They may choose to write about a selection from class, in which case they will become familiar with the work in its entirety (not just an excerpted movement). Students may also write a program note on a piece they are learning in private lessons or performing on a recital, provided it is a multi-movement instrumental piece, song cycle, or the equivalent. In preparing to write the program note, students will read samples by professional program annotators. They will be reminded that a program note is intended to convey information that would benefit an educated listener in a live concert setting. Generally this would include relevant historical information that might enhance the listening experience. The program note should also contain commentary about each movement, especially information about the form and any unusual or striking features that are discernible on first listening.

For the concert review, students will begin by consulting examples from professional reviewers contained in the *New York Times*, *Boston Musical Intelligencer*, and similar publications. Students will then select a concert to attend that features music from the late eighteenth to the early twentieth

century. They will prepare for the concert experience by researching the music on the program, attending a preconcert lecture if one is offered, and reading the program notes carefully. After the concert, students will craft a review that combines historical insight about the music in question with descriptions of the live event. Students may share personal responses to the music, critique the quality of the performance, evaluate the use of historical performance practices (where applicable), describe the performers' gestures and interactions, or comment on audience behavior and reaction.

### Research Paper 2

At the end of the second semester, students will be given another opportunity to research a topic of personal interest, generally drawn from the twentieth-century repertoire of American music. They will be expected to apply research methodologies learned throughout the year and to produce a thesis-driven account that is well written, well organized, and displays evidence of bibliographic research.

### Identified Course at the Senior Level:

#### MUS 492 Senior Recital (music education)

In this course, candidates prepare and perform a public recital in their primary applied performance area (e.g., trumpet, voice, violin, etc.). In addition to the performance itself, students must complete the following written items on time to receive a passing grade (recital courses are graded S/U).

1. Recital Reservation Request Form (due 3rd Friday of the semester)
2. Press release (due eight weeks before the recital)
3. Recital program (due two weeks before the recital)
4. Program notes and translations (due two weeks before the recital)

### Recital Reservation Request Form

This document is available on the "Student Recitals" link from <http://www.ric.edu/mtd>. It must be printed and filled out by the student after consultation with the instructor. Signatures of the recital committee members and the accompanist must be obtained, and the completed form must be returned to the instructor by the third Friday of the semester.

### Press Release

A press release of professional quality must be submitted electronically to the instructor eight weeks before the recital date. Length should be 200-300 words and ONE PAGE MAXIMUM. Use online sources of help such as

[http://necmusic.edu/pdf/careerservices/Career\\_Services\\_Spreading\\_the\\_News.pdf](http://necmusic.edu/pdf/careerservices/Career_Services_Spreading_the_News.pdf). Accuracy of content, spelling, grammar, sentence structure, and appealing format are all important. Once approved, the press release must be submitted to at least three local news outlets (including the RIC Office of College Communications and Marketing) by the student.

### Recital Program

Using the template available on the "Student Recitals" link from <http://www.ric.edu/mtd>, the student must prepare the recital program, including composer and composition dates. Formatting of the template must be followed. After the applied instructor has checked the program for accuracy, the student must submit it to the recital instructor two weeks before the recital. The instructor will make a final proofreading and forward it to the department secretary for printing. Students must get the printed programs from the department secretary the day before the recital.

### Program Notes and Translations

Using guidelines such as those available at <http://facstaff.uww.edu/allsenj/MSO/NOTES/WritingNotes.htm> and <http://www.gettysburg.edu/library/resources/db/guides/music/prognotesguide.dot>, the student must prepare program notes for his/her recital repertoire and submit them electronically to the instructor two weeks before the recital. Students must use the template available on the "Student Recitals" link from <http://www.ric.edu/mtd>. Notes should be limited to approximately 150-200 words per selection and will be assessed on accuracy of content, spelling, grammar, sentence structure, and style. In addition, vocal performers must prepare and submit English translations for all songs performed. The instructor may require revisions, and the final version must be printed, copied, and stapled by the student.

## WRITING IN THE DISCIPLINE - MUSIC PERFORMANCE

### Identified Courses at the Sophomore Level:

#### MUS 205 Music History and Literature I

#### MUS 206 Music History and Literature II

This two-semester survey is required of all music majors and is typically completed in sequence during the second year of study at Rhode Island College. Assignments are designed toward familiarizing students with various forms of written communication in the field of music. These forms include the following:

### Comparative Analysis

The purpose of this assignment is to write about interpretive approaches toward music of the distant past. Students are given several recordings of the same piece and are asked to write a comparative analysis in the form of an essay. They are encouraged to begin by providing a historical context about the composer and the work in question (utilizing course materials). Then in the body of the essay, students describe similarities and differences among the interpretations, commenting on musical parameters such as tempo, articulation, accidentals, ornamentation, vocal technique, and instrumentation. To conclude the essay, students reflect on which version they found most convincing and whether, in their opinion, the performers achieved a historically informed performance. The assignment is assessed on the clarity of the writing, attention to musical detail, and use of appropriate terminology.

### Stylistic Analysis

Students are asked to write a stylistic analysis of a piece of texted music from the early seventeenth century. A score, recording, and supplementary material will be provided. In order to situate the composer and the piece in a historical context, students will be introduced to Grove Online, an important resource for music research available from Adams Library. In addition to historical methods, the assignment allows students to synthesize knowledge acquired in the music theory curriculum, since the assigned piece will exhibit clear tonal patterns typical of the common practice period (e.g., an ostinato bass line). Students will be expected to analyze the piece's form and phrase structure, the relationship between text and music, as well as aspects of texture, harmony, and instrumentation.

### Research Paper 1

This paper is assigned at the end of the first semester, after students have practiced the types of analytical writing described above. It is intended to strengthen research skills in the field of music generally and music history in particular. Students are invited to develop a research project around one of the composers discussed in class. The paper will examine details of the composer's biography that are most relevant for understanding his/her

music, including information about teachers, students, patrons, religious/cultural background, travels, instruments played, professional positions or institutional affiliations, performance contexts, major historical events, etc. In addition to course materials, students are asked to consult at least three outside sources of scholarly merit. They are also expected to locate a score and recording of at least one significant work and to provide analytical commentary in the body of their paper.

A main goal of this assignment is developing research skills that can be applied to various career paths in the field of music. Students will learn the basics of the Library of Congress system and how to find musical materials (e.g., “M” for music scores, “ML” for books about music history and literature, and “MT” for instructional and analytical material). Class time will also be devoted to accessing scholarly literature and streaming resources available online. Students will learn how to use databases available through Adams Library, including JSTOR, Naxos Music Library, and Opera in Video. Citation styles will be discussed, and students will be expected to cite sources properly in their final papers.

#### **Interpretation of Primary Sources**

In the second semester of study, students continue to refine the materials and methods of written discourse in the field of music. This assignment focuses on the integration of primary sources into the writing process. Students are provided a packet of readings on a familiar composer, containing perspectives from his/her contemporaries on matters related to musical practice and aesthetics. Students are then asked to write a critical essay, connecting their reading of the primary sources with pieces of music that have been covered in class or that they may have performed in lessons and ensembles. The instructor will offer strategies on how to approach primary sources, with an aim toward selecting quotations for inclusion in the essay. The act of synthesis will be stressed, so that students learn to craft their own interpretation around the primary source material.

#### **Program Note or Concert Review**

The goal of this assignment is to practice forms of writing associated with the concert experience. Students will learn successful techniques of music writing for the general public, in which the prose should be engaging and accessible. They will learn how to integrate historical and cultural information into the program note or concert review, while still focusing on music as a sonic event.

For the program note, students are instructed to choose a multi-movement work from the late eighteenth to the early twentieth century. They may choose to write about a selection from class, in which case they will become familiar with the work in its entirety (not just an excerpted movement). Students may also write a program note on a piece they are learning in private lessons or performing on a recital, provided it is a multi-movement instrumental piece, song cycle, or the equivalent. In preparing to write the program note, students will read samples by professional program annotators. They will be reminded that a program note is intended to convey information that would benefit an educated listener in a live concert setting. Generally this would include relevant historical information that might enhance the listening experience. The program note should also contain commentary about each movement, especially information about the form and any unusual or striking features that are discernible on first listening.

