



RHODE ISLAND COLLEGE

2012-2013 CATALOG

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RHODE ISLAND COLLEGE 2012–2013 CATALOG

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

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

Statement of Nondiscrimination and Affirmative Action

Pursuant to the philosophy of the Board of Governors for Higher Education, Rhode Island College does not discriminate on the basis of race, color, creed, national or ethnic origin, gender, religion, disability, age, sexual orientation, 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 Assistant Vice President for 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 upon request.

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Academic Calendar 2012–2013

FALL SEMESTER 2012

August

13	Monday	Victory Day (college closed, library closed)
15	Wednesday	New Transfer Student Orientation begins
20	Monday	Late registration begins for returning students Administrative Conference
22	Wednesday	Opening Convocation
24	Friday	Registration for senior citizens and students with unemployment waivers
27	Monday	Classes begin

September

3	Monday	Labor Day (college closed, library closed)
11	Tuesday	Last day for adding courses

October

8	Monday	Columbus Day (college closed, library open—holiday hours)
9	Tuesday	Monday classes meet today
19	Friday	Midsemester grades due by noon
22	Monday	Spring registration begins for degree students

November

2	Friday	Last day to withdraw from courses without permission
5	Monday	Early Spring registration begins for nondegree students (through Records Office)
6	Tuesday	Election Day (classes meet)
12	Monday	Veterans Day (college closed, library open—holiday hours)
14	Wednesday	Monday classes meet
22	Thursday	Thanksgiving recess
26	Monday	Classes resume

December

8	Saturday	Fall semester classes end and Emergency Make-Up Day*
10	Monday	Final examinations begin
14	Friday	Spring registration ends for degree students
15	Saturday	Final examinations end
17	Monday	Snow date for final examinations
28	Friday	Grades due by noon

**To be used only if so designated by the college administration. If it has been designated, faculty may choose to schedule a class/exam on this day and notify students accordingly.*

EARLY SPRING SEMESTER 2012-2013

December

31 Monday Early Spring classes begin

January

1 Tuesday New Year's Day (**college closed, library closed**)

SPRING SEMESTER 2013

January

7 Monday New student orientation begins
 9 Wednesday Late registration begins
 18 Friday Early Spring classes end
 Registration for senior citizens and students with unemployment waivers
 21 Monday Martin Luther King Day (**college closed, library closed**)
 22 Tuesday Spring classes begin

February

4 Monday Last day for adding courses
 25 Monday Summer registration begins for degree students

March

4 Monday Summer registration begins for nondegree students
 8 Friday Midsemester grades need to be submitted over the next two weeks
 11 Monday Spring recess begins
 18 Monday Classes resume
 29 Friday Last day to withdraw from courses

April

1 Monday Fall registration begins for degree students

May

1 Wednesday Cap and Gown Convocation
 6 Monday Spring semester classes end and Emergency Make-Up Day*
 7 Tuesday Final examinations begin
 13 Monday Final examinations end
 14 Tuesday Graduating senior grades due by noon
 15 Wednesday Remaining grades due by noon

**To be used only if so designated by the college administration. If it has been designated, faculty may choose to schedule a class/exam on this day and notify students accordingly.*

May (continued)

16	Thursday	Graduate Commencement
18	Saturday	Undergraduate Commencement
20	Monday	Summer Session I begins
27	Monday	Memorial Day (college closed, library closed)

June

28	Friday	Summer Session I ends
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July

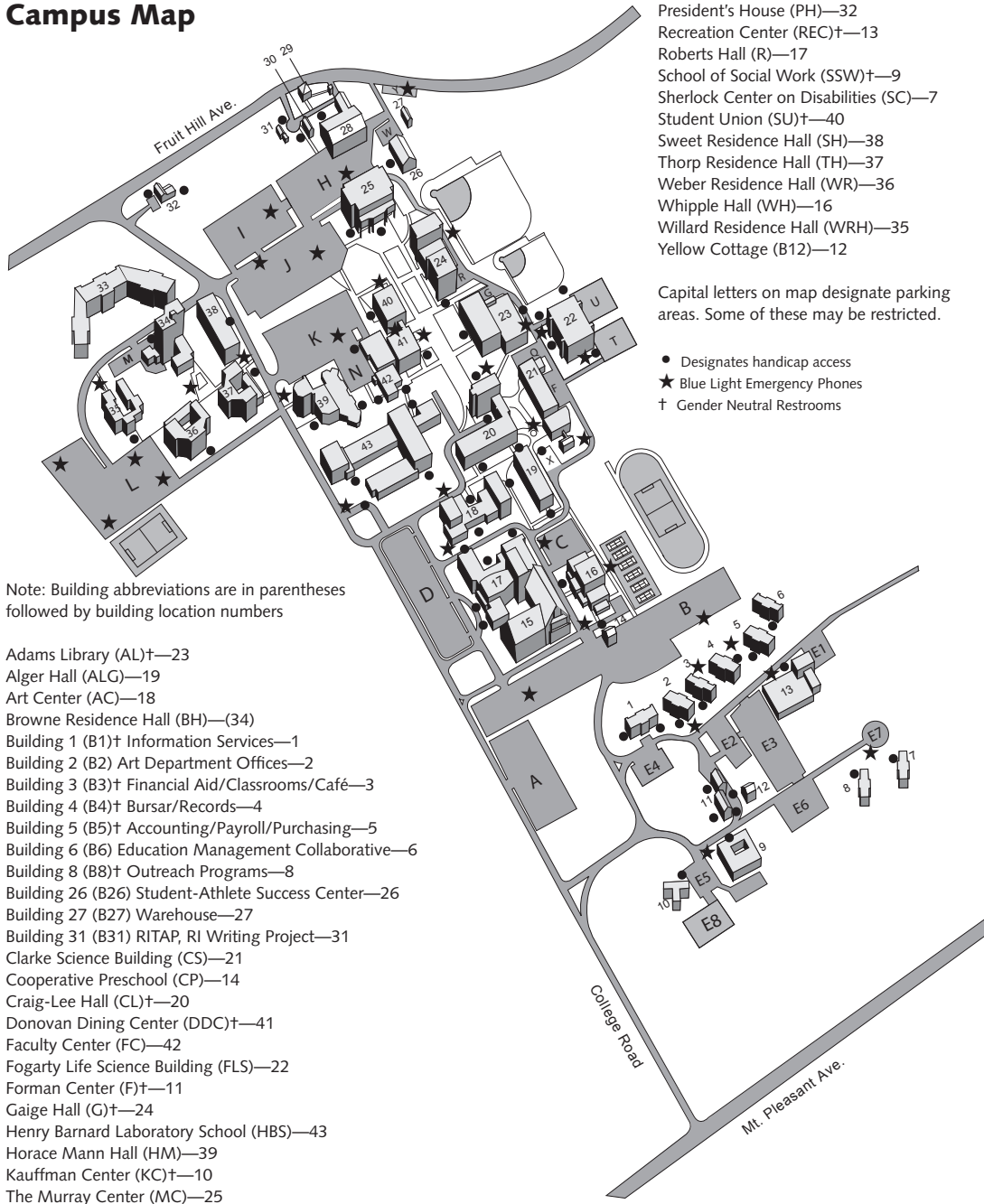
1	Monday	Summer Session II begins
4	Thursday	Independence Day (college closed, library closed)

August

9	Friday	Summer Session II ends
12	Monday	Victory Day (college closed, library closed)

Note: Calendar subject to change.

Campus Map



- President's House (PH)—32
- Recreation Center (REC)†—13
- Roberts Hall (R)—17
- School of Social Work (SSW)†—9
- Sherlock Center on Disabilities (SC)—7
- Student Union (SU)†—40
- Sweet Residence Hall (SH)—38
- Thorp Residence Hall (TH)—37
- Weber Residence Hall (WR)—36
- Whipple Hall (WH)—16
- Willard Residence Hall (WRH)—35
- Yellow Cottage (B12)—12

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

- Designates handicap access
- ★ Blue Light Emergency Phones
- † Gender Neutral Restrooms

Note: Building abbreviations are in parentheses followed by building location numbers

- Adams Library (AL)†—23
- Alger Hall (ALG)—19
- Art Center (AC)—18
- Browne Residence Hall (BH)—(34)
- Building 1 (B1)† Information Services—1
- Building 2 (B2) Art Department Offices—2
- Building 3 (B3)† Financial Aid/Classrooms/Café—3
- Building 4 (B4)† Bursar/Records—4
- Building 5 (B5)† Accounting/Payroll/Purchasing—5
- Building 6 (B6) Education Management Collaborative—6
- Building 8 (B8)† Outreach Programs—8
- Building 26 (B26) Student-Athlete Success Center—26
- Building 27 (B27) Warehouse—27
- Building 31 (B31) RITAP, RI Writing Project—31
- Clarke Science Building (CS)—21
- Cooperative Preschool (CP)—14
- Craig-Lee Hall (CL)†—20
- Donovan Dining Center (DDC)†—41
- Faculty Center (FC)—42
- Fogarty Life Science Building (FLS)—22
- Forman Center (F)†—11
- Gaige Hall (G)†—24
- Henry Barnard Laboratory School (HBS)—43
- Horace Mann Hall (HM)—39
- Kauffman Center (KC)†—10
- The Murray Center (MC)—25
- Nazarian Center for the Performing Arts (NC)—15
- New Residence Hall (NH)—33
- Physical Plant (PP)—Facilities and Operations/Receiving—28

Cancellation of Classes

Classes will be held at Rhode Island College except in cases of extreme emergency as determined by the president following consultation with appropriate college officials. In making such a determination, the president may consider such factors 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.

Should the president determine that conditions warrant cancellation of classes, said classes may be cancelled 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 12:00 noon; afternoon classes are defined as those beginning from 12:00 p.m. through 3:59 p.m.; and evening classes are defined as those beginning from 4:00 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

1. The Rhode Island College website (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 include:

3. 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.
4. The announcement will also be carried on the college's official institutional Facebook page.
5. A campus-wide e-mail notification will be sent to all faculty and staff as well as to the college e-mail addresses of all students registered for that semester.
6. A campus-wide voice-mail will be sent to every voice mailbox throughout the campus system.

7. A text message will be sent through RICAlert (the Rhode Island College Emergency Notification System). RICAlert text messages are sent to all cell phones and PDAs registered in the system. Students, faculty, and staff may register for this service through RICConnect.
8. Anchor TV and RIC radio station WXIN will be notified by e-mail.

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

1. The college switchboard will remain staffed during the hours of 7:00 a.m. to 7:00 p.m.
2. Provision will be made to meet the dining needs of residence hall students.
3. During emergencies, regardless of whether or not classes are cancelled, other activities scheduled on campus may be cancelled. 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

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 E (south of the Art Center) will be given priority for clearing during snow emergencies resulting in class cancellation. This is to facilitate access to the dining center for resident students and to provide 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 Board of Governors and the unions representing the several bargaining units.



**INTRODUCTION TO
RHODE ISLAND COLLEGE**

Rhode Island College

An Overview



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

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

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

When the college was established in 1854 as the Rhode Island State Normal School, its goal was to provide teacher preparation to young people from Rhode Island. With the dedication of a new building in 1898, the institution began a period of steady growth, evolving first into a teachers college, the Rhode Island College of Education. In the 1958–59 academic year the college moved to its current Mount Pleasant campus, and in 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. It now serves approximately 9,000 students in courses and programs both on and off campus.

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

Mission of the College

Rhode Island College is one of the region's leading comprehensive public colleges. Our mission is to offer accessible higher education of the finest quality to traditional and nontraditional students from around the state, the region, and beyond. Students here are members of a caring community that respects diversity and values academic excellence informed by cultural inquiry, civic engagement, and co-curricular activity. The college offers a wide variety of liberal arts, science, and professional programs in which dedicated faculty work with students to achieve the promise of higher education: an open and inquiring mind.



**UNDERGRADUATE
GENERAL INFORMATION**

Admissions

Admissions Policy

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

Freshman Applicants

Admission Requirements

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

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

- **2 units of 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 Common Application and RIC Supplement accompanied by a fifty-dollar nonrefundable application fee.** Students may apply online or download a copy of application materials at www.commonapp.org.
2. **Official high school transcript(s) and 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.

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 on page 15.)

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 Common Application and RIC Supplement accompanied by a fifty-dollar nonrefundable application fee.** Students may apply online or download a copy of application materials at www.commonapp.org.
2. **Official transcripts from all colleges attended, whether or not you expect or desire credit for such work.** Final spring semester transcript is due by July 1. Students who complete summer courses before matriculation at Rhode Island College must arrange to send official transcripts to the admissions office. Credit from other colleges or universities will not be evaluated or posted until the official transcript is received.
3. **Official high school transcripts and scores on the 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.

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 ten years old may be accepted for transfer. The chair of the student's major department will determine how the credit is to be applied in the student's program of study. 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 Requirement and all General Education requirements.

Transfer Applicants from the University of Rhode Island and the Community College of Rhode Island

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

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

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 grade point average 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 March 15 for freshmen and June 1 for transfer students:

1. **A completed Common Application and RIC Supplement accompanied by a fifty-dollar nonrefundable application fee.** Students may apply online or download a copy of application materials at www.commonapp.org.
2. **Official records or certified copies of past academic work.** A certified literal English translation and evaluation of the applicant's educational records is required.
3. **Scores on the Test of English as a Foreign Language (TOEFL) for students whose native language is not English. Otherwise, the SAT is required.** Applicants are expected to have a minimum score of 79 on the Web-based version of the TOEFL, 213 on the computer-based version, or 550 on the paper-based version.
4. **An affidavit of support** detailing funds available for the educational program. All college health requirements must be met. In addition, students admitted to Rhode Island College for enrollment as F-1 visa students are required to buy the basic medical insurance currently offered as an option to all Rhode Island College students.

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

Military Personnel and Veteran Admission

Rhode Island College is a 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 course work should contact the Office of Academic Support and Information Services.

Performance-Based Admission Program

Individuals who are at least twenty years old, who have been away from formal schooling for some time, who have little or no college credit, and who lack some of the usual college entrance requirements may be considered for freshman admission through the Performance-Based Admission (PBA) Program. 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 Common Application and RIC Supplement accompanied by a fifty-dollar nonrefundable application fee.** Students may apply online or download a copy of application materials at www.commonapp.org.
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 grade point average of 2.00, to be allowed to continue their studies. Upon successful completion of the plan of study, students will be continued as degree candidates without condition.

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

Adult students whose primary language is other than English may also be accepted into the college through this program and may be required to complete one or more English-as-a-second-language (ESL) courses before undertaking the regular six courses in the PBA Program. These students are expected to demonstrate a facility with the English language that is comparable to a score of 79 on the Web-based version of the Test of English as a Foreign Language (TOEFL), 213 on the computer-based version, 550 on the paper-based version, or 960 on the English Language Proficiency Test (ELPT), before undertaking the six-course PBA Program.

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

Preparatory Enrollment Program

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

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

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

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

Rhode Island College is a member of The Common Application group. Applicants submit **a completed Common Application and RIC Supplement accompanied by a fifty-dollar nonrefundable application fee** to the Office of Undergraduate Admissions. Students may apply online or download a copy of application materials at www.commonapp.org. The application deadline is February 1.

Re-admission

Undergraduate degree candidates in good academic standing 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) ten 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 Common Application and RIC Supplement accompanied by a fifty-dollar nonrefundable application fee** to the Office of Undergraduate Admissions. Students may apply online or download a copy of application materials at www.commonapp.org. Application deadlines are August 1 for fall semester enrollment and November 15 for spring semester enrollment

Second Degree Applicants

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

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 Common Application and RIC Supplement accompanied by a fifty-dollar nonrefundable application fee.** Students may apply online or download a copy of application materials at www.commonapp.org.
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 (or dual 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/.

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 College Health Services before a full-time student is allowed to register for classes. Students living on campus, participating in the athletic program, or enrolled in the nursing program are also required to have a physical examination on file at College Health Services. Forms are available at www.ric.edu/healthservices.

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

High School Equivalency

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

Registration

Registration Procedures

Degree Candidates

Each student is assigned a day and time to register, which can be found in the student's RConnect account. Information regarding course offerings and registration is mailed to all students prior to the registration period.

Incoming Freshmen

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

Incoming Transfer, Readmit, and Second Degree Students

Information on new student 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 Office of Academic Support and Information Services.