For the concert review, students will begin by consulting examples from professional reviewers contained in the *New York Times*, *Boston Musical*

*Intelligencer*, and similar publications. Students will then select a concert to attend that features music from the late eighteenth to the early twentieth century. They will prepare for the concert experience by researching the music on the program, attending a preconcert lecture if one is offered, and reading the program notes carefully. After the concert, students will craft a review that combines historical insight about the music in question with descriptions of the live event. Students may share personal responses to the music, critique the quality of the performance, evaluate the use of historical performance practices (where applicable), describe the performers’ gestures and interactions, or comment on audience behavior and reaction.

#### **Research Paper 2**

At the end of the second semester, students will be given another opportunity to research a topic of personal interest, generally drawn from the twentieth-century repertoire of American music. They will be expected to apply research methodologies learned throughout the year and to produce a thesis-driven account that is well written, well organized, and displays evidence of bibliographic research.

#### **Identified Courses at the Junior and Senior Levels:**

##### **MUS 391 Junior Recital (performance)**

##### **MUS 493 Senior Recital (performance)**

In these courses, candidates prepare and perform a public recital in their primary applied performance area (e.g., trumpet, voice, violin, etc.). In addition to the performance itself, students must complete the following written items on time to receive a passing grade (recital courses are graded S/U).

1. Recital Reservation Request Form (due 3rd Friday of the semester)
2. Press release (due eight weeks before the recital)
3. Recital program (due two weeks before the recital)
4. Program notes and translations (due two weeks before the recital)

#### **Recital Reservation Request Form**

This document is available on the “Student Recitals” link from <http://www.ric.edu/mtd>. It must be printed and filled out by the student after consultation with the instructor. Signatures of the recital committee members and the accompanist must be obtained, and the completed form must be returned to the instructor by the third Friday of the semester.

#### **Press Release**

A press release of professional quality must be submitted electronically to the instructor eight weeks before the recital date. Length should be 200-300 words and ONE PAGE MAXIMUM. Use online sources of help such as

[http://necmusic.edu/pdf/careerservices/Career\\_Services\\_Spreading\\_the\\_News.pdf](http://necmusic.edu/pdf/careerservices/Career_Services_Spreading_the_News.pdf). Accuracy of content, spelling, grammar, sentence structure, and appealing format are all important. Once approved, the press release must be submitted to at least three local news outlets (including the RIC Office of College Communications and Marketing) by the student.

#### **Recital Program**

Using the template available on the “Student Recitals” link from <http://www.ric.edu/mtd>, the student must prepare the recital program, including composer and composition dates. Formatting of the template must be followed. After the applied instructor has checked the program for accuracy, the student must submit it to the recital instructor two weeks before the recital. The instructor will make a final proofreading and forward it to the department secretary for printing. Students must get the

printed programs from the department secretary the day before the recital.

#### Program Notes and Translations

Using guidelines such as those available at <http://facstaff.uww.edu/allsenj/MSO/NOTES/WritingNotes.htm> and <http://www.gettysburg.edu/library/resources/db/guides/music/prognotesguide.dot>, the student must prepare program notes for his/her recital repertoire and submit them electronically to the instructor two weeks before the recital. Students must use the template available on the "Student Recitals" link from <http://www.ric.edu/mtd>. Notes should be limited to approximately 150-200 words per selection and will be assessed on accuracy of content, spelling, grammar, sentence structure, and style. In addition, vocal performers must prepare and submit English translations for all songs performed. The instructor may require revisions, and the final version must be printed, copied, and stapled by the student.

#### WRITING IN THE DISCIPLINE - PHILOSOPHY

Philosophy as a discipline involves two kinds of formal written expression: (1) an academic prose whose general standards of clarity, evidence, interpretation, and citation are broadly shared with other humanistic disciplines, and (2) special conventions of symbolic logic, which formalize rules of argument and explanation. Publications in Philosophy virtually always employ the first, and often rely also upon the second. Overall, the two are deeply related in Philosophy, where a focus on abstract argument and explanation are fundamental to our interpretations and analyses.

In general, the learning outcome of written communication is pursued progressively in the Philosophy major. Because it is so important to philosophical exchange and understanding, expository or critical academic prose is assigned and evaluated in almost all of our courses: we introduce the standards with appropriate guidance in the lower-level courses, and we require more sustained reasoning and more scholarly engagement in the upper-level courses. In addition, the formal analyses of our logic courses promote the skills of identifying, interpreting, supporting and critiquing philosophical positions in our other courses.

More specifically, we propose that the general education requirement of Writing in the Disciplines be satisfied by the following two sets of courses (all of which are already part of the current curriculum).

1. **PHIL 351 (Greek Philosophy) and PHIL 356 (Modern Philosophy)** All Philosophy majors are required to take both of these courses, which cover primary texts from seminal periods of Western philosophy. Each section of each of these courses will include: (a) substantial formal writing assignments requiring effective expository form; (b) instruction and feedback about using good grammar and good reasoning to interpret, defend, or critique philosophical positions; and (c) introduction to the responsible use of relevant scholarly resources, together with disciplinary conventions of citation.
2. **PHIL 205 (Introduction to Logic) or PHIL 305 (Intermediate Logic)** All Philosophy majors must take at least one of these courses. Each section of each course will include instruction, assignments and feedback concerning: (a) translation of claims and arguments from ordinary English into standard logical forms with conventional symbols of modern formal logic; and (b) evaluation of symbolized

arguments with the rules and strategies of modern formal logic. Each section will also include discussion of advantages and limitations of symbolic formulation versus expression in ordinary language.

#### WRITING IN THE DISCIPLINE - POLITICAL SCIENCE

##### Minimum Requirements

Political Science majors learn to write for the Political Science discipline in POL 308 Current Political Controversy. The course is required for all Political Science majors. POL 202 American Government is the prerequisite course. The audience is sophomores and juniors. By completing the course Political Science majors are prepared to fulfill the Political Science requirement that students take two upper division courses that require research papers. This course cannot be used to meet the requirements of General Education.

##### Written Communication Learning Outcome

The expected outcome is that students will understand the different purposes of writing in the discipline and employ the conventions of writing in their major fields. Students will produce writing that is well organized, supported by evidence, demonstrates correct usage of grammar and terminology, and is appropriate within an academic context.

The following course objectives listed in the course syllabus of POL 308 meets the Written Communication Learning Outcome:

- To teach students how to undertake political research using library and internet sources;
- To provide students the opportunity to write different types of papers commonly found in Political Science undergraduate curriculums: traditional research papers; issue reaction and opinion papers; policy memorandums; legal opinions; public opinion survey analysis; book reviews.
- To provide the opportunity for students to witness improvement in their writing by requiring multiple drafts of selected papers, each draft submitted for critical evaluation by instructor.
- To provide more information about topics of critical importance in the United States today.

##### Writing Instruction explicitly included in the course requirements

Portfolio Requirements and Grading Value contained in the course syllabus:

- Attendance, participation, and timely submission of homework and all assignments. (10 percent)
- A personal political biography (2-3 pages) (10 percent) (2 drafts)
- Issue Reaction Paper (3 pages) (15 percent) (Public Debate) (2 drafts)
- Reflective Book Review (2-3 pages) (10 percent) (Group discussion) (2 drafts)
- A completed public opinion survey with analysis (in Group) (5 pages) (10 percent) (with Group Presentation) (Tables and Graphs) (1 Draft plus clean up option)
- A Policy Memorandum: 5 pages (20 percent) that incorporates legal analysis (Roundtable discussion: Cabinet Style) (1 Draft with "clean-up" option)
- Traditional Research paper (10 pages) (25 percent) with an 8 item annotated bibliography to accompany the paper with outline; 2 drafts

The Political Science department adopted a basic writing rubric that is used in evaluating papers written in this course. That rubric is attached. It

addresses each of the Written Communication elements listed by COGE: writing that is well-organized, supported by evidence, demonstrates correct usage of grammar and technology, and is appropriate to the Political Science academic context.

**Required Text**

Schmidt, Diane E., *Writing in Political Science: A Practical Guide* (4th ed.) Pearson Education: Longman, 2010. This text contains examples of each of the types of writing assignments required in the class.