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

Preregistration

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

Adding/Dropping Courses

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

Interinstitutional Agreements

Providence College

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

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

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

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

University of Rhode Island/Community College of Rhode Island

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

Transcripts

For a one-time charge of twenty-five dollars, official transcripts are issued by the Records Office upon written request or by using the RICConnect system. Telephone and fax requests will not be honored. Transcripts are free for alumni and former students.

Family Educational Rights and Privacy Act of 1974

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

Fees

The fees described in the following sections are projected for the 2012–2013 academic year. Because of rising costs, the Board of Governors for Higher Education reserves the right to change fees without notice as conditions necessitate.

Students are required to pay all applicable fees in accordance with the billing due dates. Also, 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 thirty-five dollars per semester. Details are available in the Office of the Bursar.

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

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

Tuition and Fees for Full-Time Undergraduate Students (2012–2013)

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

	In State	MTP	Out of State
Tuition (General Fee)	\$3,265	\$4,897.50	\$8,614
Dining Center/Student Union Fee	\$204	\$204	\$204
Athletic Fee	\$40	\$40	\$40
Fine Arts Fee (Degree Candidates Only)	\$25	\$25	\$25
Library Fee	\$50	\$50	\$50
Recreation Fee	\$90	\$90	\$90
Student Activity Fee	\$60	\$60	\$60
Technology Fee	\$50	\$50	\$50
Transportation Fee	\$15	\$15	\$15
Total:	\$3,799	\$5,431.50	\$9,148

Note: Students who take more than 18 credit hours of courses per semester pay an additional \$272 per credit hour (if in state) or an additional \$670 per credit hour (if out of state or MTP/NEBHE).

Tuition and Fees for Part-Time Undergraduate Students (2012–2013)

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

	In State	MTP	Out of State
Tuition (General Fee)	\$272	\$408	\$670
Athletic Fee	\$4	\$4	\$4
Fine Arts Fee	\$2	\$2	\$2
Library Fee	\$5	\$5	\$5
Recreation Fee	\$8	\$8	\$8
Student Activity Fee	\$6	\$6	\$6
Technology Fee	\$5	\$5	\$5
Transportation Fee	\$2	\$2	\$2
Total:	\$304	\$440	\$702

All part-time undergraduate students (in state and out of state) also pay *once per semester*:
Registration Fee: \$72

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 transfer students

Room

\$5,424 to \$6,343 per year

Board

\$4,110 per year

School of Management Program Fee

\$5 per credit hour, up to a maximum of \$50 per semester

School of Nursing Program Fee

\$5 per credit hour, up to a maximum of \$50 per semester

School of Nursing Testing Fee

\$75 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, of course, on their style of living.

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

Transcript Fee

\$25

Explanation of Fees

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

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

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

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

The **Fine Arts Fee** is used to provide opportunities and activities in the fine and performing arts at 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 Management 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 eighteen, must present certification to the appropriate Rhode Island College official that the parents or legal guardians have resided in Rhode Island for at least twelve months. This certification must be verified by the clerk of the city or town in which legal residence is claimed.

If the student is over eighteen and claims independent status, a notarized statement must be furnished, indicating residence in Rhode Island for at least one year prior to the student's first registering at Rhode Island College. In addition, to be considered independent of their parents, students must not have been claimed as a dependent for tax purposes for two years, and students must have resided in Rhode Island for at least one year. A notarized statement from the parents attesting to the fact that the student was not claimed for Internal Revenue Service (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 fifty-mile radius of Providence are eligible for in-state tuition rates plus 50 percent. The Metropolitan Tuition Policy includes both full-time and part-time students, undergraduate and graduate students, and degree and nondegree students. Connecticut and Massachusetts communities within the fifty-mile radius are listed online at www.ric.edu/bursar/tuition_metro.php.

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

New England Regional Student Program

Rhode Island College participates in the Regional Student Program (RSP) administered by the New England Board of Higher Education (NEBHE). Through this program, New England residents who live outside of Rhode Island may enroll in specified curricula at Rhode Island College for in-state tuition rates plus 50 percent. The student's program of study must be one not offered at an institution in the student's home state, or Rhode Island College must be closer in traveling time to the student's legal residence than 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 Office of Undergraduate Admissions, from the high school guidance counselor, or from the NEBHE Web site at 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 twelve-month period, but it is limited to one course each semester. Those wishing to apply for STEP should contact their Rhode Island National Guard commanders for details.

Senior Citizen Waiver

All Rhode Island residents who are at least sixty years old are eligible to take courses at Rhode Island College without having to pay the regular tuition charges. However, the registration, recreation, and other applicable laboratory/studio fees will be charged. In addition, the student must have fulfilled all academic prerequisites for the course, the student 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 Employment and Training and submit this completed form, certifying eligibility, at the time of registration. Any registration prior to the specified date each term will be ineligible for consideration for an unemployment waiver and no retroactive use of the waiver is permitted. Mandatory fees that are not waived include lab fees, recreation fees, and activity fees.

Refund of 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 one hundred dollars. 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 (one hundred dollars) 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 Board of Governors for Higher Education has adopted as policy the following options for students who are involuntarily called to military service:

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

Indebtedness to the College

Failure to make full payment of 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

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.

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 noncitizens.
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 on page 38).

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 nonmatriculated students, visiting students, special students, nonmatriculated graduate students, etc. at the end of the Add period should anticipate that their awards will be canceled. Students whose 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 Certification Program (RITE) are considered ineligible for virtually all grant/gift assistance provided by or through Rhode Island College. Second baccalaureate degree and RITE students may be considered for financial assistance in the form of 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 Upper-Class 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 **March 1**.
3. **Rhode Island College Financial Aid Application on file** with the Office of Student Financial Aid by **March 1** (incoming freshmen only).

Re-admitted Students and New Transfers (Fall Semester)

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

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

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

Applicants should fill out all forms completely and accurately in order to avoid delays in processing and possible loss of financial aid. Adherence to deadlines is strongly advised. Late applicants are considered only after on-time applicants have been considered and if funds are available. Awards to on-time applicants are made in the spring and summer. Awards to late applicants 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 Noncitizenship Documentation: Applicants who are “eligible noncitizens” must provide appropriate documentation before awards can be made (please refer to FAFSA instructions for definition and required documents for U.S. immigration status).

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 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 PLUS loans is fixed at 7.9 percent. In addition to interest, these loans have an origination fee of 4 percent on the amount borrowed.

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 \$5,550 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 and \$8,000 for graduate students. The cumulative borrowing limit is \$27,500 for undergraduates and \$60,000 for graduate students. 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 ten years to repay; however, a minimum monthly repayment of forty dollars is required.

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, 2012, both subsidized and unsubsidized loans for undergraduate students have a fixed interest rate of 6.8 percent. Both loans also have a 1 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

Financially independent undergraduate students may apply 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 work-study students 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**Rhode Island State Scholarship and Grant Program**

These scholarships and grants are limited to Rhode Island residents and range from \$250 to \$700 per year. Eligibility is determined directly by the Rhode Island Higher Education Assistance Authority, 560 Jefferson Boulevard, Warwick, RI 02886, (401) 736-1100, using information from the FAFSA. The application deadline for receipt of the FAFSA at the federal processing center is March 1 prior to the following academic year.

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**Preparatory Enrollment Program (PEP) Grants**

These grants are restricted to students accepted for admission into the Preparatory Enrollment Program. Awards typically range from \$200 to \$13,000 per year based on financial need as determined by the Office of Student Financial Aid. All applicants are required to file the FAFSA. In addition, new freshmen are required to file the Rhode Island College Financial Aid Application in order to be considered for this program.

Rhode Island College Grants

Rhode Island College grants ranging from \$100 to \$12,500 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 Free Application for Federal Student Aid (FAFSA) as outlined above, students who desire financial assistance for summer sessions must submit a Rhode Island College Application for Financial Aid—Summer Sessions. This form is available from the Office of Student Financial Aid on or about February 1 each year. Summer session aid is contingent upon the availability of funds and normally consists of Pell Grants, 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

Phyllis 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

Carol Horrocks '56 Art 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. Ciambrone 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 School

Myrtle Karlin Scholarship
Helen L. Nolan Scholarship

Social Work, School of

Hasbro Scholarship
Ida Maiello Memorial Scholarship

Sociology, Department of

Maryellen Hoye Memorial Fund

Student Affairs, Office of

Frank A. and Camille S. Bucci Scholarship
Michelina "Miki" Doretto Santos Upward Bound and Slightly Older Student Scholarship

Student Community Government, Office of

Beverly L. McGinnis Scholarship

Student Life, Office of

Maryellen Hoye Memorial Fund

Study Abroad Office

Ridgway F. Shinn Jr. Study Abroad Fund

Talent Awards

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 RICconnect.

Standards for Measuring Satisfactory Academic Progress for Undergraduate Financial Aid Recipients

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

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

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

Treatment of W, I, and F Grades: Credit hours earned will be added to credit hours attempted to determine placement in the above schedule.

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

Federal regulations allow repeated courses to be included in determining financial aid enrollment status as long as there is not more than one repeat of a previously passed course.

If a previously passed course is repeated more than once, credits for the course will not count in the determination of financial aid enrollment status or cost of attendance. For example, a student who enrolls for 12 credits while repeating a previously passed 3-credit course for the second time would only receive financial aid as a three-quarter time student. All repeated courses, as well as the original attempt, are included in determining satisfactory academic progress.

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

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

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

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

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

1. Students have the right to know the cost of attending the institution.
2. Students have the right to know where and from whom information on student assistance at the institution may be obtained.
3. Students have the right to know what financial aid programs are available at their school.
4. Students have the right to know how to apply for student assistance programs and what standards are used to determine eligibility.
5. Students have the right to know the deadlines for submitting applications for each of the financial aid programs available.
6. Students have the right to know how financial aid will be distributed, how decisions on that distribution are made, and the basis for these decisions.
7. Students have the right to know how their financial need was determined. This includes how costs for tuition and fees, room and board, travel, books and supplies, personal miscellaneous expenses, etc., are considered in their budget.
8. Students have the right to know what resources (such as parental contribution, other financial aid, student assets, etc.) were considered in the calculation of their need.
9. Students have the right to know how much of their financial need as determined by the institution has been met.
10. Students have the right to request an explanation of the various programs in their student aid package.
11. Students have the right to know what portion of 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.
12. Students have the right to know the means by which financial aid will be disbursed and the frequency of disbursements.
13. Students have the right to know how the school determines whether they are making satisfactory progress, what happens if they are not, and the procedures by which a student who has failed to maintain such progress may reestablish eligibility.

14. Students have the right to know their school's refund policy.
15. Students have the right to know what academic programs are available at the institution and the faculty and facilities available for those programs.
16. Students have the right to data regarding retention of students at the institution.
17. Students have the right to know the number or percentage of students completing each program if such data is available.

Student Responsibilities

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

Academic Policies and Requirements

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 Requirement.
4. The major requirements listed under each program, and, if applicable, requirements in the minor.
5. 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).
6. A minimum overall grade point average of 2.00 on a 4.00 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 WRTG 100, 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 WRTG 100 will receive the college credit but will not have fulfilled the College Writing Requirement.

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

All students who score 430 or below on either the SAT Critical Reading or the SAT Writing (or 17 or less on the ACT English subscore, or 3 or less on the ACT Writing Test) or students who have not taken the SAT are required to sit for the College Writing Examination. This placement exam will determine the student's readiness for WRTG 100. As a result of the placement exam, some students will be required to enroll in ENGL 010 prior to taking WRTG 100.

Students are encouraged to fulfill the College Writing Requirement in their first year of study at Rhode Island College. Students who have not fulfilled the requirement will have that noted on their 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 Requirement

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

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

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

Entering Freshmen:

1. Students who score 480 or better on the Mathematics section of the SAT (or 20 or better on the ACT Mathematics subscore) will have met the College Mathematics Requirement.

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 prior to freshman orientation. Students who achieve a satisfactory grade on the accuplacer exam will have met the College Mathematics 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.)
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 Requirement.
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 Requirement.
3. Transfer students who do not fulfill the College Mathematics Requirement by means of numbers 1 or 2 above will be required to take the 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.)
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.

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 Web site (www.ric.edu).

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.

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. A Request for Independent Study Form, signed by the instructor, the department chair, and the appropriate dean must be filed with the respective program. Application forms are available in the Records Office.

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:

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

*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 Requirement.

Students who are placed on probation or dismissed are notified by the Records Office in writing and/or through the student's RIC e-mail account. Students may be placed on probation at the end of the fall semester, spring semester, or Summer Session II. 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 Board of College Discipline. The board is composed of students, faculty, and administrators. A description of its powers and responsibilities can be found in the *Student Handbook* under Campus Policies. The *Student Handbook* is available in the Office of Student Life or can be found on the RIC Web site at www.ric.edu/studentlife/handbook.php

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/for_ms.php 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.

Honors and Awards

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

Dean's List

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

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 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 grade point average (GPA) of at least 3.00 and a minimum GPA in the major of at least 3.25. Some departments require higher minimum GPAs. 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.

Departmental Honors programs are offered in accounting, Africana studies, anthropology, art, art education, art history, biology, chemistry, communication, computer information systems, computer science, dance performance, early childhood education, economics, elementary education, English, film studies, finance, gender and women's studies, geography, history, justice studies, management, marketing, mathematics, modern languages, music, music education, nursing, philosophy, physics, political science, psychology, secondary education, social work, sociology, special education, and theatre.

Graduation Honors

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

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

National Honor Societies

Alpha Delta Mu

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

Pi 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.

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 U.S. 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.

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.

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)

Africana Studies Program

Richard A. Lobban Jr. Award

Anthropology, Department of

James Houston Award in Anthropology

Art, Department of

Art History Award
Studio Art Award

Biology, Department of

W. Christina Carlson Award
Theodore Lemeshka Award

Communication, Department of

Communication Achievement Award

Economics and Finance, Department of

Peter W. Harman Award in Economics
Wall Street Journal Award

Educational Studies, Department of

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

Elementary Education, Department of

Elementary Education Award

English, Department of

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

Film Studies Program

Mark W. Estrin Film Studies Award

Health and Physical Education, Department of

Health and Physical Education Award

History, Department of

Claiborne deB. Pell Award
Evelyn Walsh Prize

Honors at Rhode Island College

Eleanor M. McMahon Award

Intercollegiate Athletics, Office of

Bourget Student-Athlete Award
John E. Hetherman Award
Helen M. Murphy Award

Management and Marketing, Department of

John Silva Memorial Scholastic Award (Senior)
Outstanding Student Award

Mathematics and Computer Science, Department of

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

Modern Languages, Department of

Nelson A. Guertin Memorial Award (French)
Nelson A. Guertin Memorial Award (Spanish)
Prémio Em Estudos Portugueses Award
Tegu Polyglot Award

Music, Theatre, and Dance, Department of

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

Nursing, School of

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

Physical Sciences, Department of

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

Political Science, Department of

John H. Chafee Award
North Providence League of Women Voters Award
Herbert R. Winter Award for Academic Excellence in Political Science

Psychology, Department of

Victoria Lederberg Psychology Award

Rhode Island College Foundation

Bertha Christina Andrews Emin Award (Outstanding Achievement)

Bertha Christina Andrews Emin Award (Scholastic Excellence)

Social Work, School of

Bachelor of Social Work Community Service Award

Anthony E. Ricci Social Work Practice Award

Sociology, Department of

Mary Ann Hawkes Award in Justice Studies

Harold D. Sweet Award for Excellence in Gerontology

Lauris B. Whitman Award in Sociology

Special Education, Department of

Elisa F. Bonaventura Memorial Scholarship

Special Education Faculty Award

Student Affairs, Office of

Rose Butler Browne Award

Alan Chille '82 Leadership Excellence Award

Academic Facilities and Services

Academic Advisement Information Center

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

Academic Development Center

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

Academic Support and Information Services, Office of

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

Adams Library

The James P. Adams Library houses over 653,000 volumes, holds major collections on microfilm and microfiche, and subscribes to 244 print periodicals. The library also provides access to over 80,000 eBooks, 56,000 electronic periodicals, and 86 online databases that may be used on or off campus.

Located within the library is the Curriculum Resources Center, which provides instructional material and curriculum development resources for teacher education programs. These resources are available to students, RIC faculty, and Rhode Island teachers for review, evaluation, and classroom use.

There are thirty-two public computers available throughout the building, including two Macintosh computers. All are configured with Microsoft Office applications and with easy connection to the library's databases (no log-in necessary). In addition, thirty-eight laptops are available at the Reserve Desk, with wireless network access for in-library use by students with activated ID cards. Two laptops are available for check-out by faculty.

The library's participation in the Higher Education Library Information Network (HELIN) allows borrowing from most of the HELIN consortium libraries, eleven academic libraries that include Brown University, Bryant University, the Community College of Rhode Island, the Dominican House of Studies, Johnson & Wales University, Providence College, Roger Williams University, Salve Regina University, the University of Rhode Island, and Wheaton College, as well as twelve special libraries in Rhode Island. Together, the HELIN libraries contain approximately nine million volumes of resources. For materials not available in the HELIN consortium, Adams Library can access other libraries in the United States and throughout the world through its Document Delivery Service.

In order to have access to the full range of library services, students are required to have a library-validated RIC ID card. Validation can be done in person at the Circulation Desk or by filling out an online form at www.ric.edu/librarycardactivation.

Information about the library's collections, access to information databases both on and off campus, and library hours may be obtained through the library Web site at www.ric.edu/adamslibrary.

Career Development Center

The Career Development Center serves students and alumni in the career planning and job search process. It 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, and networking).

Online job postings are maintained as well as print and online career library resources. Employers seeking full-time, permanent, and part-time employees and interns are connected with students. Work-study and nonwork-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 at www.ric.edu/careerdevelopment.

David E. Sweet Center for Public Policy

The David E. Sweet Center for Public Policy at Rhode Island College provides research and consultation to external constituents and members of the community-at-large through a confederation of campus-based affiliates: the Alan Shawn Feinstein Institute for Philanthropic Leadership, the Child Welfare Institute, the Institute for Portuguese and Lusophone World Studies, the Outreach Programs, the Paul V. Sherlock Center on Disabilities, and the Rhode Island Writing Project.

Additional information about any of the center's affiliates and services, or the Certificate Program in Nonprofit Studies, may be obtained from the director.

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.

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 School

The Henry Barnard School, which enrolls pupils from preschool through grade five, functions as a laboratory school for the Feinstein School of Education and Human Development and the college. As such, it provides opportunities for Rhode Island College students who wish to become teachers to observe classes, to participate in clinical experiences, and to student teach. The school and its faculty participate in educational research activities, publish in the field, and present at local and national conferences.

In keeping with its role as a laboratory school, Henry Barnard offers an innovative curriculum that models best practice within the field. The preschool program serves as a model child care program. An after-school program is also available. Henry Barnard seeks to be a model for the state's schools. Additional information can be found at 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 desk, oversight of computer labs and electronic classrooms, and technology training. The college has two large walk-in computing facilities for student use. Located in Horace Mann Technology Center and in Whipple Hall, over 150 PCs and Apple Macintosh systems are available. In addition, hands-on instructional computing facilities are located in Alger Hall, Gaige Hall, Henry Barnard School, Horace Mann Hall, and Whipple Hall. Electronic classrooms are available for instructional use in ten 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.

Mathematics Learning Center

The Mathematics Learning Center 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 by phone or simply walk into the center for help.

Multimedia Center

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

New Student Services

The Office of Academic Support and Information Services is responsible for the orientation of all new undergraduate students. Orientation provides academic advisement as well as an introduction to campus life. For freshmen entering in the fall, orientation consists of a two-day summer program on campus. New transfer students participate in a shorter, more intensive orientation.

Outreach Programs

Outreach Programs offers six-month vocational training in the areas of health care, financial services, and insurance. 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.

School 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.

There are three basic field placement programs: the practicum program, the student teaching program, and the internship program. Field placements take place at the Henry Barnard School, public schools and clinics, and in other public and private agencies.

This office also assists teachers with professional development activities, such as preparation for the Rhode Island Professional Teacher Standards.

Tutorial Services

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

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 e-mail upwardbound@ric.edu, or visit the Web site at 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 and APA style sheets. Services are free to all Rhode Island College students, faculty, and staff.

Campus Life

Intercollegiate Athletics

Rhode Island College sponsors twenty-one 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 taking a minimum of 12 credit hours of courses.

The college's intercollegiate athletic facility, The Murray Center, features practice and competition sites for basketball, gymnastics, volleyball, and wrestling. In addition, there are team and general locker rooms, a fully equipped training/rehabilitation room, an equipment area, a weight-training facility, offices and classrooms, team meeting rooms, and the Athletic Hall of Fame. Additional facilities include Anchormen Field (baseball); the Bazar softball complex; competitive tennis courts; the Black Track complex, including a 3,000-seat outdoor competitive venue; a five-acre practice complex; and the newly dedicated Student-Athlete Success Center. For additional, and the most up-to-date, information on the intercollegiate athletic program, visit www.goanchormen.com.

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

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 Standards.

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 5:00 p.m. during the academic year. Use of the co-op is limited to those hours in which the parent is performing college-related activities, such as attending class, doing research, student teaching, etc.

For more information, stop by the co-op during hours of operation or access information and registration forms at www.riccoop.org.

College Health Services

College Health Services, located on the ground floor of Browne Hall, provides confidential, primary health care to all students. Care includes physical examinations, treatment of acute and chronic illnesses and injuries, gynecological exams, health education, and, if necessary, specialty referral. On-site laboratory services include blood and urine tests, throat cultures, and pregnancy testing. Health Services is open year round and is staffed by a full-time nurse practitioner, registered nurses, and 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. This policy may be purchased online at www.university-healthplans.com.

Counseling Center

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

Cultural Activities

Events in the performing and fine arts are sponsored by student organizations, academic departments, and other Rhode Island College groups.

Visual arts opportunities are available through the Art Club, the Artist Co-op, and the local branch of the National Art Education Association.

Opportunities in dance are available through the Rhode Island College Dance Company.

Avenues in theatre can be found through the Rhode Island College Theatre and Growing Stage (a student-directed performance group).

Music performance opportunities are provided by the Rhode Island College Symphony Orchestra, Chamber Singers, Chorus, Wind Ensemble, Concert Jazz Band, and the regional branch of the National Association for Music Education.

And literary arts opportunities are available through *Shoreline*, which annually publishes student short stories, art work, and poems and sponsors readings.

In addition to a wide range of academic-based performances and activities, the college also attracts professional artists to campus. For example, the Bannister Gallery (site of fine art exhibitions) features the work of visiting artists and craftspeople. The Performing Arts Series and the Wednesday Chamber Music Series also bring prominent performing artists to campus. And the College Lectures Committee sponsors presentations in all the humanities, including guest lecturers and readings by prominent authors.

Disability Services Office

The Disability Services Office is the central location on campus for disability-related needs and is committed to providing accommodations for students with disabling conditions and supporting them in achieving their academic goals. Students who self-identify and provide the Disability Services Office with appropriate evidence of their condition are 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.

The Disability Services Office serves students with all types of disabilities: mobility, hearing, vision, motor, psychological, learning (including attention disorders), speech, chronic medical, and other conditions. Although individuals with temporary impairments do not qualify for protection under the Americans with Disabilities Act, the Disability Services Office nevertheless attempts to assist students who need short-term accommodations.

As the initial contact point for students with disabilities, the Disability Services Office endeavors to make students aware of the many opportunities and resources available to them. Support services may include classroom and testing accommodations, advisement, referrals, and use of assistive technology. The office not only serves as an advocate for students with disabilities but also encourages students toward self-advocacy.

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 Office. Further information can be obtained from the Disability Services Office or its Web site at www.ric.edu/disabilityservices. Persons using TTY/TDD devices may contact the Disabilities Services Office via the Rhode Island Relay Services by dialing 711.

Health Promotion, Office of

The Office of Health Promotion provides health information to all Rhode Island College students, faculty, and staff. A caring and knowledgeable staff is ready to answer informal and confidential questions, including questions about nutrition, exercise, AIDS, sexually transmitted diseases, rape prevention, CPR, birth control, alcohol and other substance abuse issues, smoking cessation, and other health concerns. Referrals to campus and community resources are provided. The office Web site is www.ric.edu/studentlife/healthpromotion.

Housing, Office of Residential Life and

On-campus housing is available for undergraduate students and graduate students. Six residence halls—Browne, Thorp, Weber, Willard, Sweet, and New Hall—provide accommodations for 1,197 men and women. Browne, Thorp, and Weber Halls are designed with suites of eight to twelve single rooms adjacent to a study-lounge area. Sweet and Willard Halls feature double-occupancy rooms, with a select number of single rooms. Sweet Hall 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. New Hall provides suite-style living for four, with either single or double bedrooms. A portion of New 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 2012–2013 academic year and are subject to change in the academic year 2013–2014. Because of rising costs, the Board of Governors for Higher Education reserves the right to change fees without notice as conditions necessitate.

Room Fees (*per year*)

Hall	Room Type	Cost Per Year
Browne	Single	\$5,424
Thorp	Single	\$5,424
Weber	Single	\$5,424
Willard	Single	\$5,576
Willard	Double	\$5,424
Sweet	Double and Triple	\$5,698
New Hall	Single, Suite Style	\$5,966
New Hall	Single, Apartment Style	\$6,343
New Hall	Double, Suite Style	\$5,778
New Hall	Double, Apartment Style	\$6,153

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 one hundred dollars, the damage deposit of one hundred dollars, and twenty dollars in hall dues. Since on-campus housing is limited, approximately fifty 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 (*per semester*)

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, Guest Passes, and Bonus Dollars that can be used throughout the year. 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 Dollars Per Semester	Cost Per Semester
A	19	4	\$125	\$2,055
B	14	6	\$175	\$2,055
C	12	8	\$200	\$2,055
D	10	10	\$250	\$2,055

Room Refunds

Withdrawal prior to the “contractually publicized” July 15 date will cancel all room charges minus the room reservation of one hundred dollars. 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 (one hundred dollars) 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.

International Students, Office of

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

Recreation Center

A completely renovated recreation center will open 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.

The 80,000-square-foot facility includes a five-lane, twenty-five-yard, L-shaped swimming pool; a five-lane, 1/10-mile, indoor track; three multiuse 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 multiuse studio for aerobics and yoga; offices for coaches; and a suite to host fundraising-related events.

Security and Safety, Office of

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

The Office of Security and Safety also provides a variety of crime prevention materials and a twenty-four-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 on page vii).

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/handbook.php), which provides specific policies and procedures related to academic and behavioral conduct.

Student Union

The Student Union staff oversees the Student Union and the Ducey Media Center. Offices within the Student Union are the Café, the Campus Card (I.D. Office), the Campus Store, the Convenience Store, student mailboxes, the Student Union office, and the Welcome and Information Center. The Student Union also facilitates a variety of events, the Office of Student Activities, Student Community Government, Inc., and other student organizations. Student organizations located in the Ducey Media Center are the *Anchor* (student newspaper), Anchor TV, and WXIN Radio.

Unity Center, The

The Unity Center is a multicultural center for Rhode Island College. Its mission is to promote equity and opportunity for all students through collaborative programming among its student affiliates, faculty, staff, and the wider community. The center seeks to enhance cultural competence by providing a safe forum for exploring issues pertaining to diversity and inclusion and offers support services for students in underrepresented and/or protected classes. Located in the lower level of the Donovan Dining Center, The Unity Center has study rooms, a student lounge, and a conference room. The center's Web site is www.ric.edu/unitycenter.

Veterans Resource Center

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

Women's Center

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

Degree Programs

Bachelor of Arts (B.A.)

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

- Africana Studies
- Anthropology
- Art (Studio) *with concentrations in*
 - Ceramics
 - Digital Media Design
 - Graphic Design
 - Metalsmithing and Jewelry
 - Painting
 - Photography
 - Printmaking
 - Sculpture
- Art History
- Chemistry
- Communication *with concentrations in*
 - Mass Media Communication
 - Public and Professional Communication
 - Public Relations/Advertising
 - Speech, Language, and Hearing Science
- Computer Science
- Dance Performance
- Economics
- Elementary Education—*Early Childhood with majors in*
 - Biology
 - Chemistry
 - Physics*and content majors in*
 - English
 - General Science

- Geography
- History
- Mathematics
- Modern Languages
- Political Science
- Social Studies
- Theatre
- Elementary Education—Elementary School *with majors in*
 - Biology
 - Chemistry
 - Physics
 - and content majors in*
 - English
 - General Science
 - Geography
 - History
 - Mathematics
 - Modern Languages
 - Political Science
 - Social Studies
 - Theatre
- English
- English *with concentration in*
 - Creative Writing
- Film Studies
- Gender and Women's Studies
- Geography
- History
- History *with concentration in*
 - Public History
- Justice Studies
- Mathematics
- Modern Languages *with concentrations in*
 - Francophone Studies
 - French
 - Latin American Studies
 - Portuguese
 - Spanish
- Music
- Philosophy

- Physics
- Political Science
- Psychology
- Public Administration
- Secondary Education *with majors in*
 - Biology
 - Chemistry
 - English
 - General Science
 - History
 - Mathematics
 - Modern Languages
 - Physics
 - Social Studies
- Sociology
- Theatre *with concentrations in*
 - Design/Technical
 - General Theatre
 - Musical Theatre
 - Performance

Minors are available in *all* of the full-degree programs above, except elementary and secondary education. 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 endorsement in bilingual-bicultural education or in middle school education are also available.

Professional preparation programs are offered in pre dental, prelaw, premedical, and preoptometry.

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

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

- Art (Studio) *with concentrations in*
 - Ceramics
 - Digital Media Design
 - Graphic Design
 - Metalsmithing and Jewelry

Painting
 Photography
 Printmaking
 Sculpture

■ Art Education *with concentrations in*

Ceramics
 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
 Performance

Bachelor of Science (B.S.)

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

- Accounting
- Art Education
- Biology
- Chemical Dependency/Addiction Studies
- Chemistry *with concentrations in*
 - Biological Chemistry
 - Professional Chemistry
- Computer Information Systems
- Computer Science
- Elementary Education *with teaching concentrations in*
 - Special Education—Elementary through Middle School Level
 - Special Education—Middle School through Secondary Level
 - Special Education—Ages Three to Twenty-One
- Finance
- Health Care Administration

- Health Education
- Health Education *with a concentration in*
Community Health
- Management *with concentrations in*
General Management
Human Resource Management
International Management
Operations Management
- Marketing
- Medical Imaging *with concentrations in*
Nuclear Medicine Technology
Radiologic Technology
Certified RT Computed Tomography
Certified RT Management
Diagnostic Medical Sonography
- Physical Education
- Secondary Education *with a teaching concentration in*
Special Education—Middle School through Secondary Level
- Technology Education

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 on page 334.

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

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

Special Programs

Assessment of Prior Learning

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

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

- Case Management
- Computed Tomography
- Gerontology
- International Nongovernmental Organizations Studies
- Nonprofit Studies
- Public History
- Risk Management and Insurance

Continuing Education

Rhode Island College offers a wide range of professional development courses and workshops each semester and summer for students and working professionals. The college also offers certificate programs that provide focused study and expertise in several professional areas.

For agencies and organizations, continuing education provides assistance with establishing courses and workshops 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 course offerings, which includes information on registration and fees, is available at the Records Office or online at 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 on page 304.

Endorsement in Middle School Education (Elementary and Secondary)

Refer to Elementary Education Middle School Endorsement on page 268 and Secondary Education Middle School Endorsement on page 291.

National Student Exchange Program

The National Student Exchange Program includes a group of over 200 four-year colleges and universities that allow undergraduate students to study for up to one academic year at a college or university in another part of the United States. The program embraces social and cultural experiences as well as academics, offering an opportunity for further self-exploration and examination of educational objectives.

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

Refer to page 280.

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 four 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, and The Education Abroad Network. 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 Web site at 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.



**GRADUATE
GENERAL INFORMATION**

Admissions

Admissions Policy

The primary factor in decisions for admission to graduate studies at Rhode Island College is a candidate's academic record, although other factors, such as recommendations and standardized test scores 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 Management, 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 Management 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. The school psychology program in the Feinstein School of Education and Human Development has one application deadline of February 1 to ensure full acceptance into the program, which begins in the fall term. Information on admission requirements and deadlines can be found at www.ric.edu/academics/graduate.php.