**Desirable Attributes**

***Role of Writing, Outcome and the Nature of Learning in the Discipline***

Writing is a central element in the Political Science discipline. One of our assessment goals is to work to improve our student writing. We see writing as a developmental process. Students learn to critically read, think and write in a coherent manner over time when given time to practice and to receive feedback. The department also recognizes the linkage between effective reading and effective writing therefore students read a variety of material for the course and are required to use those readings to develop their writing assignments. Students are required to find and use the following secondary and primary sources: Articles in academic and political opinion journals, academic and popular press literature, newspaper editorials, Supreme Court opinions; opinion surveys, and government executive and legislative documents.

The department writing outcome goal is for students to satisfy the “meets expectations” requirements of the department writing rubric. Political Science students upon graduation can be expected to attend law school or graduate school where sound writing is expected. Those who choose to enter the world of work often seek out public service or managerial level positions, many of which require quality writing. By meeting the rubric expectation students will have demonstrated the ability to critically read and write that will assist them in the path they choose.

POL 308 socializes students to expect to write more than one draft of papers and to receive faculty feedback following each draft in courses that require formal writing assignments. That feedback focuses on understanding of the topic (academic context), the paper’s organization, use of evidence, and clear and correct grammar, spelling and similar writing basics.

Political Science majors must complete two courses requiring research papers after completing POL 308. These designated courses require the completion of a major research paper that is a minimum 10 pages in length; that requires the student to develop an answerable question; that requires the student to read appropriate secondary literature within the Political Science Discipline and where necessary primary sources; and that requires proper source citations and bibliographic entries. At least two drafts of a paper are permitted and reviewed using the department writing rubric.

Those courses are:

- POL 301 Foundations of Public Administration
- POL 306 State and Local Government
- POL 307 Political Behavior
- POL 309 Women in Politics
- POL 318 Crises of Liberalism
- POL 331 Courts and Public Policy

- POL 333 Law and Politics of Civil Rights
- POL 342 Politics of Global Economic Change
- POL 345 International Nongovernmental Organizations
- POL 346 Foreign Policy
- POL 353 Parties and Elections
- POL 354 Interest Group Politics
- POL 355 Policy Formation Process
- POL 359 Politics and the Media

**WRITING IN THE DISCIPLINE - POLITICAL SCIENCE/PUBLIC ADMINISTRATION**

**Minimum Requirements**

Political Science majors learn to write for the Political Science discipline in POL 308 Current Political Controversy. The course is required for all Political Science majors. POL 202 American Government is the prerequisite course. The audience is sophomores and juniors. By completing the course Political Science majors are prepared to fulfill the Political Science requirement that students take two upper division courses that require research papers. This course cannot be used to meet the requirements of General Education.

**Written Communication Learning Outcome**

The expected outcome is that students will understand the different purposes of writing in the discipline and employ the conventions of writing in their major fields. Students will produce writing that is well organized, supported by evidence, demonstrates correct usage of grammar and terminology, and is appropriate within an academic context.

The following course objectives listed in the course syllabus of POL 308 meets the Written Communication Learning Outcome:

- To teach students how to undertake political research using library and internet sources;
- To provide students the opportunity to write different types of papers commonly found in Political Science undergraduate curriculums: traditional research papers; issue reaction and opinion papers; policy memorandums; legal opinions; public opinion survey analysis; book reviews.
- To provide the opportunity for students to witness improvement in their writing by requiring multiple drafts of selected papers, each draft submitted for critical evaluation by instructor.
- To provide more information about topics of critical importance in the United States today.

**Writing Instruction explicitly included in the course requirements**

Portfolio Requirements and Grading Value contained in the course syllabus:

- Attendance, participation, and timely submission of homework and all assignments. (10 percent)
- A personal political biography (2-3 pages) (10 percent) (2 drafts)
- Issue Reaction Paper (3 pages) (15 percent) (Public Debate) (2 drafts)
- Reflective Book Review (2-3 pages) (10 percent) (Group discussion) (2 drafts)
- A completed public opinion survey with analysis (in Group) (5 pages) (10 percent) (with Group Presentation) (Tables and Graphs) (1 Draft plus clean up option)



- A Policy Memorandum: 5 pages (20 percent) that incorporates legal analysis (Roundtable discussion: Cabinet Style) (1 Draft with “clean-up” option)
- Traditional Research paper (10 pages) (25 percent) with an 8 item annotated bibliography to accompany the paper with outline; 2 drafts

The Political Science department adopted a basic writing rubric that is used in evaluating papers written in this course. That rubric is attached. It addresses each of the Written Communication elements listed by COGE: writing that is well-organized, supported by evidence, demonstrates correct usage of grammar and technology, and is appropriate to the Political Science academic context.

#### Required Text

Schmidt, Diane E., *Writing in Political Science: A Practical Guide* (4th ed.) Pearson Education: Longman, 2010. This text contains examples of each of the types of writing assignments required in the class.

#### Desirable Attributes

##### *Role of Writing, Outcome and the Nature of Learning in the Discipline*

Writing is a central element in the Political Science discipline. One of our assessment goals is to work to improve our student writing. We see writing as a developmental process. Students learn to critically read, think and write in a coherent manner over time when given time to practice and to receive feedback. The department also recognizes the linkage between effective reading and effective writing therefore students read a variety of material for the course and are required to use those readings to develop their writing assignments. Students are required to find and use the following secondary and primary sources: Articles in academic and political opinion journals, academic and popular press literature, newspaper editorials, Supreme Court opinions; opinion surveys, and government executive and legislative documents.

The department writing outcome goal is for students to satisfy the “meets expectations” requirements of the department writing rubric. Political Science students upon graduation can be expected to attend law school or graduate school where sound writing is expected. Those who choose to enter the world of work often seek out public service or managerial level positions, many of which require quality writing. By meeting the rubric expectation students will have demonstrated the ability to critically read and write that will assist them in the path they choose.

POL 308 socializes students to expect to write more than one draft of papers and to receive faculty feedback following each draft in courses that require formal writing assignments. That feedback focuses on understanding of the topic (academic context), the paper’s organization, use of evidence, and clear and correct grammar, spelling and similar writing basics.

Political Science majors must complete two courses requiring research papers after completing POL 308. These designated courses require the completion of a major research paper that is a minimum 10 pages in length; that requires the student to develop an answerable question; that requires the student to read appropriate secondary literature within the Political Science Discipline and where necessary primary sources; and that requires proper source citations and bibliographic entries. At least two drafts of a paper are permitted and reviewed using the department writing rubric.

Those courses are:

POL 301 Foundations of Public Administration  
 POL 306 State and Local Government  
 POL 307 Political Behavior  
 POL 309 Women in Politics  
 POL 331 Courts and Public Policy  
 POL 333 Law and Politics of Civil Rights  
 POL 342 Politics of Global Economic Change  
 POL 346 Foreign Policy  
 POL 353 Parties and Elections  
 POL 354 Interest Group Politics  
 POL 355 Policy Formation Process  
 POL 359 Politics and the Media

#### WRITING IN THE DISCIPLINE - PSYCHOLOGY

##### Programs involved:

##### B.A. in Psychology

##### B.S. in Chemical Dependency and Addiction Studies (CDAS)

Because the discipline of Psychology is a science, the peer-reviewed journal article plays a major role in transmitting advancements in knowledge of human behavior. The Psychology department currently has two courses in which writing is taught and proposes that they be designated as fulfilling the Writing in the Discipline Courses:

PSYC 221 Research Methods I (taken by all majors)

PSYC 473-PSYC 477 Research Methods III Labs (students select one from a list)

Psychology and CDAS majors will be required to take both courses to fulfill this requirement. The rationale for both courses is:

In PSYC 221 (Research Methods I), students learn the basics of APA formatting style and have writing assignments. The department does not require a specific writing task in this course; rather the types of assignments are left to the instructor’s discretion. Examples of assignments include summarizing and critiquing journal articles, describing results of literature searches, or learning how to write hypotheses. To enhance student learning, it is recommended that the instructor either (a) utilize multiple, brief writing assignments or (b) offer students an opportunity to revise single, longer assignments such as a more traditional term paper. Either approach will allow students to receive feedback and to improve their writing.

PSYC 473-PSYC 477 (Research Methods III) builds on the prior course by having students plan a study, collect and analyze data, and write a report in the form of a professional journal article using APA style. These activities are mandatory across all sections of the course. To enhance student learning, it is recommended that instructors of the course offer students opportunities to revise and resubmit the report based on feedback, although the number of allowable drafts is left to the instructor’s discretion.