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 fifty-dollar 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 graduate students and international students are required to meet immunization requirements mandated by the Rhode Island Department of Health. A completed Immunization Record, signed by a health care provider, must be returned to College Health Services before full-time graduate students are allowed to register for classes. Forms are available at www.ric.edu/healthservices.

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

Military Personnel and Veterans

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

Fees and Expenses

Tuition and Fees for Full-Time Graduate Students (2012–2013)

The fees described in the following sections are projected for the 2012–2013 academic year. Because of rising costs, the Board of Governors for Higher Education reserves the right to change fees without notice as conditions necessitate.

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

	In State	MTP	Out of State
Tuition (General Fee)	\$372	\$558	\$724
Library Fee	\$5	\$5	\$5
Recreation Fee	\$8	\$8	\$8
Technology Fee	\$5	\$5	\$5
Fine Arts Fee	\$2	\$2	\$2
Transportation Fee	\$2	\$2	\$2
Total:	\$394	\$580	\$746

(Tuition and fees for the Master of Social Work program may be found on page 351.)

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

Registration Fee: \$72

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 Management Program Fee

\$5 per credit hour, up to a maximum of \$50 per semester

School of Nursing Program Fee

\$5 per credit hour, up to a maximum of \$50 per semester

Transcript Fee

\$25

Explanation of Fees

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

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

The **Fine Arts Fee** is used to provide opportunities and activities in the fine and performing arts at 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 **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 admissions for new students and by the director of records for enrolled students.

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

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

Metropolitan Tuition Policy (MTP)

Rhode Island College students whose permanent place of residence is a community within a fifty-mile radius of Providence are eligible for in-state tuition rates plus 50 percent. The Metropolitan Tuition Policy includes both full-time and part-time students, undergraduate and graduate students, and degree and nondegree students. Connecticut and Massachusetts communities within the fifty-mile radius are listed online at www.ric.edu/bursar/tuition_metro.php.

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

New England Regional Student Program

Rhode Island College participates in the Regional Student Program (RSP) administered by the New England Board of Higher Education (NEBHE). Through this program, New England residents who live outside of Rhode Island may enroll in specified curricula at Rhode Island College for in-state tuition rates plus 50 percent. The student's program of study must be one not offered at an institution in the student's home state, or Rhode Island College must be closer in traveling time to the student's legal residence than 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 sixty years old are eligible to take courses at Rhode Island College without having to pay the regular tuition charges. However, the registration, recreation, and other applicable laboratory/studio fees will be charged. In addition, the student must have fulfilled all academic prerequisites for the course, the student 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 Employment and Training and submit this completed form, certifying eligibility, at the time of registration. Any registration prior to the specified date each term will be ineligible for consideration for an unemployment waiver and no retroactive use of the waiver is permitted. Mandatory fees that are not waived include lab fees, recreation fees, and activity fees.

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

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

Indebtedness to the College

Failure to make full payment of 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

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. 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 Perkins Loans

This loan program is administered directly by the Office of Student Financial Aid. Eligibility is based on financial need as determined from the FAFSA. The annual loan limit for graduate students is \$8,000, and the cumulative limit for combined undergraduate and graduate borrowing is \$60,000. Actual award amounts depend on federal funding levels, and priority is given to those applicants with the greatest need. Repayment at 5 percent interest begins nine months after the borrower drops below half-time enrollment (5 graduate credits per semester). Students may be allowed up to ten years to repay; however, a minimum monthly payment of forty dollars is required.

Federal 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 7.9 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 percent origination fee. Graduate applicants must complete the Free Application for Federal Student Aid (FAFSA), and they must have used their maximum eligibility under the subsidized and unsubsidized Federal 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 6.8 percent and a 1 percent origination fee. The repayment period extends up to ten 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 work-study students 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 Free Application for Federal Student Aid (FAFSA) as outlined above, students who desire financial assistance for summer sessions must submit a Rhode Island College Application for Financial Aid—Summer Sessions. This form is available from the Office of Student Financial Aid on or about February 1 each year. Summer aid is contingent upon the availability of funds and normally consists of long-term loans and Federal Work-Study.

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

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/docu-

mentation. 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

In addition to offering Rhode Island College Graduate Student Scholarships, the School of Social Work offers Master of Social Work Graduate Scholarships to full-time M.S.W. students. These scholarships match federal work-study funds to enable recipients to obtain paid field placements in nonprofit agencies and organizations. To be eligible for these scholarships, students should file the Free Application for Federal Student Aid, which can be obtained online at 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 classroom instruction, preparation for and supervision of laboratory sections, direction of discussion or recitation sections, grading papers, and research. The student may be required to devote a maximum of twenty hours a week to such work, not more than ten hours of which may be in classroom contact hours. The normal course load for a graduate assistant is six hours per semester.

Graduate assistants receive a stipend of \$3,000 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. Renewals must be recommended by the department chair to the dean. Graduate assistantship applications are available on the Web sites of the Faculty of Arts and Sciences and the Feinstein School of Education and Human Development. The application deadline for graduate student assistantships is March 1.

Graduate Traineeships

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 and registration fees for the academic year and are required to work ten hours per week on assignments within the School of Social Work.

Interested candidates who are accepted into the M.S.W. program should contact the dean's assistant at the School of Social Work.

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

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 of 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.

Repeating a Course

A course with a failing grade that has been retaken or replaced will be considered taken for No Credit but 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 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.

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 (3.00) 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 (3.00) 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 second year on a full-time basis.

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 responsible for that program, 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/academics/pdf/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 should 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 should 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 by students in consultation with their advisor. If a leave of absence is not in the student's best interest, the student should inform the dean responsible for the program in writing of the intention to terminate graduate status.

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. 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.)

Degree Programs

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
- Mental Health Counseling
- School Counseling (*Currently not accepting students*)
- School Psychology

Master of Arts (M.A.)

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

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

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

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

- Art Education
- Elementary Education
- Music Education
- Secondary Education *with teaching concentrations in*
 - English
 - History
 - Mathematics
 - Modern Languages (French, Portuguese, Spanish)

Master of Education (M.Ed.)

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

- Advanced Studies in Teaching and Learning
- Early Childhood Education
- Educational Leadership
- Elementary Education
- Health Education
- Reading
- Special Education *with concentrations in*
 - Early Childhood—Birth through Kindergarten
 - Exceptional Learning Needs
 - Severe/Profound Disabilities
 - Special Education Certification
 - Urban Multicultural Special Education
- Teaching English as a Second Language
- Technology Education (*Currently not accepting students*)

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

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

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

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

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

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

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

The M.S.N. degree is designed to prepare expert nurses for advanced practice roles. There are two specialty concentrations: (1) adult/acute care (CNS or NP role), and (2) public health/community leadership.

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

The M.S.W. degree is designed to prepare social workers for advanced professional practice. The program offers 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 is offered jointly by Rhode Island College and the University of Rhode Island.

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.

All plans of study must be approved by the committee.

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

Special Programs

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

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

- Autism Education
- Co-Occurring Disorders
- Creative Writing
- Financial Planning
- Health Psychology
- Literature
- Mathematics Content Specialist: Elementary
- Middle-Secondary Level Special Education
- Modern Biological Sciences
- Physical Education
- Teacher Leadership

Postbaccalaureate Middle School Endorsement

Students who hold the baccalaureate degree, an elementary or secondary certificate, and who have a major, minor, or 30 credit hours in one of the following areas: English/language arts, French, general science, mathematics, social studies, or Spanish may pursue the middle school endorsement program. This program consists of the following courses at Rhode Island College: Middle Level Education 510, 520, 530, and 540, as well as specified courses verified through an analysis of the student's transcript by the Middle Level Program and by the State Department of Education.

Rhode Island Teacher Education (RITE) Program

Students who hold the baccalaureate degree and who have majored in or completed a substantial amount of course work in an appropriate academic area (see appropriate academic areas below) may pursue the secondary education teaching certificate in that area through the RITE program. This is *not* a degree program and courses taken in this

program *cannot* be used in any graduate degree program at Rhode Island College. This program is designed so that successful applicants can, in most cases, complete the required course work within three consecutive semesters.

Appropriate academic areas are

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

RITE Admission Requirements

1. A baccalaureate degree with a major equivalent to an undergraduate secondary education major at Rhode Island College.
2. A completed application submitted to the 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 grade point average (GPA) of 2.50 in all previous undergraduate course work.
4. PRAXIS I (PPST), 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 dean.

RITE Program Requirements

The RITE program consists of a minimum of 31 credit hours, as follows: Counseling and Educational Psychology 315; Foundations of Education 346; Secondary Education 406, 407, 411, 412, 421, 422; and Special Education 433.



**UNDERGRADUATE AND GRADUATE
CERTIFICATE PROGRAMS**

CERTIFICATE OF UNDERGRADUATE STUDY PROGRAMS

AREA OF STUDY	CERTIFICATE
Case Management	C.U.S.
Computed Tomography	C.U.S.
Gerontology	C.U.S.
International Nongovernmental Organizations Studies	C.U.S.
Nonprofit Studies	C.U.S.
Public History	C.U.S.
Risk Management and Insurance	C.U.S.

CERTIFICATE OF GRADUATE STUDY PROGRAMS

AREA OF STUDY	CERTIFICATE
Autism Education	C.G.S.
Co-Occurring Disorders	C.G.S.
Creative Writing	C.G.S.
Financial Planning	C.G.S.
Health Psychology	C.G.S.
Literature	C.G.S.
Mathematics Content Specialist: Elementary	C.G.S.
Middle-Secondary Level Special Education	C.G.S.
Modern Biological Sciences	C.G.S.
Physical Education	C.G.S.
Teacher Leadership	C.G.S.

Certificate of Undergraduate Study

C.U.S. IN CASE MANAGEMENT

Course Requirements

Course No.	Course Title	Credit Hours	Offered
<i>First Semester</i>			
ENGL 010	Basic Writing Skills	3	F, Sp, Su
SWRK 010	Basic Computer Skills for Case Management Practice	0	F, Sp
SWRK 110	Introduction to Case Management	3	F, Sp
SWRK 111	Basic Interviewing Skills for Case Management Practice	1	F, Sp
SWRK 120	Generalist Case Management Practice	3	F, Sp
<i>Second Semester</i>			
SWRK 230	Advanced Case Management Skills	3	Sp, Su
SWRK 260	Case Management Integrative Seminar and Field Experience	3	Sp, Su
Total Credit Hours		16	

C.U.S. IN COMPUTED TOMOGRAPHY

Course Requirements

Course No.	Course Title	Credit Hours	Offered
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
CTSC 438	Registry Review	2	As needed
Total Credit Hours		16	

C.U.S. IN GERONTOLOGY

Course requirements are the same as the requirements for the minor in gerontology. Please see page 187. Nonmatriculating students can receive only a certificate, not a minor, in gerontology.

C.U.S. IN INTERNATIONAL NONGOVERNMENTAL ORGANIZATIONS STUDIES**Completion Requirement**

A 2.0 GPA in the program is required.

Course Requirements

Course No.	Course Title	Credit Hours	Offered
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 INGOs	1	As needed
INGO 304	Internship in INGOs	1–3	As needed
POL 203	Global Politics	4	F, Sp

ONE COURSE from ANTH 319, 325, 327; FREN 313, 460; HIST 348, 349, 352, 353; NPST 400, 401; POL 300, 303, 341, 342, 354; PORT 304, 305; SPAN 313. 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.

Total Credit Hours**22–23****C.U.S. IN NONPROFIT STUDIES****Course Requirements**

Course No.	Course Title	Credit Hours	Offered
NPST 400	Summer Institute in Nonprofit Studies	3	Su
NPST 401	The American Nonprofit Sector and Philanthropy I	3	F
NPST 402	The American Nonprofit Sector and Philanthropy II	3	Sp
NPST 403	Internship in the Nonprofit Sector	4	F, Sp, Su

Elective

ONE COURSE in an aspect of nonprofit organizations or philanthropy

Total Credit Hours**16**

C.U.S. IN PUBLIC HISTORY**Course Requirements**

Course No.	Course Title	Credit Hours	Offered
HIST 331	Rhode Island History	3	Sp
HIST 363	Internship in Applied History	3–6	Annually
HIST 371	Reading Course in History	3	Annually
HIST 381	Workshop: History and the Elementary Education Teacher	1	F
ONE COURSE from			
HIST 320	American Colonial History	3	Annually
HIST 321	The American Revolution	3	Annually
HIST 326	American Cultural History: The Nineteenth Century	3	As needed
HIST 327	American Cultural History: The Twentieth Century	3	As needed
HIST 330	History of American Immigration	3	As needed

IT IS RECOMMENDED that students also take ANTH 102

Total Credit Hours **13–16**

C.U.S. IN RISK MANAGEMENT AND INSURANCE**Course Requirements**

Course No.	Course Title	Credit Hours	Offered
FIN 230	Personal Finance	3	As needed
<i>or</i>			
FIN 301	Managerial Finance and Control	3	F, Sp, Su
FIN 241	Fundamentals of Health and Life Insurance	3	As needed
FIN 242	Fundamentals of Property and Liability Insurance	3	As needed
FIN 467	Directed Internship	3	F, Sp, Su
TWO COURSES from			
FIN 423	Financial Markets and Institutions	3	F, Sp
MGT 301	Foundations of Management	3	F, Sp, Su
MKT 301	Introduction to Marketing	3	F, Sp, Su
MKT 340	Personal Selling and Sales Management	3	F

Total Credit Hours **18**

Certificate of Graduate Study

C.G.S. IN AUTISM EDUCATION

Admission Requirements

1. A completed application form accompanied by a fifty-dollar nonrefundable application fee. Graduate applications are available online at www.ric.edu/fsehd/graduate_requirements.php.
2. Completion of all Feinstein School of Education and Human Development graduate admission requirements (see page 249).
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.
5. An interview.

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

Course No.	Course Title	Credit Hours	Offered
SPED 561	Understanding Autism Spectrum Disorders	3	F (as needed)
SPED 562	Practicum I in Autism	1	F (as needed)
SPED 563	Curriculum and Methodology: Students with Autism	3	F (as needed)
SPED 564	Building Social and Communication Skills	3	Sp (as needed)
SPED 565	Practicum II in Autism	1	F (as needed)
SPED 566	Autism and Positive Behavior Supports	3	Su (as needed)

Total Credit Hours

14

C.G.S. IN CO-OCCURRING DISORDERS

Only students who begin this program in the fall semester can complete program requirements in one academic year.

Admission Requirements

1. A completed application form accompanied by a fifty-dollar nonrefundable application fee. Graduate applications are available online at www.ric.edu/fsehd/graduate_requirements.php.
2. Completion of all Feinstein School of Education and Human Development admission requirements (see page 249).
3. A minimum of 6 credit hours of course work in psychology or related field.
4. A current résumé.

Retention Requirements

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 531 or 532. Students who receive a grade of B- or lower in either of these courses must consult with their advisor before registering for any subsequent course in the plan of study.
3. Failure to meet any one of the above requirements is sufficient cause for dismissal from the program.

Course Requirements

Course No.	Course Title	Credit Hours	Offered
CEP 531	Human Development across Cultures	3	F, Sp, Su
CEP 532	Theories and Methods of Counseling	3	F, Sp, Su
CEP 536	Biological Perspectives in Mental Health	3	F, Su
CEP 543	Clinical Assessment and Case Problems	3	Sp, Su
CEP 546	Assessment of Addiction and Co-Occurring Disorders	3	F
CEP 547	Treatment of Addiction and Co-Occurring Disorders	3	Sp

Total Credit Hours **18**

C.G.S. IN CREATIVE WRITING**Admission Requirements**

1. A completed application form accompanied by a fifty-dollar nonrefundable application fee.
2. Official transcripts of all undergraduate and graduate records.
3. A bachelor's degree in any field.

Course Requirements

Course No.	Course Title	Credit Hours	Offered
ENGL 525	Topics in Genre	3	As needed
<i>or</i>			
ENGL 591	Directed Reading	3	As needed
ENGL 581*	Workshop in Creative Writing	12	As needed

*This course is taken for four semesters, at least one of which is to be in a different genre

Total Credit Hours**15****C.G.S. IN FINANCIAL PLANNING****Admission Requirements**

1. A completed application form accompanied by a fifty-dollar nonrefundable application fee.
2. A bachelor's degree from an accredited college or university, with a minimum grade point average of 3.00 on a 4.00 scale.
3. Official transcripts of all undergraduate and graduate records.
4. Two courses in financial accounting, macroeconomics, and statistics/quantitative methods.
5. Completion of the Graduate Management Admissions Test (GMAT), with a minimum score of 450.

Retention Requirements

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

Course Requirements

Course No.	Course Title	Credit Hours	Offered
ACCT 533	Fundamentals of Financial Planning	3	F
ACCT 543	Personal Income Tax Planning	3	Sp
ACCT 554	Estate Planning	3	Sp

ACCT	555	Retirement Planning and Employee Benefits	3	As needed
ACCT	661	Financial Planning Capstone Course	3	Sp
FIN	432	Theory of Investment	3	F, Sp

Total Credit Hours **18**

C.G.S. IN HEALTH PSYCHOLOGY

Admission Requirements

1. A completed application form accompanied by a fifty-dollar nonrefundable application fee.
2. A bachelor's degree from an accredited college or university, with a minimum 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. A statement of professional goals.
6. Three letters of recommendation.
7. A plan of study approved by the advisor and the appropriate dean.
8. An interview may be required.

Course Requirements

Course No.	Course Title	Credit Hours	Offered
PSYC 424	Health Psychology	4	Annually
PSYC 500*	Research Design and Analysis I	3	F
PSYC 501*	Research Design and Analysis II	3	Sp
TWO ADDITIONAL COURSES from			
HED 507	Epidemiology and Biostatistics	3	Sp
<i>or</i>			
NURS 507	Epidemiology and Biostatistics	3	Sp
NURS 508	Public Health Service	3	F
PSYC 558	Seminar in Social Psychology	3	Sp (odd years)
PSYC 560**	Current Issues in Psychology	3	As needed

*This course must be completed within the first three semesters

**This course must be on an approved health-related topic

Total Credit Hours **16**

C.G.S. IN LITERATURE**Admission Requirements**

1. A completed application form accompanied by a fifty-dollar nonrefundable application fee.
2. Official transcripts of all undergraduate and graduate records.
3. A minimum cumulative grade point average of 3.00 on a 4.00 scale in 24 credit hours of upper-level courses in English language and literature.
4. Three letters of recommendation, with at least two from English professors.
5. An interview.

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

Course No.	Course Title	Credit Hours	Offered
ENGL 501	Introduction to Graduate Study	3	F
TWELVE ADDITIONAL CREDIT HOURS from ENGL 521, 523, 524, 525, 530, 531, 532, 540, 541		12	

Total Credit Hours**15****C.G.S. IN MATHEMATICS CONTENT SPECIALIST: ELEMENTARY****Admission Requirements**

1. A completed application form accompanied by a fifty-dollar nonrefundable application fee.
2. A valid state-issued certificate to teach at the elementary level.
3. At least two years of teaching experience.

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

Course No.	Course Title	Credit Hours	Offered
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**

C.G.S. IN MIDDLE-SECONDARY LEVEL SPECIAL EDUCATION**Admission Requirements**

1. A completed application form accompanied by a fifty-dollar nonrefundable application fee. Graduate applications are available online at www.ric.edu/fsehd/graduate_requirements.php.
2. Completion of all Feinstein School of Education and Human Development admission requirements. See page 249.
3. Proof of eligibility for the Rhode Island special educator-mild-moderate elementary and middle level teaching certificate.
4. Bachelor's degree, with a minimum cumulative grade point average of 3.00 on a 4.00 scale in professional course work.
5. Three candidate reference forms accompanied by three letters of recommendation related to education and experience in special education or a related field.
6. An application essay that describes the candidate's commitment to the field of middle-secondary special education, cultural awareness, collaboration, and lifelong learning.
7. A performance-based evaluation that documents the candidate's experience with individuals with disabilities.
8. An interview.

Retention Requirement

Students must maintain a minimum grade point average of 3.0 in all C.G.S. course work.

Course Requirements

Course No.	Course Title	Credit Hours	Offered
MLED 510	Teaching and Learning in the Middle Level School	3	F, Sp, Su
SPED 424	Assessment, Curriculum, and Methodology for Adolescents and Young Adults with Mild/Moderate Disabilities at the Middle School and Secondary Levels	4	F, Sp
SPED 427	Career Exploration and Vocational Preparation of Middle School and Secondary Level Students with Disabilities	3	Sp
SPED 664	Internship in the Middle School or Secondary Level	6	F, Sp

Total Credit Hours**16**

C.G.S. IN MODERN BIOLOGICAL SCIENCES**Admission Requirements**

1. A completed application form accompanied by a fifty-dollar nonrefundable application fee.
2. Official transcripts of all undergraduate and graduate records.
3. A bachelor's degree in biology or related science, including courses in genetics and cellular/molecular biology.

Course Requirements

Course No.	Course Title	Credit Hours	Offered
<i>First Semester</i>			
BIOL 533	Research Methods in Molecular Biology	4	As needed
BIOL 560	Graduate Seminar	1	F
BIOL 694	Directed Research	4	F, Sp, Su
<i>Second Semester</i>			
	One 400-level biology course, with consent of department chair	3–4	Sp
	<i>and</i>		
	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	

C.G.S. IN PHYSICAL EDUCATION**Admission Requirements**

1. A completed application form accompanied by a fifty-dollar nonrefundable application fee. Graduate applications are available online at www.ric.edu/fsehd/graduate_requirements.php.
2. Completion of all Feinstein School of Education and Human Development admission requirements (see page 249).
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

Course No.	Course Title	Credit Hours	Offered
PED 507	Teaching Sports through a Tactical Perspective	3	As needed
PED 508	Psycho-Social Aspects of Human Movement	3	As needed
PED 512	Curriculum Construction in Physical Education	3	As needed
PED 522	Current Issues in Physical Education	3	As needed
PED 523	Adventure Education	3	As needed
Total Credit Hours		15	

C.G.S. IN TEACHER LEADERSHIP

This certificate program is currently under revision to address new RIDE certification regulations. Please contact the educational leadership program director.

Admission Requirements

1. A completed application form accompanied by a fifty-dollar nonrefundable application fee. Graduate applications are available online at www.ric.edu/fsehd/graduate_requirements.php.
2. Completion of all Feinstein School of Education and Human Development admission requirements (see page 249).
3. Rhode Island Initial or Professional Certification or a Permanent Certificate to teach any level from K–12 in any subject
4. A minimum of three years of full-time teaching experience (this is also required for National Board Certification).

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

Course No.	Course Title	Credit Hours	Offered
LEAD 504	Leading Learning I: Planning, Instruction, Assessment	4	F
LEAD 507	Leading Change I: Challenges, Capacity, Transformation	4	F
LEAD 530	Teacher Leadership—Foundation Seminar	2	Su
LEAD 531	Teacher Leaders as Coaches	2	Su
LEAD 532	Teacher Leadership Practicum	2	Sp
<i>Elective</i>			
LEAD 506	Creating Learning Structures: Equity, Law, Practice	4	Su
<i>or</i>			
LEAD 523	Leadership, Law, and School Practices	3	Su
Total Credit Hours		17–18	



GENERAL EDUCATION

General Education

Chair of the Committee on General Education

James Magyar

GENERAL INFORMATION

Beginning in fall 2012 the college is instituting the new General Education program described below. Students who enrolled prior to that date will remain on the old General Education program, as described in the *2011–2012 Rhode Island College Catalog* that can be accessed at www.ric.edu/recordsoffice/catalog.php.

There will be a transition period through spring 2014. Further information regarding the transition timetable and suitable substitutions can be found at www.ric.edu/generaleducation.

All degree programs require the completion of ten 4-credit General Education courses: three **Core** courses and seven **Distribution** courses. Students must also complete the **Second Language** requirement. A **Writing in the Discipline** requirement is also included in General Education and is a part of each major.

CORE 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

First Year Writing (FYW)

WRTG 100 is required in freshman year. It 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.

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 and FYW courses and must have earned at least 45 college credits before taking a Connections course. Courses are limited to twenty students.

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

WRITING IN THE DISCIPLINE

Each department will identify a required course or courses at the 200-level or above within the major in which students learn to write for that discipline. The Committee on General Education will maintain a list of these courses.

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.

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

1. By completing RIC language courses 101 and 102 (or 110) 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.
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.

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.

CORE COURSES

First Year Seminar

Course No.	Course Title	Credit Hours	Offered
FYS 100	First Year Seminar	4	F, Sp

First Year Writing

Course No.	Course Title	Credit Hours	Offered
WRTG 100	Writing and Rhetoric	4	F, Sp, Su

Connections

Course No.	Course Title	Credit Hours	Offered
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Connections courses will be approved during the 2012–2013 academic year.

DISTRIBUTION COURSES

Arts—Visual and Performing (A)

The courses listed below fulfill the "A" requirement in the 2012–2013 academic year.

Course No.	Course Title	Credit Hours	Offered
ONE COURSE from			
ART 101	Drawing I: General Drawing	4	F, Sp
ART 104	Design I	4	F, Sp
ART 201	Visual Arts in Society	3	F, Sp
ART 230	A Survey of Far Eastern Art	3	As needed
ART 231	Prehistoric to Renaissance Art	4	F, Sp, Su
ART 232	Renaissance to Modern Art	4	F, Sp, Su
COMM 241	Introduction to Film and Video	3	F, Sp
DANC 215	Contemporary Dance and Culture	3	F, Sp
ENGL 113	Approaches to Drama	4	F, Sp
FILM 116	Approaches to Film and Film Criticism	4	F, Sp
MUS 161–166	Music Ensembles	3	F, Sp
MUS 201	Survey of Music	3	F, Sp, Su

MUS	203	Elementary Music Theory	3	F, Sp, Su
MUS	222	Opera	3	F (odd years)
MUS	223	American Popular Music	3	F
MUS	225	History of Jazz	3	F, Sp
PFA	158	Experiencing the Performing Arts	3	F (as needed)
PHIL	230	Aesthetics	3	F, Sp, Su
THTR	240	Appreciation and Enjoyment of the Theatre	3	F, Sp
THTR	242	Acting for Nonmajors	4	Annually (Su)

History (H)

The courses listed below fulfill the "H" requirement in the 2012–2013 academic year.

Course No.	Course Title	Credit Hours	Offered
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 Peoples in the World	4	F, Sp, Su
HIST 107	Multiple Voices: The United States in the World	4	F, Sp, Su

Literature (L)

The courses listed below fulfill the "L" requirement in the 2012–2013 academic year.

Course No.	Course Title	Credit Hours	Offered
ENGL 100	Studies in Literature	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)

The courses listed below fulfill the "M" requirement in the 2012–2013 academic year.

Course No.	Course Title	Credit Hours	Offered
ONE COURSE from			
MATH 139	Contemporary Topics in Mathematics	4	F, Sp, Su
MATH 177	Quantitative Business Analysis I	3	F, Sp, Su

MATH	181	Applied Basic Mathematics	3	F, Sp, Su
MATH	209	Precalculus Mathematics	4	F, Sp, Su
MATH	212	Calculus I	4	F, Sp, Su
MATH	240	Statistical Methods I	3	F, Sp, Su
MATH	247	Calculus: A Short Course	3	Sp

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

Courses listed below fulfill the "NS" requirement in the 2012–2013 academic year.

Course No.	Course Title	Credit Hours	Offered	
ONE COURSE from				
BIOL	108	Basic Principles of Biology	4	F, Sp, Su
BIOL	109	Fundamental Concepts of Biology	4	F, Sp, Su
BIOL	111	Introductory Biology I	4	F, Sp, Su
BIOL	112	Introductory Biology II	4	Sp, Su
CHEM	103	General Chemistry I	4	F, Sp, Su
CHEM	104	General Chemistry II	4	F, Sp, Su
CHEM	105	General, Organic, and Biological Chemistry I	4	F, Sp, Su
CHEM	106	General, Organic, and Biological Chemistry II	4	F, Sp, Su
PSCI	103	Physical Science	4	F, Sp, Su
PSCI	212	Introduction to Geology	4	F, Su
PSCI	217	Introduction to Oceanography	4	Sp
PHYS	101	General Physics I	4	F, Su
PHYS	102	General Physics II	4	Sp, Su
PHYS	110	Introductory Physics	4	Sp
PHYS	200	Mechanics	4	F

Social and Behavioral Sciences (SB)

Courses listed below fulfill the "SB" requirement in the 2012–2013 academic year.

Course No.	Course Title	Credit Hours	Offered	
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, Sp
ANTH	205	The Anthropology of Race and Racism	4	As needed
ANTH	206	Oral Traditions	4	As needed
ECON	200	Introduction to Economics	3	F, Sp, Su
GEND	200	Gender and Society	4	F, Sp
GEOG	100	Introduction to Environmental Studies	3	F, Sp, Su
GEOG	101	Introduction to Geography	3	F, Sp, Su
POL	200	Introduction to Political Science	3	F, Sp, Su
POL	202	American Government	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	Minority Group Relations	4	F, Sp, Su
SOC	217	Aging and Society	4	F, Sp, Su

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

Advanced Quantitative/Scientific Reasoning (AQSR)

Courses listed below fulfill the "AQSR" requirement in the 2012–2013 academic year.

Course No.	Course Title	Credit Hours	Offered
ONE COURSE from			
ANTH 306	Primate Ecology and Social Behavior	4	Alternate years
ANTH 307	Human Nature: Evolution, Ecology, and Behavior	4	Alternate years
BIOL 335	Human Physiology	4	F, Sp, Su
HSCI 232	Human Genetics	4	Annually
PHIL 220	Logic and Probability in Scientific Reasoning		

OUTCOMES FOR GENERAL EDUCATION AT RHODE ISLAND COLLEGE

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. 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. **(Written Communication)**

2. 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. **(Critical and Creative Thinking)**
3. Students will demonstrate the ability to access, understand, evaluate, and ethically use information to address a wide range of goals or problems. **(Research Fluency)**
4. Students will learn to speak in a clearly expressed, purposeful, and carefully organized way that engages and connects with their audience. **(Oral Communication)**
5. 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. **(Collaborative Work)**
6. Students will demonstrate through performance, creation, or analysis an ability to interpret and explain the arts from personal, aesthetic, cultural, and historical perspectives. **(Arts)**
7. Students will gain knowledge of social and political systems and of how civic engagement can change the environment in which we live. **(Civic Knowledge)**
8. 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. **(Ethical Reasoning)**
9. 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. **(Global Understanding)**
10. 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. **(Quantitative Literacy)**
11. 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. **(Scientific Literacy)**



DEGREE PROGRAMS
FACULTY OF ARTS AND SCIENCES

UNDERGRADUATE DEGREE PROGRAMS

EARL SIMSON, DEAN

EDYTHE ANTHONY AND JOAN DAGLE, ASSOCIATE DEANS

MAJOR	DEGREE	CONCENTRATION
Africana Studies	B.A.	
Anthropology	B.A.	
Art (Studio)	B.A. or B.F.A.	Ceramics
	B.A. or B.F.A.	Digital Media Design
	B.A. or B.F.A.	Graphic Design
	B.A. or B.F.A.	Metalsmithing and Jewelry
	B.A. or B.F.A.	Painting
	B.A. or B.F.A.	Photography
	B.A. or B.F.A.	Printmaking
	B.A. or B.F.A.	Sculpture
Art Education*	B.S.	
	B.F.A.	Ceramics
	B.F.A.	Graphic Design
	B.F.A.	Metalsmithing and Jewelry
	B.F.A.	Painting
	B.F.A.	Photography
	B.F.A.	Printmaking
B.F.A.	Sculpture	
Art History	B.A.	
Biology**	B.S.	
Chemical Dependency/Addiction Studies	B.S.	
Chemistry**	B.A.	
	B.S.	Biological Chemistry
	B.S.	Environmental Chemistry
	B.S.	Professional Chemistry
Communication	B.A.	Mass Media Communication
	B.A.	Public and Professional Communication
	B.A.	Public Relations/Advertising
	B.A.	Speech, Language, and Hearing Science
Computer Science	B.A.	
	B.S.	
Dance Performance	B.A.	