The department is currently developing an assessment plan that will assess content and writing style, and that can be used across all sections of these courses.

## WRITING IN THE DISCIPLINE - SOCIOLOGY

**The Sociology Department offers two majors: Sociology and Justice Studies.** (Many students complete both majors.)

The two majors share a common two semester research sequence: SOC 302 and SOC 404.

Two additional specific Sociology courses are required for Justice Studies majors. These are: SOC 207 (Crime and Criminal Justice); and SOC 309 (Sociology of Delinquency and Crime).

Nine 300-level Sociology courses also meet requirements for Justice Studies majors. These are: SOC 318, SOC 333, SOC 340, SOC 341, SOC 342, SOC 343, SOC 344, SOC 345, SOC 346.

Below we specify separately for each major the required courses in which students are led to focus on Writing in the Discipline.

### SOCIOLOGY MAJOR

#### Checklist for Writing in the Discipline – Minimum Requirements

Specific course(s) identified: List

Course(s) are at sophomore level or above: SOC 300, SOC 302, SOC 404, SOC 460

#### Written Communication Learning Outcome

One of our program goals is “ability to articulate sociological analyses in oral and written form.” As such, we introduce students to the different styles employed in sociology, concentrating on the scholarly research paper. Examples of scholarly articles are introduced and discussed in the 200 and 300 level courses as well as practice (e.g., writing assignments and papers) so students can learn how to write like a sociologist, including statement of research question and/or hypotheses, presenting a literature re-view, presenting one’s findings, writing a discussion section and a conclusion. We stress the difference between an opinion essay and a critical research paper. In the 200 level courses we concentrate more on the substantive course topic and introducing students to examples of scholarly work. In the 300 level courses students are expected to produce more formal writing that conform to the style of our field.

#### Writing instruction is explicitly included in course requirements:

Course(s) required for major:

In SOC 300, our classical theory course, students undertake a variety of writing assignments to demonstrate their mastery of the major theoretical concepts and their ability to apply them. Assignments include, but are not limited to, analyses of contemporary research and events through the lens of theoretical perspectives; comparing and contrasting the diverse concepts; linking theories to competing sociological paradigms (functionalist, conflict, interactionist), methodological approaches (positivist versus interpretive) and political viewpoints (capitalist versus socialist). For shorter reflection papers (4-

5page) and longer term papers alike, students are expected to consult our term paper guide so that they employ American Sociological Association formatting and citations.

In SOC 302, our first research methods course, students are given explicit instruction in the disciplinary requirements for research proposals and literature reviews. Students learn to properly document sources, to synthesize the findings of sources into a coherent literature review, and to describe research methods. They integrate a revised draft of their literature review into a research proposal that they work on throughout the

semester. In addition, they complete a variety of informal writing exercises designed to give them practice writing about research methods and research findings.

In SOC 404, students build on their experience in writing a research proposal as they learn to draft full research papers according to disciplinary standards. Students write two research papers, one drawing on qualitative data and one drawing on large-scale quantitative data. In each, they write abstracts, literature reviews, discussions of their methodology, and discussions of their findings. Students also complete informal writing assignments throughout the semester which require them to pose hypotheses, describe data, and summarize research findings.

In SOC 460, our capstone course, students design, implement, and report on an original research project. The project is completed in stages, with drafts of each stage reviewed and revisions made in response to instructor feedback. The components comprising the project include a statement of the research problem, a review of the literature (utilizing correct social science referencing style), a description of the project’s theoretical foundation (also correctly referenced), an overview of the methodology, an analysis of the data collected, a discussion of the conclusions (e.g. confirmation or refutation of hypotheses) and limitations of the research, a reference page, and an Appendix with the research instrument utilized. Students also serve as discussants for other students’ projects, writing a critique of the work.

#### Statement of the role of writing in the discipline for students

The above courses are required as part of the major and, as such, we focus on writing in the field of sociology as well as the substantive topic areas. However, as noted above we introduce students to the scholarly literature and writing in our 200 level courses as well. We see these as a good place to introduce the writing conventions in sociology. Students are referred to our Term Paper Guide (see attached) and are required to submit papers using the ASA citation style. Often our 300 level classes use a combination of “low stakes” and “high stakes” writing assignments daily in this class. In SOC 345, for example, students submit journal writing and discussion board comments (“low stakes”), which they are to do daily. They also submit five formal (4-6 pages) papers due every two weeks. These formal writing assignments are theory driven and use a variety of books on victimization. Students are expected to use citations and references to document their work (“High stakes”). The low stakes assignments are often graded pass/fail, while the formal papers are graded on rubrics that increase with more requirements as the semester progresses.

#### Desired writing outcomes and Statement about the progressive nature of learning to write in this discipline

We see these two issues as linked. A desired outcome is for our students is to develop their writing over the course of their studies. Our goal is that their work in SOC 460 reflects their enhanced ability and comfort with writing formal research papers. We hope that the low and high stakes writing they have done in their 200 and 300 level courses will prepare them for their senior project and help them understand that writing is an iterative process—we get better at writing the more we do it; our writing improves as our reading increases, etc. We stress the fact that few “get it right” the first time; rather, good writing comes from revisions, willingness to be open to constructive criticism, suggestions and feedback.

I should also note that our department discusses the role of writing and the quality of our students writing quite a bit and are committed to

improving it. As part of these discussions, we have not ruled out a required writing in the discipline course. The exact nature of that course and mechanics of such a course, however, would require time and further discussions, including the impact on the major. Thus, we intend to reassess this issue and remain open to other ways to meet both our department and the general education goal of strengthening our students' writing.

## Feinstein School of Education and Human Development

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### WRITING IN THE DISCIPLINE - EARLY CHILDHOOD EDUCATION

#### Disciplinary Writing in the Department of Elementary Education

Students in the Elementary Education and Early Childhood programs complete a series of methodology courses. An example of disciplinary writing that takes place in all of these courses as well as in student teaching is mastering the art of writing a lesson plan. A student is taught how to plan a lesson. Upon submitting a draft of his or her plan, the plan is then reviewed by the instructor and approved as is or returned with suggestions for producing a better plan. This is one example of how disciplinary writing is taught and mastered in the Elementary Education program.

*OR*

Students in the Elementary Education and Early Childhood programs complete a series of methodology courses. An example of disciplinary writing that takes place in all of these courses as well as in student teaching is mastering the art of writing a lesson plan. From the beginning, students are taught how to apply the PAR model of teaching (Planning, Action, Reflection). At the planning stage, students are required to submit a lesson plan that will eventually be implemented in a classroom setting. This plan is reviewed by the instructor and, if necessary, revised. The next step is the action step, that is to teach a lesson based on the plan to a group of children. The final step is reflection. Students are required to write a written reflection about the results of this lesson. If necessary, a student may be required to rework his or her reflection.

### WRITING IN THE DISCIPLINE - ELEMENTARY EDUCATION

#### Disciplinary Writing in the Department of Elementary Education

Students in the Elementary Education and Early Childhood programs complete a series of methodology courses. An example of disciplinary writing that takes place in all of these courses as well as in student teaching is mastering the art of writing a lesson plan. A student is taught how to plan a lesson. Upon submitting a draft of his or her plan, the plan is then reviewed by the instructor and approved as is or re-turned with suggestions for producing a better plan. This is one example of how disciplinary writing is taught and mastered in the Elementary Education program.

*OR*

Students in the Elementary Education and Early Childhood programs complete a series of methodology courses. An example of disciplinary writing that takes place in all of these courses as well as in student teaching is mastering the art of writing a lesson plan. From the beginning, students are taught how to apply the PAR model of teaching (Planning, Action, Reflection). At the planning stage, students are required to submit a lesson plan that will eventually be implemented in a classroom setting. This plan is reviewed by the instructor and, if necessary, revised. The next step is the action step, that is to teach a lesson based on the plan to a group of children. The final step is reflection. Students are required to write a written reflection about the results of this lesson. If necessary, a student may be required to rework his or her reflection.