MAJOR	DEGREE	CONCENTRATION
English**	B.A.	
	B.A.	Creative Writing
Film Studies	B.A.	
Geography	B.A.	
Gender and Women's Studies	B.A.	
History**	B.A.	
	B.A.	Public History
Justice Studies	B.A.	
Mathematics**	B.A.	
Medical Imaging	B.S.	Nuclear Medicine Technology
	B.S.	Radiologic Technology
	B.S.	Certified RT Computed Tomography
	B.S.	Certified RT Diagnostic Medical Sonography
	B.S.	Certified RT Management
Modern Languages	B.A.	Francophone Studies
	B.A.	French
	B.A.	Latin American Studies
	B.A.	Portuguese
	B.A.	Spanish
Music*	B.A.	
	B.M.	Music Education
	B.M.	Performance
Philosophy	B.A.	
Physics**	B.A.	
Political Science	B.A.	
Psychology	B.A.	
Public Administration	B.A.	
Sociology	B.A.	
Theatre	B.A.	Design/Technical
	B.A.	General Theatre
	B.A.	Musical Theatre
	B.A.	Performance

*Art education and music education are designed for students seeking grades 7–12 teaching certification.

**Students seeking grades 7–12 teaching certification in these majors should see Secondary Education on page 285.

MINORS

Africana Studies

Art—Ceramics, Digital Media Design, Graphic Design, Metalsmithing and Jewelry, Painting, Photography, Printmaking, Sculpture

Art History

Behavioral Neuroscience

Biology

Chemistry

Communication

Computer Science

Creative Writing

Dance Performance

English

Film Studies

Francophone Studies

French

Geography

Gerontology

History

International Nongovernmental Organizations Studies

Italian

Jazz Studies

Justice Studies

Labor Studies

Latin American Studies

Mathematics

Music

Philosophy

Physics

Political Science

Portuguese

Psychology

Public History

Rhetoric and Writing

Sociology

Spanish

Theatre

Professional preparation programs are offered in pre dental, prelaw, premedical, and preoptometry.

– 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 Requirement, 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 on page 42.

GRADUATE DEGREE PROGRAMS

MAJOR	DEGREE	CONCENTRATION
Art	M.A.	Art Education
	M.A.	Media Studies
Art Education*	M.A.T.	
Biology	M.A.	
English	M.A.	
English—Creative Writing	M.A.	
History	M.A.	
Mathematical Studies	M.A.	Mathematics
	M.A.	Mathematics for the Professions
Music Education*	M.A.T.	
	M.M.Ed.	
Psychology	M.A.	
Public Administration	M.P.A.	

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

Africana Studies

Director

P. Khalil Saucier

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

COURSE REQUIREMENTS FOR B.A. IN AFRICANA STUDIES

Course No.	Course Title	Credit Hours	Offered
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	3	Annually
or			
HIST 349	History of Contemporary Africa	3	Annually
A MINIMUM OF 24 CREDIT HOURS OF COURSES 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
AFRI 450	Special Topics in Africana Studies	3	
ANTH 205	The Anthropology of Race and Racism	3	As needed
ANTH 319	Regional Studies in Cultural Anthropology (Africa)	4	Alternate years
ART 461	Seminar in Art History (when applicable)	3	F, Sp
ENGL 326	Studies in African American Literature	4	As needed
ENGL 327	Ethnic-American Literatures	4	As needed
ENGL 336	Non-Western Literatures (when applicable)	4	As needed
GEND 350	Topics Course in Gender and Women's Studies	3-4	
HIST 334	The Black Experience in America	3	F
HIST 348	Africa under Colonial Rule	3	Annually
HIST 349	History of Contemporary Africa	3	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	Sp
PSYC	425	Community Psychology	4	F
SOC	208	Minority Group Relations	4	F, Sp, Su
SOC	344	Minority Issues in Justice Systems	4	F, Sp

Total Credit Hours **35**

COURSE REQUIREMENTS FOR MINOR IN AFRICANA STUDIES

The minor in Africana studies consists of a minimum of 20 credit hours, as follows: AFRI 200, 461; HIST 348 (or 349); and any three courses from the following list. Students may take no more than 3 credit hours of 200-level courses: AFRI 310, 320, 335, 350, 410, 420, 450; ANTH 205, 319; ART 461 (when applicable); ENGL 326, 327, 336 (when applicable); GEND 350; HIST 334, 348, 349; POL 333, 341; PSYC 451, 453; and SOC 208, 344.

Anthropology

Department of Anthropology

Department Chair: Gale Goodwin Gomez (Fall 2012); Mary Baker (Spring 2013)

Department Faculty: **Professors** Allen, Bigler, Goodwin Gomez, Morenon; **Associate Professor** Baker; **Assistant Professors** Danely, Dygert, Gullapalli

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

COURSE REQUIREMENTS FOR B.A. IN ANTHROPOLOGY

Course No.	Course Title	Credit Hours	Offered
ANTH 101	Introduction to Cultural Anthropology	4	F, Sp
ANTH 102	Introduction to Archaeology	4	F, Sp
ANTH 103	Introduction to Biological Anthropology	4	F, Sp
ANTH 104	Introduction to Anthropological Linguistics	4	F, Sp
ANTH 233	Methods in Anthropology	4	Sp
ANTH 460	Seminar in Anthropology	4	F

FIVE ADDITIONAL COURSES in anthropology. 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.

Total Credit Hours

39–44

COURSE REQUIREMENTS FOR MINOR IN ANTHROPOLOGY

The minor in anthropology consists of a minimum of 19–20 credit hours (five courses), as follows: ANTH 101, 102, 103, 104, and one additional anthropology course at the 300-level or above.



Department of Art

Department Chair: William Martin

Department Faculty: **Professors** Bockbrader, Bosch, Fisher, Kim, Martin, Russell, Steinberg; **Associate Professors** Montali, Whitten, Williams; **Assistant Professors** Freyermuth, Reilly, Seaman

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

B.A. IN STUDIO ART

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/transfer.php or obtain guidelines in the main office of the Art Center.

Retention Requirement

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

COURSE REQUIREMENTS FOR B.A. IN STUDIO ART

Course No.	Course Title	Credit Hours	Offered
<i>Studio Foundations</i>			
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
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

Courses in Concentration

(Students may choose to concentrate in ceramics, digital media design, graphic design, metalsmithing and jewelry, painting, photography, printmaking, or sculpture)

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

Elective

ONE COURSE in studio art	3	
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Cognates

TWO COURSES from

CIS	324*	Web Page Development	3	As needed
COMM	240	Mass Media and Society	4	F, Sp, Su
COMM	241	Introduction to Film and Video	3	F, Sp
CSCI	157*	Introduction to Algorithmic Thinking	3	F, Sp
ENGL	325	Literature and Film	4	As needed
ENGL	434	Studies in Theory and Criticism	4	As needed
HIST	326	American Cultural History: The Nineteenth Century	3	As needed
HIST	327	American Cultural History: The Twentieth Century	3	As needed
MUS	201	Survey of Music	3	F, Sp, Su
MUS	222	Opera	3	F (odd years)
MUS	314	Twentieth-Century Music	3	Sp (even years)
THTR	105	Introduction to Theatre	3	F, Sp

THTR	110	Fundamentals of Theatrical Design and Production	3	F, Sp
THTR	440	History of Theatre: Origins to 1800	4	Annually
THTR	441	History of Theatre: 1800 to the Present	4	Annually

*These courses are required for students concentrating in digital media design.
Substitutions may be made with consent of advisor and department chair.

Total Credit Hours **58–60**

B.F.A. IN STUDIO ART

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 the Art Center.

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/transfer.php or obtain guidelines in the main office of the Art Center.

Retention Requirement

A minimum grade of B in all concentration courses.

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

Course No.	Course Title	Credit Hours	Offered
<i>Studio Foundations</i>			
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
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

Courses in Concentration

(Students may choose to concentrate in ceramics, digital media design, graphic design, metalsmithing and jewelry, painting, photography, printmaking, or sculpture)

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
ART 491 Studio III: Topic	6	F, Sp
ART 492 Studio IV: Topic	6	F, Sp
ART 497 Senior Studio	6	F, Sp

Studio Electives

18

SIX COURSES, at least one of which must be at the 400-level, chosen with consent of advisor. Students concentrating in digital media design must take CIS 324 and CSCI 157 as part of the studio elective requirement. Substitutions may be made with consent of advisor and department chair.

Total Credit Hours**80**

B.A. IN ART HISTORY

Admission Requirements

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

COURSE REQUIREMENTS FOR B.A. IN ART HISTORY

Course No.	Course Title	Credit Hours	Offered
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
ART 461	Seminar in Art History	3	F, Sp
ART 493	Reading and Research in Art History	3	As needed
SIX ADDITIONAL CREDIT HOURS OF COURSES from			
ART 461*	Seminar in Art History	3	F, Sp
<i>or</i>			
ART 493*	Reading and Research in Art History	3	As needed
TWO COURSES from			
ART 101**	Drawing I: General Drawing	4	F, Sp
ART 104**	Design I: Two-Dimensional Design	4	F, Sp
ART 105**	Drawing II	3	F, Sp
*May be repeated for credit with change in topic.			
**Substitutions may be made with consent of advisor and instructor of the substituted course.			
<i>Cognates</i>			
TWELVE CREDIT HOURS OF COURSES in related disciplines, such as history, music, literature, or languages, chosen with consent of advisor		12	
Total Credit Hours		57-58	

COURSE REQUIREMENTS FOR MINOR IN STUDIO ART

The minor in studio art consists of a minimum of 23 credit hours (seven courses), as follows: ART 101, 104, 105, 114; ART 204 (or 205); and one introductory-level and one upper-level studio art course.

COURSE REQUIREMENTS FOR MINOR IN ART HISTORY

The minor in art history consists of a minimum of 20 credit hours (six courses), as follows: ART 231, 232, 461; one course from: ART 331, 332, 333; one course from: ART 334, 336, 337; and one additional course from either of the last two groups.

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



Admission Requirements

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

COURSE REQUIREMENTS FOR M.A. IN ART—WITH CONCENTRATION IN MEDIA STUDIES

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

CHOOSE SPECIALIZATION A or B below

A. Design and Production

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

B. Critical Studies

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

Total Credit Hours**34–36**

Art Education

Department of Art

Department Chair: William Martin

Art Education Coordinator: Cheryl Williams

Art Education Program Faculty: Associate Professor Williams; Assistant Professor Freyermuth

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.

B.S. IN ART EDUCATION

Admission Requirements

Students apply to the art education program through the Department of Art while enrolled in or after completing ARTE 303: Introduction to Art Education. The Department of Art forwards recommendations to the Feinstein School of Education and Human Development (FSEHD). Applicants are then formally accepted into both the art department 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 or go to www.ric.edu/fsehd/pdf/fsehdonlineapplicationviewonlyinstructions2.pdf.
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 five studio foundations courses (ART 101, 104, 105, 114, and 204 or 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.

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/transfer.php or obtain guidelines in the main office of the Art Center.

Retention Requirements

1. A minimum cumulative grade point average of 2.67, both overall and in the art education major.
2. Completion of all required studio art and art history courses, with a minimum grade of B-.
3. Completion of ARTE 404 and 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.

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 FOR B.S. IN ART EDUCATION

Course No.	Course Title	Credit Hours	Offered
<i>Studio Foundations</i>			
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
<i>and</i>			
ART 204	*Synthesis/Three-Dimensional Emphasis	3	F, Sp
<i>or</i>			
ART 205	*Synthesis/Two-Dimensional Emphasis	3	F, Sp
*Students are strongly advised to complete both synthesis courses for a better foundation in 2-D and 3-D concepts.			
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<i>Art History/Aesthetics</i>			
ART 231	Prehistoric to Renaissance Art	4	F, Sp, Su
ART 232	Renaissance to Modern Art	4	F, Sp, Su
PHIL 230	Aesthetics	3	F, Sp, Su
TWO COURSES from			
ART 331	Greek and Roman Art	3	Sp
ART 332	Renaissance Art	3	F
ART 333	Baroque Art	3	Sp
ART 334	American Art and Architecture	3	F
ART 336	Nineteenth-Century European Art	3	F
ART 337	Twentieth-Century Art	3	Sp
ART 338	History of Photography	3	Sp
ART 461	Seminar in Art History	3	F, Sp

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 from

ART	226	Pixel-Based Digital Design	3	F
ART	227	Vector-Based Digital Design	3	Sp

ONE COURSE from

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

or

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

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

ART	491	Studio III: Topic	3	F, Sp
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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	4	F, Sp, Su
FNED	346	Schooling in a Democratic Society	4	F, Sp, Su

Total Credit Hours**87**

B.F.A. IN ART EDUCATION

Admission Requirements

Students apply to the art education program through the Department of Art, while enrolled in or after completing ARTE 303: Introduction to Art Education. The Department of Art forwards recommendations to the Feinstein School of Education and Human Development (FSEHD). Applicants are then formally accepted into both the art department 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 or go to www.ric.edu/fsehd/pdf/fsehdonlineapplicationviewonlyinstructions2.pdf.
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.
 - 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 the Art Center.

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/transfer.php or obtain guidelines in the main office of the Art Center.

Retention Requirements

1. A minimum grade point average of 2.67 both overall and in the art education major.
2. A minimum grade of B in all studio concentration courses, and a minimum grade of B- in all other studio and art history courses.
3. Completion of ARTE 404 and 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.

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 FOR B.F.A. IN ART EDUCATION

Course No.	Course Title	Credit Hours	Offered
<i>Studio Foundations</i>			
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
ART 204	Synthesis/Three-Dimensional Emphasis	3	F, Sp
ART 205	Synthesis/Two-Dimensional Emphasis	3	F, Sp
<i>Art History</i>			
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
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
<i>Courses in Concentration</i>			
ONE STUDIO COURSE at the 200 level		3	
ONE STUDIO COURSE at the 200- or 300-level		3	
ART 400	Issues for the Studio Artist	4	F
ART 491	Studio III: Topic	6	F, Sp
ART 492	Studio IV: Topic	6	F, Sp
ART 497	Senior Studio	6	F, Sp
<i>Additional Studio Courses</i>			
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 from

ART	226	Pixel-Based Digital Design	3	F
ART	227	Vector-Based Digital Design	3	Sp

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	4	F, Sp, Su
FNED	346	Schooling in a Democratic Society	4	F, Sp, Su
SPED	433	Adaptation of Instruction for Inclusive Education	3	F, Sp, Su

Total Credit Hours**112****M.A. IN ART—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.

Admission Requirements

1. Graduate applications are available online at www.ric.edu/facultyartssciences/pdf/admissionapp.pdf.
2. A completed application form accompanied by a fifty-dollar nonrefundable application fee.
3. Official transcripts of all undergraduate and graduate records.
4. A minimum cumulative grade point average of 3.00 on a 4.00 scale in undergraduate course work.
5. An official report of scores on the Graduate Record Examination or the Miller Analogies Test.
6. A current résumé outlining educational and work experiences.
7. Three letters of recommendation.
8. A bachelor's degree in art education or its equivalent, including 45 credit hours of art courses.
9. A representative portfolio of art work.
10. A statement of purpose.
11. An interview with the art education graduate program director.
12. A plan of study approved by the advisor and appropriate dean.

COURSE REQUIREMENTS FOR M.A. IN ART—WITH CONCENTRATION IN ART EDUCATION

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

M.A.T. IN ART EDUCATION

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

Admission Requirements

1. A completed application form accompanied by a fifty-dollar nonrefundable application fee. Graduate applications are available online at www.ric.edu/fsehd/graduate_requirements.php.
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. Two Disposition Reference Forms: one from a faculty or supervisor of a child/youth-related activity, and one from a work supervisor.
5. Three Letters of Recommendation.
6. A Statement of Education Philosophy, with scored rubric.
7. A current résumé outlining educational and work experiences.
8. A minimum of 45 credit hours of studio art and art history courses.
9. A representative portfolio of art work.
10. An interview with the art education graduate program coordinator.
11. A plan of study approved by the advisor and appropriate dean.

COURSE REQUIREMENTS FOR M.A.T. IN ART EDUCATION

Course No.	Course Title	Credit Hours	Offered
<i>Foundations Component</i>			
CEP 552	Psychological Perspectives on Learning and Teaching	3	F, Sp, Su
FNED 546	Contexts of Schooling	4	F, Sp, Su
<i>Professional Education Component</i>			
ARTE 503	Graduate Introduction to Art Education	3	F, Sp
ARTE 504	Graduate 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
<i>Academic Disciplines Component</i>			
ART 560	Graduate Seminar in the Visual Arts	3	Sp
<i>and</i>			
A MINIMUM OF TWO COURSES in studio art at the 400- or 500-level.		6–8	
If a student lacks sufficient background in art history, ceramics, computer graphics, design, drawing, painting, printmaking, or sculpture, additional art courses may be required.			
<i>Research and Thesis</i>			
ART 691	Thesis	3	As needed
ARTE 591	Readings and Research in Art Education	3	As needed
Total Credit Hours		46–48	

Biology

Department of Biology

Department Chair: Eric Hall

Department Faculty: **Professors** Anthony, Avissar, Gonsalves, Matsumoto, Meedel; **Associate Professors** de Gouvenain, Hall, Kinsey, Kolibachuk, Merson, Roberts, Sheridan; **Assistant Professors** Britt, Conklin, Govenar, Montvilo, Spinette

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

COURSE REQUIREMENTS FOR B.S. IN BIOLOGY

Course No.	Course Title	Credit Hours	Offered
BIOL 111	Introductory Biology I	4	F, Sp, Su
BIOL 112	Introductory Biology II	4	Sp, Su
BIOL 221	Genetics	4	F
BIOL 241	Biology Research Colloquium (take twice for .5 credits each)	1	F, Sp
BIOL 318	Ecology	4	F
BIOL 320	Cell and Molecular Biology	4	Sp
BIOL 460	Biology Senior Seminar	3	F, Sp

ONE COURSE from

BIOL 300	Developmental Biology of Animals	4	Sp
BIOL 321	Invertebrate Zoology	4	As needed
BIOL 324	Vertebrate Zoology	4	As needed
BIOL 329	Comparative Vertebrate Anatomy	4	As needed
BIOL 353	The Plant Kingdom	4	As needed
BIOL 354	Plant Growth and Development	4	As needed

TWO ADDITIONAL COURSES in biology at the 300-level or above (one of the two courses may be BIOL 491, 492, 493, or 494). 4–8

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	3	F, Sp, Su

MATH	181	Applied Basic Mathematics	3	F, Sp, Su
<i>or</i>				
MATH	212	Calculus I	4	F, Sp, Su
PHYS	101	General Physics I	4	F, Su
<i>and</i>				
PHYS	102	General Physics II	4	Sp, Su
<i>or</i>				
PHYS	200	Mechanics	4	F
<i>and</i>				
PHYS	201	Electricity and Magnetism	4	F

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

Total Credit Hours

62–67

COURSE REQUIREMENTS FOR MINOR IN BIOLOGY

The minor in biology consists of a minimum of 18 credit hours, as follows: BIOL 111, 112, 221, 318, and two biology courses at the 300-level or above.

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

1. A completed application form accompanied by a fifty-dollar nonrefundable application fee.
2. Official transcripts of all undergraduate and graduate records.
3. A minimum cumulative grade point average of 3.00 on a 4.00 scale in undergraduate course work.
4. A minimum of 24 credit hours of courses in biology, including those courses required of RIC undergraduate biology majors.
5. A minimum of 6 to 8 credit hours of courses in physics.
6. A minimum of 16 to 24 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 plan of study approved by the advisor and appropriate dean.
10. An interview. (This may be waived for RIC graduates in biology.)

COURSE REQUIREMENTS FOR M.A. IN BIOLOGY

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

Chemical Dependency/Addiction Studies

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 Professor Ladd; Assistant Professors Lewis, Wolff

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

Admission Requirements

Students must have a minimum grade of B- in PSYC 217, 351, and 452; and a minimum grade point average of 2.50 in all courses taken in the program prior to admission.

Retention Requirements

Students must have a minimum grade point average of 2.50 in the major, and a minimum grade of B- in PSYC 425, 471, and 472. Enrollment in PSYC 471 and 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 FOR B.S. IN CHEMICAL DEPENDENCY/ADDICTION STUDIES

Course No.	Course Title	Credit Hours	Offered
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	Sp
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/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

Department of Physical Sciences

Department Chair: Glênisson de Oliveira

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

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.

COURSE REQUIREMENTS FOR B.A. IN CHEMISTRY

Course No.	Course Title	Credit Hours	Offered
CHEM 103	General Chemistry I	4	F, Sp, Su
<i>or</i>			
CHEM 103H	Honors General Chemistry I	4	F
CHEM 104	General Chemistry II	4	F, Sp, Su
<i>or</i>			
CHEM 104H	Honors General Chemistry II	4	Sp
CHEM 205	Organic Chemistry I	4	F, Su
CHEM 206	Organic Chemistry II	4	Sp, Su
CHEM 403	Inorganic Chemistry I	3	F
CHEM 404	Analytical Chemistry	4	Sp (even years)
<i>or</i>			
CHEM 416	Environmental Analytical Chemistry	4	F (even years)
CHEM 405	Physical Chemistry I	3	F
CHEM 406	Physical Chemistry II	3	Sp
CHEM 407	Physical Chemistry Laboratory I	1	F
CHEM 408	Physical Chemistry Laboratory II	1	Sp

Cognates

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

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

Total Credit Hours **51**

COURSE REQUIREMENTS FOR B.S. IN CHEMISTRY—WITH CONCENTRATION IN BIOLOGICAL CHEMISTRY

Course No.	Course Title	Credit Hours	Offered
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The B.S. degree program is approved by the American Chemical Society.

CHEM	103	General Chemistry I	4	F, Sp, Su
<i>or</i>				
CHEM	103H	Honors General Chemistry I	4	F
CHEM	104	General Chemistry II	4	F, Sp, Su
<i>or</i>				
CHEM	104H	Honors General Chemistry II	4	Sp
CHEM	205	Organic Chemistry I	4	F, Su
CHEM	206	Organic Chemistry II	4	Sp, Su
CHEM	310	Biochemistry	3	F (even years)
CHEM	403	Inorganic Chemistry I	3	F
CHEM	404	Analytical Chemistry	4	Sp (even years)
<i>or</i>				
CHEM	416	Environmental Analytical Chemistry	4	F (even years)
CHEM	405	Physical Chemistry I	3	F
CHEM	407	Physical Chemistry Laboratory I	1	F
CHEM	420	Biochemistry of Proteins and Nucleic Acids	3	F, Sp (odd years)
CHEM	422	Biochemistry Laboratory	3	F (odd years)

CHEM 491, 492, 493* Research in Chemistry 3 As needed

*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.

CHOOSE ONE OF THE OPTIONS below

CHEM	406	Physical Chemistry II	3	Sp
<i>and</i>				
CHEM	408	Physical Chemistry Laboratory II	1	Sp
<i>or</i>				
CHEM	412	Inorganic Chemistry II	2	Sp
<i>and</i>				
CHEM	413	Inorganic Chemistry Laboratory	1	Sp
<i>or</i>				
CHEM	414	Instrumental Methods of Analysis	4	Sp (odd years)
<i>or</i>				
CHEM	425	Advanced Organic Chemistry	4	F (odd years)

Cognates

BIOL	111	Introduction to Biology I	4	F, Sp, Su
BIOL	112	Introduction to 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

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

Total Credit Hours

66-67

COURSE REQUIREMENTS FOR B.S. IN CHEMISTRY—WITH CONCENTRATION IN ENVIRONMENTAL CHEMISTRY

Course No.	Course Title	Credit Hours	Offered
<i>The B.S. degree program is approved by the American Chemical Society.</i>			
CHEM 103	General Chemistry I	4	F, Sp, Su
<i>or</i>			
CHEM 103H	Honors General Chemistry I	4	F
CHEM 104	General Chemistry II	4	F, Sp, Su
<i>or</i>			
CHEM 104H	Honors General Chemistry II	4	Sp
CHEM 205	Organic Chemistry I	4	F, Su
CHEM 206	Organic Chemistry II	4	Sp, Su
CHEM 310	Biochemistry	3	F (even years)
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	F (even years)
CHEM 417	Marine Environmental Chemistry	3	Sp (even years)
CHEM 491, 492, 493*	Research in Chemistry	3	As needed

*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.

CHOOSE one of the options below

CHEM 406	Physical Chemistry II	3	Sp
<i>and</i>			
CHEM 408	Physical Chemistry Laboratory II	1	Sp
CHEM 412	Inorganic Chemistry II	2	Sp
<i>and</i>			
CHEM 413	Inorganic Chemistry Laboratory	1	Sp
CHEM 420	Biochemistry of Proteins and Nucleic Acids	3	F, Sp (odd years)
<i>or</i>			
CHEM 425	Advanced Organic Chemistry	4	F (odd years)

Cognates

BIOL	111	Introduction to 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

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

Total Credit Hours**67–68****COURSE REQUIREMENTS FOR B.S. IN CHEMISTRY—WITH CONCENTRATION IN PROFESSIONAL CHEMISTRY**

Course No.	Course Title	Credit Hours	Offered
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The B.S. degree program is approved by the American Chemical Society.

CHEM	103	General Chemistry I	4	F, Sp, Su
<i>or</i>				
CHEM	103H	Honors General Chemistry I	4	F
CHEM	104	General Chemistry II	4	F, Sp, Su
<i>or</i>				
CHEM	104H	Honors General Chemistry II	4	Sp
CHEM	205	Organic Chemistry I	4	F, Su
CHEM	206	Organic Chemistry II	4	Sp, Su
CHEM	310	Biochemistry	3	F (even years)
CHEM	403	Inorganic Chemistry I	3	F
CHEM	404	Analytical Chemistry	4	Sp (even years)
<i>or</i>				
CHEM	416	Environmental Analytical Chemistry	4	F (even years)
CHEM	405	Physical Chemistry I	3	F
CHEM	406	Physical Chemistry II	3	Sp
CHEM	407	Physical Chemistry Laboratory I	1	F
CHEM	408	Physical Chemistry Laboratory II	1	Sp

CHEM	414	Instrumental Methods of Analysis	4	Sp (odd years)
CHEM	491, 492, 493*	Research in Chemistry	3	As needed

*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.

CHOOSE one of the options below

CHEM	412	Inorganic Chemistry II	2	Sp
<i>and</i>				
CHEM	413	Inorganic Chemistry Laboratory	1	Sp

or

CHEM	425	Advanced Organic Chemistry	4	F (odd years)
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Cognates

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

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

Total Credit Hours

64–65

COURSE REQUIREMENTS FOR MINOR IN CHEMISTRY

The minor in chemistry consists of a minimum of 19 credit hours (five courses), as follows: CHEM 103, 104, 205, 206; and one chemistry course at the 300 or 400-level.

Communication

Department of Communication

Department Chair: Eung-Jun Min

Department Faculty: Professor Min; Associate Professors Endress, Israel, MacDonald, Magen, Olmsted, Palombo;

Assistant Professors Dorros, Galvez, Kim

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

COURSE REQUIREMENTS FOR B.A. IN COMMUNICATION

CHOOSE concentration A, B, C, or D below

A. Mass Media Communication

Course No.	Course Title	Credit Hours	Offered
COMM 200	Research Methods in Communication	4	F, Sp
COMM 208	Public Speaking	3	F, Sp
COMM 240	Mass Media and Society	4	F, Sp, Su
COMM 242	Message, Media, and Meaning	4	F, Sp
COMM 243	Writing for Digital Media	4	F, Sp
COMM 244	Digital Media Lab	4	F, Sp
COMM 246	Television Production	4	F, Sp
COMM 492	Senior Portfolio	4	F, Sp
<i>or</i>			
COMM 493	Senior Thesis	4	F, Sp

FIVE COURSES from

COMM 241	Introduction to Film and Video	3	F, Sp
COMM 340	Mass Media Ethics	4	Sp
COMM 341	Music Video Production	4	Sp
COMM 342	History and Development of Electronic Media	4	F
COMM 344	Broadcast Journalism	4	F
COMM 345	Nonfiction Video Production	4	Sp
COMM 347	Mass Media Law	4	Sp
COMM 348	Global Communication	4	F

COMM 445	Advanced Digital Media Lab	4	As needed
COMM 446	Critical Studies in Mass Media	4	As needed
COMM 479	Communication Internship	4	F, Sp, Su

Total Credit Hours**50-51****B. Public and Professional Communication**

Course No.	Course Title	Credit Hours	Offered
COMM 200	Research Methods in Communication	4	F, Sp
COMM 208	Public Speaking	3	F, Sp
COMM 351	Persuasion	3	F, Sp
EIGHT COURSES from			
COMM 219	Vocal Improvement	3	As needed
COMM 230	Making Sense of Rhetoric	3	F
COMM 332	Gender and Communication	3	As needed
COMM 333	Intercultural Communication	3	As needed
COMM 353	Political Rhetoric	3	As needed
COMM 354	Communication and Civic Engagement	4	Sp (odd years)
COMM 356	Discussion and Group Communication	3	Sp
COMM 358	Interpersonal Communication	3	F
COMM 359	Argumentation and Debate	3	F
COMM 420	Applied Rhetorical Criticism	3	Sp (even years)
COMM 452	Conflict Resolution	3	As needed
COMM 454	Leadership and Management Communication	3	Sp
COMM 459	Debate Practicum	3	As needed
COMM 479	Communication Internship	4	F, Sp, Su

Cognates

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

Total Credit Hours**49-51**

C. Public Relations/Advertising

Course No.	Course Title	Credit Hours	Offered
COMM 200	Research Methods in Communication	4	F, Sp
COMM 208	Public Speaking	3	F, Sp
COMM 240	Mass Media and Society	4	F, Sp, Su
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

Cognates

THREE COURSES from

COMM 242	Message, Media, and Meaning	4	F, Sp
COMM 347	Mass Media Law	4	Sp
COMM 351	Persuasion	3	F, Sp
COMM 454	Leadership and Management Communication	3	Sp
MGT 301	Foundations of Management	3	F, Sp, Su
MKT 301	Introduction to Marketing	3	F, Sp, Su
MKT 334	Consumer Behavior	3	F, Sp

Total Credit Hours

52-54

D. Speech, Language, and Hearing Science

Course No.	Course Title	Credit Hours	Offered
COMM 200	Research Methods in Communication	4	F, Sp
COMM 208	Public Speaking	3	F, Sp
COMM 255	Introduction to Language	3	Sp
COMM 305*	Introduction to Communication Disorders	3	F
COMM 319	Phonetics and Phonology	4	F
COMM 320	Speech and Language Development	3	F
COMM 323	Introduction to Audiology	3	F
COMM 325	Anatomy and Physiology: Speech and Hearing	3	Sp
COMM 421	Speech and Hearing Science	4	Sp
COMM 422	Language Processes	3	As needed
COMM 429	Introduction to the Clinical Process	3	As needed
<i>or</i>			
COMM 479	Communication Internship	4	F, Sp, Su

*SPED 311: Language Development and Communication Problems of Children may be substituted for this course.

Cognates

TWO COURSES from

BIOL 108	Basic Principles of Biology	4	F, Sp, Su
BIOL 109	Fundamental Concepts of Biology	4	F, Sp, Su
BIOL 111	Introductory Biology I	4	F, Sp, Su
BIOL 112	Introductory Biology II	4	Sp, Su
CHEM 103	General Chemistry I	4	F, Sp, Su
CHEM 104	General Chemistry II	4	F, Sp, Su
CHEM 105	General, Organic, and Biological Chemistry I	4	F, Sp, Su
CHEM 106	General, Organic, and Biological Chemistry II	4	F, Sp, Su
MATH 240	Statistical Methods I	3	F, Sp, Su
PHYS 101	General Physics I	4	F, Su
PHYS 102	General Physics II	4	Sp, Su

TWO ADDITIONAL COURSES from cognates listed above

or

TWO COURSES from

BIOL 103	Human Biology	3	F, Sp, Su
BIOL 231	Human Anatomy	4	F, Sp, Su
COMM 223	Introduction to Sign Language	3	F

GRTL	315	Physical Aspects of Aging	3	F
PSYC	230	Human Development	4	F, Sp, Su
A psychology course at the 300-level or above			3-4	
A modern languages course numbered 114 or above			3-4	
A communication course (outside of speech, language, and hearing science) at the 300-level or above			3-4	

Total Credit Hours **50-53**

COURSE REQUIREMENTS FOR MINOR IN COMMUNICATION

The minor in communication consists of a minimum of 19 credit hours (six courses), as follows: COMM 208, 240, and four additional communication courses, with at least two at the 300-level.

Computer Science

Department of Mathematics and Computer Science

Department Chair: Raimundo Kovac

Computer Science Program Faculty: **Professors** Moskol, Sanders, Zhou; **Associate Professor** McDowell; **Assistant Professors** Ravenscroft Jr., Roy, Sarawagi

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-.