### WRITING IN THE DISCIPLINE - HEALTH EDUCATION

HPE 300 Concept of Teaching

HPE 417 Instructional Planning in Health Education

HPE 418 Practicum in Health Education

HPE 424 Student Teaching in Health Education

Teacher candidates in the Health Education discipline in the Department of Health and Physical Education complete a series of methodology courses. One of the examples of disciplinary writing that takes place in all of these courses as well as in student teaching is mastering the art of writing a lesson plan and a unit plan. Teacher candidates are introduced to a very comprehensive format of writing a lesson plan and the important components that need to be included in a quality plan. The lesson plan includes strict formatting as well as organized and grammatically correct work. It also includes reflection and family connection. This is done in HED 300 and continued in HED 417. During HED 417 teacher candidates continue to master lesson plan writing but are additionally introduced to writing a unit plan, and demonstrate this writing through the Teacher Candidate Mini Work Sample. After researching the school community, the unit plan begins with writing about the school community and health education needs of students. The unit plan includes accessibility strategies and accommodations to support student success, and the plans to provide the highest quality learning experience for each student. It includes at least three lesson plans, a block plan, an assessment plan, a rationalization in each section, and also a reflection section. During HED 418, the teacher candidates are required to write a new unit plan (Mini Work Sample). They are also required to write a structured observation and teaching journal consisting of at least ten entries at two different school placements. This journal requires teacher candidates to practice the Reflection component of the Planning, Action and Reflection (PAR) model. This journal is evaluated using a rubric. During HED 428 students are expected to produce a Teacher Candidate Work Sample consisting of all processes required by the Feinstein School of Education and Human Development. It includes the processes in the Mini Work Sample, plus additional writing about student achievements and reflection about the teaching experience.

### WRITING IN THE DISCIPLINE - PHYSICAL EDUCATION

HPE 301 Principles of Teaching Activity

HPE 302 Practicum in Team Activities

HPE 413 Practicum in Creative movement and Dance

HPE 414 Practicum in Individual and Dual Activities

HPE 425 Student Teaching in Physical Education

Teacher candidates in the physical education department complete a series of methodology courses. Mastering the art of lesson plan writing is one example of disciplinary writing that takes place in all practicum and student teaching courses. Teacher candidates are introduced to different ways of structuring lesson plans and the components that need to be included to form a comprehensive plan. From there, teacher candidates are taught how to apply the PAR (Planning, Action and Reflection) model of teaching.

During the planning step, teacher candidates are required to create a lesson plan that is part of an assigned unit based on a specific grade level and content area, which will be implemented in a PK-12 classroom setting. This plan is reviewed by the instructor and, if necessary, revised. Next step is the action step, which is teaching the lesson (based on the plan) to a group of children. The final step is reflection. Teacher

candidates are required to complete a written reflection for each lesson plan taught not only about the results of the lesson, but also about the content planned. This reflection process allows the teacher candidate to begin to make connections about the importance of the lesson planning process in achieving objectives and assuring that learning takes place within a lesson. Teacher candidates follow this process for all practicum and student teaching experiences. Typically the process is repeated five or more times by each teacher candidate for each unit, with a total of two units per practicum and student teaching experience.

## School of Business

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### WRITING IN THE DISCIPLINE - ACCOUNTING

Programs Involved:

B.S. in Accounting

B.S. in Computer Information Systems

All accounting and CIS majors are required to take ENGL 230, Writing for Professional Settings. Students practice writing and gain confidence in preparing memos, letters, reports, presentations and work on collaborative assignments. All majors are required to take 4 management courses that are designated as writing in the discipline courses. In MGT 301, Foundations of Management, students receive writing instruction on writing management reports, which include fact and data analysis and making recommendations. In MKT 301, Introduction to Marketing, students learn how to prepare a strategic marketing plan. The other WID required management courses are MGT 341, Business, Government and Society and MGT 348, Operations Management. (See the approved Department of Management and Marketing WID proposal for additional details.)

Writing assignments are integral to all accounting and CIS courses. Students in both majors need to have the ability to communicate with many constituencies and in many forms. Accounting majors learn how to communicate information to help users make smart decisions. Forms of communication include financial statements and related analysis, tax returns and tax advice, audit reports, client proposals and recommendations. CIS majors learn the conventions of program and systems documentation and how to communicate facts, ideas and recommendations in systems analysis and design projects. The department has chosen to designate the following courses as fulfilling the Writing in the Discipline component of the General Education program. All of these courses are required for the respective majors.

ACCT 311 (External Reporting 1) and ACCT 312 (External Reporting 2): Students usually take these courses in sequence in the junior year. These two courses cover the core accounting standards that are used in financial reporting. Writing assignments include requiring students to explain and interpret accounting standards and conventions and to apply them to current financial reporting issues. Assignments include requiring students to form an opinion and then construct a logical persuasive argument to support their opinion. Students will have opportunities to receive feedback and improve their writing, typically from multiple brief assignments. These writing assignments usually count toward 10% of the final grade.

ACCT 461 (Seminar in Accounting Theory and Practice): ACCT 311 and ACCT 312 are prerequisites for this course. Approximately 8 cases may be assigned during the semester. Students are required to write a report that analyzes the accounting policies and financial statements in the case, along with making a recommendation on whether to purchase the company's stock, supported by the analysis. Typically the instructor does one sample case at the beginning of the semester to provide a model for students to follow in these assignments. The case reports average 4-5 pages and are graded on 3 criteria: content, organization and presentation. The writing component is addressed in the presentation criteria and this includes written text as well as communication using graphs, charts and other illustrations. These case assignments typically count toward 40% of the final grade. A semester term paper may be required that requires a student to explain an accounting policy and illustrate how this policy has

or will impact the financial statements of a public corporation. Typically this paper would count for 15% of the final grade.

CIS 455 (Database Programming): The prerequisites for this course are one programming course and completion of CIS 352, Management Information Systems. Students are assigned a comprehensive project that counts toward approximately 30% of the final grade. The writing and documentation required to complete the project accounts for approximately 20% of the project grade. The project has 3 phases. The first phase, defining the problem, requires the student to prepare a statement approximately 3 pages in length. The second phase involves designing and programming the application that solves the problem. Students work collaboratively on this phase and prepare a description of their solution along with appropriate documentation including tables, flowcharts, forms, data dictionaries and queries. The third phase requires the student to report on their experiences citing what worked, the most challenging parts and how their experience could be improved. The entire project, on average, is 30 pages in length.

CIS 462 (Applied Software Development Project): One of the prerequisites for this course is CIS 455. Typically students work on a comprehensive systems development project. Students prepare a comprehensive report that covers the planning, analysis, design and implementation of the project. The report is prepared in phases and counts for approximately 60% of the course grade.

Assessment of writing in these courses will be developed and incorporated into overall department assessment plans.

### WRITING IN THE DISCIPLINE - COMPUTER INFORMATION SYSTEMS

Programs Involved:

B.S. in Accounting

B.S. in Computer Information Systems

All accounting and CIS majors are required to take ENGL 230, Writing for Professional Settings. Students practice writing and gain confidence in preparing memos, letters, reports, presentations and work on collaborative assignments. All majors are required to take 4 management courses that are designated as writing in the discipline courses. In MGT 301, Foundations of Management, students receive writing instruction on writing management reports, which include fact and data analysis and making recommendations. In MKT 301, Introduction to Marketing, students learn how to prepare a strategic marketing plan. The other WID required management courses are MGT 341, Business, Government and Society and MGT 348, Operations Management. (See the approved Department of Management and Marketing WID proposal for additional details.)

Writing assignments are integral to all accounting and CIS courses. Students in both majors need to have the ability to communicate with many constituencies and in many forms. Accounting majors learn how to communicate information to help users make smart decisions. Forms of communication include financial statements and related analysis, tax returns and tax advice, audit reports, client proposals and recommendations. CIS majors learn the conventions of program and systems documentation and how to communicate facts, ideas and recommendations in systems analysis and design projects. The department has chosen to designate the following courses as fulfilling the Writing in the Discipline component of the General Education program. All of these courses are required for the respective majors.

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ACCT 461 (Seminar in Accounting Theory and Practice): ACCT 311 and ACCT 312 are prerequisites for this course. Approximately 8 cases may be assigned during the semester. Students are required to write a report that analyzes the accounting policies and financial statements in the case, along with making a recommendation on whether to purchase the company's stock, supported by the analysis. Typically the instructor does one sample case at the beginning of the semester to provide a model for students to follow in these assignments. The case reports average 4-5 pages and are graded on 3 criteria: content, organization and presentation. The writing component is addressed in the presentation criteria and this includes written text as well as communication using graphs, charts and other illustrations. These case assignments typically count toward 40% of the final grade. A semester term paper may be required that requires a student to explain an accounting policy and illustrate how this policy has or will impact the financial statements of a public corporation. Typically this paper would count for 15% of the final grade.

CIS 455 (Database Programming): The prerequisites for this course are one programming course and completion of CIS 352, Management Information Systems. Students are assigned a comprehensive project that counts toward approximately 30% of the final grade. The writing and documentation required to complete the project accounts for approximately 20% of the project grade. The project has 3 phases. The first phase, defining the problem, requires the student to prepare a statement approximately 3 pages in length. The second phase involves designing and programming the application that solves the problem. Students work collaboratively on this phase and prepare a description of their solution along with appropriate documentation including tables, flowcharts, forms, data dictionaries and queries. The third phase requires the student to report on their experiences citing what worked, the most challenging parts and how their experience could be improved. The entire project, on average, is 30 pages in length.

CIS 462 (Applied Software Development Project): One of the prerequisites for this course is CIS 455. Typically students work on a comprehensive systems development project. Students prepare a comprehensive report that covers the planning, analysis, design and implementation of the project. The report is prepared in phases and counts for approximately 60% of the course grade.

Assessment of writing in these courses will be developed and incorporated into overall department assessment plans.

#### **WRITING IN THE DISCIPLINE - ECONOMICS**

In the Department of Economics and Finance, we offer majors in Economics (BA) and Finance (BS). The department faculty has decided to consider the majors to be Disciplines. The Department will continue to

require ENGL 230 Writing for Professional Settings for both majors. In addition, we offer the following Writing in the Discipline for our majors:

#### **Economics**

Writing in the Discipline for ECON 315, Intermediate Macroeconomics, concerns the students' ability to provide an in-depth analysis of economic issues and their policy implications. Examples include describing the current and projected macroeconomic situation, including the fiscal and monetary policies which have been enacted, and to recommend the policy actions which students think should be enacted during the months ahead. Real-world data should be considered and cited. Students' recommendations should include the theoretical justifications for these actions. Each student must also prepare a six page policy implication paper. Footnotes or endnotes are required when data are cited or reference sources are quoted. A bibliography of at least four sources also is required. The writing component accounts for 20% of the final grade.

In the capstone History of Economic Thought seminar class, ECON 461, there are three writing assignments (and written critiques of presentations by fellow students) as follows:

Each student will prepare and present to the seminar a synopsis of the lives and contributions of three economists. Papers will be approximately 6 pages in length. Footnotes or endnotes are required when reference sources are quoted. A bibliography of at least four sources is required, containing at least one original work of the economist, and at least one academic journal article about the economist. The paper is worth 15% of the final grade, the presentation counts toward 20% of the final grade, and evaluations comprise 10% of the final grade.

#### **WRITING IN THE DISCIPLINE - FINANCE**

In the Department of Economics and Finance, we offer majors in Economics (BA) and Finance (BS). The department faculty has decided to consider the majors to be Disciplines. The Department will continue to require ENGL 230 Writing for Professional Settings for both majors. In addition, we offer the following Writing in the Discipline for our majors:

#### **Finance**

Writing in the Discipline in finance concerns the students' ability to provide an in-depth analysis of the financial statements and governance of a company and provide written recommendations as to if and why investors should consider investing in that company, or financial institutions should extend credit to the company.

In our Financial Markets and Institutions course, FIN 423, our students will prepare a project by researching a Financial Institution (FI). The first part of the project focuses on the financial institution (FI) and its involvement in the financial markets. The second part of the project looks at recent major events and regulatory changes/proposals that may have an impact on the FI. After these two parts are complete, students are required to give an outlook (positive/neutral/negative) based on their research regarding the institution's future prospects. The project will account for 25% of the course grade, both written and oral components (50% each). The written component includes a 4-6 page report, a draft version of which is to be turned in about a month before the end of the semester, and the final version turned in at the end of the semester.

FIN 423 is a prerequisite for our capstone course (FIN 463) and students will have completed a required Management Writing in the Discipline

course (MGT 301). In the Seminar in Portfolio Management class, FIN 463, students will prepare a comprehensive final report describing their analysis of why they should be investing in 40-50 stocks that they have selected for their portfolio. They will also make a final oral presentation of their results to the faculty. The report will be prepared in three phases during the semester, and they will receive feedback from the instructor for each phase before they start the next phase of their project. The project will account for 50% of the final grade.

**WRITING IN THE DISCIPLINE - MANAGEMENT (GENERAL, HUMAN RESOURCES, INTERNATIONAL, OPERATIONS)**

In our department, we have two majors, and within one major, we have four (4) concentrations. The department faculty have decided to consider the concentrations to be Disciplines.

Therefore, we propose the following lists of courses for the concentrations, and we propose to eliminate the requirement for students to take ENGL 230 Business Writing. Each of the courses listed is required in its concentration, and each of the courses requires multiple discipline-specific writing assignments.

Supporting descriptions of the requirements are shown on the following pages.

**Management – General** MGT 301 Foundations of Management MGT 341 Business, Government, and Society MGT 320 HR Management MGT 322 Organizational Behavior MGT 329 Organizational Management

**Management – Human Resources** MGT 301 Foundations of Management MGT 341 Business, Government, and Society MGT 320 HR Management MGT 322 Organizational Behavior

**Management – Operations** MGT 301 Foundations of Management MGT 341 Business, Government, and Society MGT 348 Operations Management

**Management – International** MGT 301 Foundations of Management MGT 341 Business, Government, and Society MGT 345 International Business

**Management – General**

Writing in the Discipline of general management (GM) concerns three major areas: writing done by managers; writing clearly and concisely; and writing with others. Topics include planning, organizing, leading, and controlling aspects of the company’s structure, operations, employees, and relationships with the external environment (e.g., economy, laws).

**MGT 301 Foundations of Management**

Management students (in all concentrations) and marketing students must be able to plan, write, and complete reports, recommendations for action, memoranda, and letters. Instructions for planning, writing, and completing these documents are provided in the assignment handouts and during discussions in the course.

In some sections of the course:

1. Students will complete a field research project in which they profile the management functions and issues of a manager in a local organization. This assignment has multiple elements and counts for 20% of the course grade.
  - Students must write a two paragraph memo proposing a manager they would like to interview for the assignment.

- Based on an interview they conduct with the manager, students write a paper that (a) presents a narrative report of the management functions and issues of the organization, (b) compares and contrasts what they find with concepts we cover in the course, (c) compares and contrasts what they find with their expectations, and (d) makes a six-part recommendation proposing an action the manager may adopt to improve management in the organization. The paper is typically 8 to 15 pages long.
  - A complete first draft is peer reviewed using a structured review form.
  - The final draft, along with a copy of a thank you letter the student sent to the manager, is submitted for scoring.
2. In groups of 4 to 6, students read and analyze a popular book about management. They write:
    - a project plan,
    - an annotated presentation outline, and
    - a slide show supported 15-minute presentation of their findings.
    - Multiple drafts of the documents may be created and submitted for feedback. This assignment counts as 10% of the course grade.

In other sections of the course:

- Students write a term paper in four parts. The whole paper is worth 15% of the final grade.
- Papers are two-pages in length to allow students to focus on their good writing as well as the technique of writing for general management.
- In the papers, students apply lessons on the business environment, ethics and social responsibility, and the four functions of managing (planning, organizing, leading, and controlling) to their group as a mini-organization.

**MGT 341 Business, Government, and Society**

Instruction on writing the assignments is embedded in lectures on various BGS topics throughout the semester.

In some sections of the course, students are taught how to write about BGS through a series of eight 4-page case studies, which count for 80% of the course. These assignments are graded on content. Students also must write five 2-page sets of textbook questions which count for 20% of the course, and which are graded on grammar, punctuation, and length. Students are taught how to gather and analyze data on numerous variables (e.g., laws and regulations; economic variables; company activities; and populations) to produce reports analyzing and describing various aspects of the relationships between business, governments, a populations.

Subsequent assignments build on feedback given on earlier assignments.

In other sections of the course, students write a term paper in four parts. The whole paper is worth 20% of the final grade. Papers are two-pages in length to allow students to focus on their good writing as well as the technique of writing for general management. In the papers, students apply lessons on the business environment, ethics and social responsibility, and business-to-business, business-to-government, and

**MGT 320 HR Management**

Instruction on writing the assignments is embedded in lectures on various Human Resources topics throughout the semester. Students are taught how to write about Human Resources and occupations through a series of eight 4-page case studies, which count for 80% of the course. These assignments are graded on content. Students also must write five 2-page



sets of textbook questions which count for 20% of the course, and which are graded on grammar, punctuation, and length. Students are taught how to gather and analyze labor force, job description, compensation, and union data, and how to produce reports analyzing and describing various aspects of Human Resources functions. Subsequent assignments build on feedback given on earlier assignments.

#### **MGT 322 Organizational Behavior**

Management students (in the general and human resource management concentrations) and marketing students must be able to collaboratively plan, write, and complete reports, recommendations for action, memoranda, and letters.

Instructions for planning, writing, and completing these documents (and their components) are provided in the assignment handouts and during discussions in the course. Emphasis is placed on learning to write collaboratively.

In groups of 4 to 6, students will complete a field research project in which they profile and analyze the motivational practices use in a local organization. This assignment has multiple elements and counts for 25% of the course grade.

- Students write a project plan outlining tasks, responsibilities, and deadlines.
- Students then write a two paragraph memo proposing a manager they would like to interview for the assignment.
- Based on an interview they conduct with the manager, students write a paper that (a) provides a narrative report describing the motivation practices and issues of the organization, (b) analyzes what they find in light of motivation theory and research, and identifies strengths and weaknesses of the organization's approach, and (c) makes a six-part recommendation proposing an action the manager may adopt to improve motivation practices in the organization. The paper is typically 10 to 15 pages long.
- A first draft of each major section of the paper (i.e., interview findings, analysis, and recommendation) is submitted in sequence to the instructor for a substantial content and "style" review.
- The final draft, along with minutes of each of the group's meetings and a copy of a thank you letter the student sent to the manager, is submitted for scoring.
- Students then prepare and deliver a 15-minute slide show supported presentation of their report to the class.

#### **MGT 329 Organizational Management**

Instruction on writing the assignments is embedded in lectures on various topics throughout the semester.

- Students write six case studies throughout the semester for a total of 30% of the final grade.
- Three of the cases are two-page papers that allow students to focus on their good writing as well as the technique of writing for general management. Three of the cases are four-page slide presentations that teach students how to write slides clearly and concisely.
- The cases cover organization structure, inter-organizational relationships, international organizations, organizational technology, information technology, and innovation and change.

#### **Management – Human Resources**

Writing in the Discipline of Human Resources entails use of various labor force statistics and occupational information to produce reports analyzing

and describing various aspects of Human Resources functions, and how these functions relate to organizational strategy. In addition, writing in Human Resources entails use of industrial / organizational psychology principles to manage the workforce.

#### **MGT 301 Foundations of Management**

See above.

#### **MGT 341 Business, Government, and Society**

See above.

#### **MGT 320 HR Management**

See above.

#### **MGT 322 Organizational Behavior**

See above.

#### **Management – Operations**

Writing in Operations Management entails reporting on the design, direction, control and strategy of processes that changes inputs into outputs for internal and external customers in both service and manufacturing industry. Such effort may focus on one of many elements of operations and production along supply chain.

#### **MGT 301 Foundations of Management**

See above.

#### **MGT 341 Business, Government, and Society**

See above.

#### **MGT 348 Operations Management**

**Instructions** in Writing in the Discipline of Operations Management (OM) and also presentation skills are embedded in lectures. Students will write in discipline (OM) by:

1. Students will do between 4 to 6 mini collaborative projects in class while continuously supervised and get feedback from instructor. These mini projects will be written and submitted for %20 of final grade.
2. Students will take two tests (%25 each) where each will contain %30 of grade providing short answers in writing.
3. Students in groups of 5 will be a team responsible for starting a novel business which would promises success. For their chosen business they will make decisions on all aspect of operations, such as; process type and strategies, core competencies, compatible capabilities, break-even analysis, market analysis, inventory management, logistics, layout, capacity determination, forecasting, distribution, and more... This project will include a written paper and a presentation, and is basically a substitute for final cumulative exam for %30 of final grade.

#### **Management – International**

Writing in the Discipline of international management concerns three major areas: writing done by managers; writing clearly and concisely; and writing with others. Topics include planning, organizing, leading, and controlling aspects of the company's structure, operations, employees, and relationships with the external environment (e.g., economy, laws), especially in regard to government issues and global issues.

#### **MGT 301 Foundations of Management**

See above.

#### **MGT 341 Business, Government, and Society**

See above.

**WRITING IN THE DISCIPLINE - MANAGEMENT (BUSINESS)**

In our department, we have two majors, and within one major, we have four (4) concentrations. The department faculty have decided to consider the concentrations to be Disciplines.

Therefore, we propose the following lists of courses for the concentrations, and we propose to eliminate the requirement for students to take ENGL 230 Business Writing. Each of the courses listed is required in its concentration, and each of the courses requires multiple discipline-specific writing assignments.

Supporting descriptions of the requirements are shown on the following pages.

**Management – General** MGT 301 Foundations of Management MGT 341 Business, Government, and Society Mgt 320 HR Management MGT 322 Organizational Behavior MGT 329 Organizational Management

**Management – Human Resources** MGT 301 Foundations of Management MGT 341 Business, Government, and Society MGT 320 HR Management MGT 322 Organizational Behavior

**Management – Operations** MGT 301 Foundations of Management MGT 341 Business, Government, and Society MGT 348 Operations Management

**Management – International** MGT 301 Foundations of Management MGT 341 Business, Government, and Society MGT 345 International Business

**Marketing** MKT 301 Introduction to Marketing MKT 329 Global Marketing MGT 322 Organizational Behavior

**Management – General**

Writing in the Discipline of general management (GM) concerns three major areas: writing done by managers; writing clearly and concisely; and writing with others. Topics include planning, organizing, leading, and controlling aspects of the company's structure, operations, employees, and relationships with the external environment (e.g., economy, laws).

**MGT 301 Foundations of Management**

Management students (in all concentrations) and marketing students must be able to plan, write, and complete reports, recommendations for action, memoranda, and letters. Instructions for planning, writing, and completing these documents are provided in the assignment handouts and during discussions in the course.

In some sections of the course:

1. Students will complete a field research project in which they profile the management functions and issues of a manager in a local organization. This assignment has multiple elements and counts for 20% of the course grade.
  - Students must write a two paragraph memo proposing a manager they would like to interview for the assignment.
  - Based on an interview they conduct with the manager, students write a paper that (a) presents a narrative report of the management functions and issues of the organization, (b) compares and contrasts what they find with concepts we cover in the course, (c) compares and contrasts what they find with their expectations, and (d) makes a six-part recommendation proposing an action the manager may adopt to improve management in the organization. The paper is typically 8 to 15 pages long.
  - A complete first draft is peer reviewed using a structured review form.

- The final draft, along with a copy of a thank you letter the student sent to the manager, is submitted for scoring.

2. In groups of 4 to 6, students read and analyze a popular book about management. They write:

- a project plan,
- an annotated presentation outline, and
- a slide show supported 15-minute presentation of their findings.
- Multiple drafts of the documents may be created and submitted for feedback. This assignment counts as 10% of the course grade.

In other sections of the course:

- Students write a term paper in four parts. The whole paper is worth 15% of the final grade.
- Papers are two-pages in length to allow students to focus on their good writing as well as the technique of writing for general management.
- In the papers, students apply lessons on the business environment, ethics and social responsibility, and the four functions of managing (planning, organizing, leading, and controlling) to their group as a mini-organization.

**MGT 341 Business, Government, and Society**

Instruction on writing the assignments is embedded in lectures on various BGS topics throughout the semester.

In some sections of the course, students are taught how to write about BGS through a series of eight 4-page case studies, which count for 80% of the course. These assignments are graded on content. Students also must write five 2-page sets of textbook questions which count for 20% of the course, and which are graded on grammar, punctuation, and length. Students are taught how to gather and analyze data on numerous variables (e.g., laws and regulations; economic variables; company activities; and populations) to produce reports analyzing and describing various aspects of the relationships between business, governments, a populations. Subsequent assignments build on feedback given on earlier assignments.

In other sections of the course, students write a term paper in four parts. The whole paper is worth 20% of the final grade. Papers are two-pages in length to allow students to focus on their good writing as well as the technique of writing for general management. In the papers, students apply lessons on the business environment, ethics and social responsibility, and business-to-business, business-to-government, and business-to-society relationships.

**MGT 320 HR Management**

Instruction on writing the assignments is embedded in lectures on various Human Resources topics throughout the semester. Students are taught how to write about Human Resources and occupations through a series of eight 4-page case studies, which count for 80% of the course. These assignments are graded on content. Students also must write five 2-page sets of textbook questions which count for 20% of the course, and which are graded on grammar, punctuation, and length. Students are taught how to gather and analyze labor force, job description, compensation, and union data, and how to produce reports analyzing and describing various aspects of Human Resources functions. Subsequent assignments build on feedback given on earlier assignments.

**MGT 322 Organizational Behavior**

Management students (in the general and human resource management concentrations) and marketing students must be able to collaboratively

plan, write, and complete reports, recommendations for action, memoranda, and letters.

Instructions for planning, writing, and completing these documents (and their components) are provided in the assignment handouts and during discussions in the course. Emphasis is placed on learning to write collaboratively.

In groups of 4 to 6, students will complete a field research project in which they profile and analyze the motivational practices use in a local organization. This assignment has multiple elements and counts for 25% of the course grade.

- Students write a project plan outlining tasks, responsibilities, and deadlines.
- Students then write a two paragraph memo proposing a manager they would like to interview for the assignment.
- Based on an interview they conduct with the manager, students write a paper that (a) provides a narrative report describing the motivation practices and issues of the organization, (b) analyzes what they find in light of motivation theory and research, and identifies strengths and weaknesses of the organization's approach, and (c) makes a six-part recommendation proposing an action the manager may adopt to improve motivation practices in the organization. The paper is typically 10 to 15 pages long.
- A first draft of each major section of the paper (i.e., interview findings, analysis, and recommendation) is submitted in sequence to the instructor for a substantial content and "style" review.
- The final draft, along with minutes of each of the group's meetings and a copy of a thank you letter the student sent to the manager, is submitted for scoring.
- Students then prepare and deliver a 15-minute slide show supported presentation of their report to the class.

### **MGT 329 Organizational Management**

Instruction on writing the assignments is embedded in lectures on various topics throughout the semester.

- Students write six case studies throughout the semester for a total of 30% of the final grade.
- Three of the cases are two-page papers that allow students to focus on their good writing as well as the technique of writing for general management. Three of the cases are four-page slide presentations that teach students how to write slides clearly and concisely.
- The cases cover organization structure, inter-organizational relationships, international organizations, organizational technology, information technology, and innovation and change.

### **WRITING IN THE DISCIPLINE - MARKETING**

Writing in the Discipline of marketing concerns three major areas: writing done by marketing managers; writing clearly and concisely; and writing with others. Topics include: target market; the marketing mix; product; promotion; price; and distribution.

### **MGT 301 Foundations of Management**

Management students (in all concentrations) and marketing students must be able to plan, write, and complete reports, recommendations for action, memoranda, and letters. Instructions for planning, writing, and completing these documents are provided in the assignment handouts and during discussions in the course.

In some sections of the course:

1. Students will complete a field research project in which they profile the management functions and issues of a manager in a local organization. This assignment has multiple elements and counts for 20% of the course grade.
  - Students must write a two paragraph memo proposing a manager they would like to interview for the assignment.
  - Based on an interview they conduct with the manager, students write a paper that (a) presents a narrative report of the management functions and issues of the organization, (b) compares and contrasts what they find with concepts we cover in the course, (c) compares and contrasts what they find with their expectations, and (d) makes a six-part recommendation proposing an action the manager may adopt to improve management in the organization. The paper is typically 8 to 15 pages long.
  - A complete first draft is peer reviewed using a structured review form.
  - The final draft, along with a copy of a thank you letter the student sent to the manager, is submitted for scoring.
2. In groups of 4 to 6, students read and analyze a popular book about management. They write:
  - a project plan,
  - an annotated presentation outline, and
  - a slide show supported 15-minute presentation of their findings.
  - Multiple drafts of the documents may be created and submitted for feedback. This assignment counts as 10% of the course grade.

In other sections of the course:

- Students write a term paper in four parts. The whole paper is worth 15% of the final grade.
- Papers are two-pages in length to allow students to focus on their good writing as well as the technique of writing for general management.
- In the papers, students apply lessons on the business environment, ethics and social responsibility, and the four functions of managing (planning, organizing, leading, and controlling) to their group as a mini-organization.

### **MKT 301 Introduction to Marketing**

Writing instruction and practice are delivered in two formats. First, there are two writing assignments involving critical thinking and creativity. The students are taught how to explain how creative concepts are implemented to develop the creative outputs required by the assignment. Also, detailed explanations of the thought processes utilized must be presented. These assignments typically each result in two typewritten pages. A formal strategic marketing plan is also required. This plan requires a table of contents, goals most of which should be quantifiable along with time frames for accomplishment, prescriptive tactics, competitive analyses, and accompanying appendices involving tables, charts, figures, time lines, and proforma income statements. Additionally, description on the product/service, pricing, promotion, and distribution is required. These strategic plans typically span 12-15 pages. This end of semester assignment is a simulation (with fictitious information) in which students are taught to how to write a formal marketing strategic plan.

### **MGT 322 Organizational Behavior**

Management students (in the general and human resource management concentrations) and marketing students must be able to collaboratively plan, write, and complete reports, recommendations for action, memoranda, and letters.

Instructions for planning, writing, and completing these documents (and their components) are provided in the assignment handouts and during discussions in the course. Emphasis is placed on learning to write collaboratively.

In groups of 4 to 6, students will complete a field research project in which they profile and analyze the motivational practices use in a local organization. This assignment has multiple elements and counts for 25% of the course grade.

- Students write a project plan outlining tasks, responsibilities, and deadlines.
- Students then write a two paragraph memo proposing a manager they would like to interview for the assignment.
- Based on an interview they conduct with the manager, students write a paper that (a) provides a narrative report describing the motivation practices and issues of the organization, (b) analyzes what they find in light of motivation theory and research, and identifies strengths and weaknesses of the organization's approach, and (c) makes a six-part recommendation proposing an action the manager may adopt to improve motivation practices in the organization. The paper is typically 10 to 15 pages long.
- A first draft of each major section of the paper (i.e., interview findings, analysis, and recommendation) is submitted in sequence to the instructor for a substantial content and "style" review.
- The final draft, along with minutes of each of the group's meetings and a copy of a thank you letter the student sent to the manager, is submitted for scoring.
- Students then prepare and deliver a 15-minute slide show supported presentation of their report to the class.

## School of Nursing

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### WRITING IN THE DISCIPLINE - BACHELOR OF SCIENCE IN NURSING

#### Writing in the Discipline of Nursing

#### Plan for WID: Nursing

***I. Statement of the role of writing in the discipline:*** Writing is essential to communicating as a professional nurse. Professional nurses write as care givers, advocates, teachers, and researchers. Nurses use writing to provide high quality safe care to patients and communities, to propose improvements to health care delivery, and to promote changes in health care policy.

The forms of writing used in nursing are clinical writing (or workplace writing), academic writing, and reflective writing. Through various types of clinical writing, including care plans, charting, discharge summaries, nurses describe and document the care of patients. Clinical writing may also include promotional materials and policies developed to serve groups and communities. Professional nurses use academic writing to disseminate new knowledge in the discipline and promote evidence-based practice. Reflective writing, such as journaling and informal responses, serves as a way to learn (“writing to learn”) and as a means to self-understanding and professional growth.

#### ***II. WID Program Outcomes: Desired writing outcomes for the discipline***

***Students will understand the purposes of writing and employ the conventions of writing in the field of nursing. (Written communication outcome for General Education at Rhode Island College)***

The Bachelor of Science in Nursing graduate will:

- I. Effectively communicate in writing in the various professional nursing practice roles
- II. Accurately and precisely document professional practice in clinical settings.
- III. Prepare thoughtful and effective research papers in the discipline of nursing.
- IV. Prepare oral and written presentations individually and collaboratively to achieve a specific purpose.
- V. Engage in reflective writing for personal professional development.

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