COURSE REQUIREMENTS FOR B.A. IN COMPUTER SCIENCE

Course No.	Course Title	Credit Hours	Offered
CSCI 201	Computer Programming I	3	F, Sp
CSCI 221	Computer Programming II	3	F, Sp
CSCI 312	Computer Organization and Architecture I	4	F, Sp
CSCI 313	Computer Organization and Architecture II	3	F, Sp
CSCI 315	Information Structures	3	F, Sp
CSCI 325	Organization of Programming Languages	3	Sp
CSCI 401	Software Engineering	3	Sp
CSCI 435	Operating Systems and Computer Architecture	3	Sp
CSCI 422	Introduction to Computation Theory	3	Sp (odd years)
or			
CSCI 423	Analysis of Algorithms	3	Sp (even years)
ONE COURSE from			
CSCI 415	Software Testing	4	F (even 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)
TWO ADDITIONAL COURSES from			
CSCI 305	Functional Programming	3	F
CSCI 415	Software Testing	4	F (even years)
CSCI 422	Introduction to Computation Theory	3	Sp (odd years)

CSCI	423	Analysis of Algorithms	3	Sp (even 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

Cognates

MATH	212	Calculus I	4	F, Sp, Su
MATH	436	Discrete Mathematics	3	Sp

IT IS RECOMMENDED that students also take COMM 208;
ENGL 230; MATH 209, 213, 315

Total Credit Hours**44–47****COURSE REQUIREMENTS FOR B.S. IN COMPUTER SCIENCE**

Course No.	Course Title	Credit Hours	Offered
CSCI 201	Computer Programming I	3	F, Sp
CSCI 221	Computer Programming II	3	F, Sp
CSCI 312	Computer Organization and Architecture I	4	F, Sp
CSCI 313	Computer Organization and Architecture II	3	F, Sp
CSCI 315	Information Structures	3	F, Sp
CSCI 325	Organization of Programming Languages	3	Sp
CSCI 401	Software Engineering	3	Sp
CSCI 422	Introduction to Computation Theory	3	Sp (odd years)
CSCI 423	Analysis of Algorithms	3	Sp (even years)
CSCI 435	Operating Systems and Computer Architecture	3	Sp

TWO COURSES from

CSCI	415	Software Testing	4	F (even 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

ONE ADDITIONAL COURSE from

CSCI	302	C++ Programming	3	Sp
CSCI	305	Functional Programming	3	F

Cognates

ENGL	230	Writing for Professional Settings	4	F, Sp, Su
<i>or</i>				
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	3	F, Sp, Su
<i>or</i>				
MATH	248	Business Statistics I	3	F, Sp, Su
MATH	436	Discrete Mathematics	3	Sp
PHIL	206	Ethics	3	F, Sp, Su

ONE COURSE from

MATH	300	Bridge to Advanced Mathematics	4	F, 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	Statistical Methods II	3	Sp

ONE OF THE FOLLOWING TWO-COURSE SEQUENCES

BIOL	111	Introductory Biology I	4	F, Sp, Su
BIOL	112	Introductory Biology II	4	Sp, Su

or

CHEM	103	General Chemistry I	4	F, Sp, Su
CHEM	104	General Chemistry II	4	F, Sp, Su

or

PHYS	200	Mechanics	4	F
PHYS	201	Electricity and Magnetism	4	Sp

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

Note: Eight credit hours from BIOL 111; CHEM 103; MATH 212, 240; or PHYS 200 may be counted toward the Natural Science and Mathematics categories of General Education.

Total Credit Hours

76-79

COURSE REQUIREMENTS FOR MINOR IN COMPUTER SCIENCE

The minor in computer science consists of a minimum of 21 credit hours (seven courses), as follows: CSCI 201, 221, 312, 315; and three additional computer science courses.

Dance Performance

Department of Music, Theatre, and Dance

Department Chair: James Taylor Jr.

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.

COURSE REQUIREMENTS FOR B.A. IN DANCE PERFORMANCE

Course No.	Course Title	Credit Hours	Offered
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	3	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
ONE OF THE FOLLOWING TWO-COURSE SEQUENCES			
DANC 112	Introductory Jazz	2	F
<i>and</i>			
DANC 212	Intermediate Jazz	2	Sp
<i>or</i>			
DANC 114	Introductory Tap Dance	2	F (odd years)
<i>and</i>			
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

Cognates

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

*Fulfills the Arts—Visual and Performing category of General Education.

**Fulfills the Natural Science category of General Education.

Total Credit Hours **61**

COURSE REQUIREMENTS FOR MINOR IN DANCE PERFORMANCE

The minor in dance performance consists of a minimum of 19–22 credit hours, as follows: DANC 110 and 210 (or 112 and 212), 215, 216, 304, 309; DANC 181 and 281 (or one course from the following: DANC 320, 321, 322, 324); and 2 to 3 additional credit hours of dance courses.

English

Department of English

Department Chair: Maureen Reddy

Department Faculty: **Professors** Benson, J. Brown, Calbert, Carriuolo, Dagle, Feldstein, Grund, Hall, Kalinak, McMunn, Potter, Reddy, Schapiro, Scott, Zornado; **Associate Professors** Abbotson, Anderson, Bohlinger, Boren, S. Brown, Cook, Jalalzai; **Assistant Professors** Caouette, Danforth, Duneer, Foreman, Michaud, Shonkwiler

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

COURSE REQUIREMENTS FOR B.A. IN ENGLISH

Course No.	Course Title	Credit Hours	Offered
ENGL 201	Introduction to Literary Study I	4	F, Sp
ENGL 202	Introduction to Literary Study II	4	F, Sp
ENGL 205	Backgrounds in British Literature to 1800	4	F, Sp, Su
ENGL 206	Backgrounds in British Literature 1800 to Present	4	F, Sp
<i>or</i>			
ENGL 207	Backgrounds in American Literature	4	F, Sp, Su
ENGL 460	Seminar in Major Authors and Themes	4	F, Sp
FIVE ADDITIONAL COURSES at the 300- or 400-level		20	

Cognates

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

Total Credit Hours

40

COURSE REQUIREMENTS FOR B.A. IN ENGLISH—WITH CONCENTRATION IN CREATIVE WRITING

Course No.	Course Title	Credit Hours	Offered
ENGL 201	Introduction to Literary Study I	4	F, Sp
ENGL 202	Introduction to Literary Study II	4	F, Sp
ENGL 205	Backgrounds in British Literature to 1800	4	F, Sp, Su
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
TWO ADDITIONAL COURSES in literature at the 300- or 400 level		8	
*May be repeated for credit. Students must choose at least two different courses from this list.			
Total Credit Hours		40	

COURSE REQUIREMENTS FOR MINOR IN ENGLISH

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

COURSE REQUIREMENTS FOR MINOR IN CREATIVE WRITING

The minor in creative writing consists of a minimum of 20 credit hours (five courses), as follows: ENGL 201, 220, and three courses from ENGL 371, 372, 373, 375/376, and 481.

COURSE REQUIREMENTS FOR MINOR IN RHETORIC AND WRITING

The minor in rhetoric and writing consists of a minimum of 20 credit hours (five courses), as follows: two courses from ENGL 230, 231, 232; two courses from ENGL 350 (when on appropriate topic), 378, 379, 433; and ENGL 477.

**M.A. IN ENGLISH****Admission Requirements**

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

COURSE REQUIREMENTS FOR M.A. IN ENGLISH

Course No.	Course Title	Credit Hours	Offered
THIRTY CREDIT HOURS OF COURSES in literature at the graduate level		30	
<i>Note:</i> For students electing the Thesis Plan, ENGL 592 is included in the 30-credit-hour total.			
Total Credit Hours		30	

COURSE REQUIREMENTS FOR M.A. IN ENGLISH—WITH CONCENTRATION IN CREATIVE WRITING

Course No.	Course Title	Credit Hours	Offered
EIGHTEEN CREDIT HOURS OF COURSES at the graduate level. Twelve of the 18 credit hours must be in graduate-level literature courses		18	
ENGL 581*	Workshop in Creative Writing	9	
ENGL 592	Thesis	3	As needed
<i>*ENGL 581 is taken for three semesters.</i>			
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 592: Master's Thesis in their final semester of study toward the M.A. degree, during which 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. Students may also, as an option in a previous semester, take ENGL 591: Directed Reading in preparation for the writing of the thesis. The thesis will be written under the direction of a faculty member of the student's choice and will be read by that faculty member and by a second reader appointed by the departmental graduate committee. For M.A. in English students, the thesis will normally be a substantial critical or research paper (though different kinds of projects are possible) of approximately fifty to seventy pages in length. For M.A. in English 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.

Film Studies

Bonnie MacDonald

Director

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

COURSE REQUIREMENTS FOR B.A. IN FILM STUDIES

Course No.	Course Title	Credit Hours	Offered
FILM 116	Approaches to Film and Film Criticism	4	F, Sp
FILM 219	Methods of Film Analysis	4	As needed
FILM 220	History of Film I	4	F
FILM 221	History of Film II	4	Sp
FILM 454	Film Theory	4	As needed

TWO COURSES from

FILM 351	Major Directors	4	As needed
FILM 352	Film Genres	4	As needed
FILM 353	National Cinemas	4	As needed
FILM 450	Topics in the Study of Film	4	As needed

FOUR COURSES from

ENGL 325	Literature and Film	4	As needed
ENGL 337	Topics in the Aesthetics of Film	4	As needed
FILM 280	Workshop in Film Studies	4	F
FILM 305	Exploring Ethnographic Film	4	As needed
FILM 351	Major Directors	4	As needed
FILM 352	Film Genres	4	As needed
FILM 353	National Cinemas	4	As needed
FILM 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	F
FILM 375	Film Production: Documentary Form	4	Sp

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	380	Workshop in Film Studies	4	Sp
FILM	450	Topics in the Study of Film	4	As needed
FILM	479	Film Studies Internship	4	F, Sp, Su

Total Credit Hours **44**

COURSE REQUIREMENTS FOR MINOR IN FILM STUDIES

The minor in film studies consists of a minimum of 28 credit hours, as follows: FILM 116, 219, 220, 221; and a minimum of 12 credit hours from the following: ENGL 325, 337; FILM 305, 351, 352, 353, 370, 371, 372, 373, 374, 375, 376, 377, 378, 379, 450, 454.

Geography

Department of Political Science

Department Chair: Thomas Schmeling

Geography Program Director: Mark Motte

Geography Program Faculty: Professor Motte; Assistant Professor Dixon

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

COURSE REQUIREMENTS FOR B.A. IN GEOGRAPHY

Course No.	Course Title	Credit Hours	Offered
GEOG 100	Introduction to Environmental Studies	3	F, Sp, Su
<i>or</i>			
GEOG 205	Earth's Physical Environments	3	F, Sp, Su
GEOG 101	Introduction to Geography	3	F, Sp, Su
GEOG 201	Mapping Our Changing World	4	F
GEOG 202	Geographic Information Systems I	4	Sp
GEOG 400	Regional Geography	3	F, 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		15	
Total Credit Hours		40–42	

COURSE REQUIREMENTS FOR MINOR IN GEOGRAPHY

The minor in geography consists of a minimum of 18 credit hours, as follows: GEOG 101 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).

Gender and Women's Studies

Director

Leslie Schuster

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

COURSE REQUIREMENTS FOR B.A. IN GENDER AND WOMEN'S STUDIES

Course No.	Course Title	Credit Hours	Offered
GEND 200	Gender and Society	4	F, Sp
GEND 201	Introduction to Feminist Theory	4	Sp
GEND 300	Field Experience in Gender and Women's Studies	3–4	As needed
GEND 352	Feminist Theory	3	As needed
GEND 461	Seminar in Race, Gender, and Class	4	As needed
ONE COURSE from Africana studies		3–4	
ONE COURSE in labor or class studies		3–4	

FIVE COURSES from the Humanities and Social and Behavioral Sciences categories below (two from one category and three from the other)

Humanities

TWO OR THREE COURSES from

GEND 356	Class Matters	4	F
ART 461	Seminar in Art History (when on gender and women's studies topics)	3	F, Sp
COMM 332	Gender and Communication	3	As needed
ENGL 324	Literature by Women	4	As needed
HIST 314	Women in European History	3	As needed
HIST 333	Women in American History	3	As needed
XXX 350	Topics Course (when on gender and women's studies topics)	3–4	

Social and Behavioral Sciences

TWO OR THREE COURSES from

GEND 353	The Holocaust: Women and Resistance	3	F
GEND 354	Teenagers in/and the Media	4	Annually

GEND	360	Women and the Professions	4	As needed
GEND	458	Gender and Education	4	As needed
POL	309	Women and Politics	4	Sp (odd years)
POL	333	Law and Politics of Civil Rights	4	Annually
PSYC	356	Psychology of Women	4	Annually
SOC	342	Women, Crime, and Justice	4	F, Sp
XXX	350	Topics Course (when on gender and women's studies topics)	3-4	

Total Credit Hours
37-51

COURSE REQUIREMENTS FOR MINOR IN GENDER AND WOMEN'S STUDIES

The minor in gender and women's studies consists of a minimum of 23–28 credit hours (six courses), as follows: GEND 200, two approved courses from the Humanities category above, two approved courses from the Social and Behavioral Sciences category above, and GEND 360 (or one additional course from the above two categories).

Gerontology

Department of Sociology

Gerontology Program Director: Rachel Filinson

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

COURSE REQUIREMENTS FOR MINOR IN GERONTOLOGY

Course No.	Course Title	Credit Hours	Offered
GRTL 314	Health and Aging	4	F, Sp
<i>or</i>			
NURS 314	Health and Aging	4	F, Sp
SOC 217	Aging and Society	4	F, Sp, (Su as needed)
SOC 320	Law and the Elderly	3	Sp

Practicum experience through an established means, such as ONE COURSE from

NURS 223	Fundamentals of Nursing Practice	3	F, Sp
POL 327*	Internship in State Government	4	Sp
POL 328*	Field Experiences in the Public Sector	4	F, Sp, Su
SWRK 436	Field Work	4–7	F
SWRK 437	Advanced Field Work	4–7	Sp

*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
NURS 312	Death and Dying	3	Sp
PED 451	Recreation for the Elderly	3	As needed
PSYC 339	Psychology of Aging	4	Annually
SOC 314	The Sociology of Health and Illness	3	Su

Total Credit Hours

20–26

History

Department of History

Department Chair: Robert Cvornyek

Department Faculty: **Professors** Benziger, Brown, Cvornyek, Dufour, Olson, Schneider, Schuster, Thomas; **Associate Professors** Espinosa, Hughes, Mendy, Miller, Teng; **Assistant Professors** Christiansen, Golden

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

COURSE REQUIREMENTS FOR B.A. IN HISTORY

Course No.	Course Title	Credit Hours	Offered
HIST 200	The Nature of Historical Inquiry	4	F, Sp
HIST 361	Seminar in History	4	F, Sp

ONE COURSE EACH from Categories A, B, and C

Category A: U.S. History

HIST 201	U.S. History to 1877	3	F, Sp, Su
HIST 202	U.S. History from 1877 to the Present	3	F, Sp, Su
HIST 320	American Colonial History	3	Annually
HIST 321	The American Revolution	3	Annually
HIST 322	The Early American Republic	3	Annually
HIST 323	The Emergence of Modern America	3	As needed
HIST 324	America, 1914 to 1945	3	F
HIST 325	America since 1945	3	Sp
HIST 326	American Cultural History: The Nineteenth Century	3	As needed
HIST 327	American Cultural History: The Twentieth Century	3	As needed
HIST 328	History of the American West	3	As needed
HIST 329	Civil War and Reconstruction	3	As needed
HIST 330	History of American Immigration	3	As needed
HIST 331	Rhode Island History	3	Sp
HIST 332	The American Presidency	3	Annually
HIST 333	Women in American History	3	As needed
HIST 334	The Black Experience in America	3	F
HIST 335	American Foreign Policy: 1945 to the Present	3	F
HIST 336	The United States and the Emerging World	3	Sp

Category B: Western History

HIST	300	History of Greece	3	As needed
HIST	301	Alexander and the Hellenistic World	3	As needed
HIST	302	The Roman Republic	3	As needed
HIST	303	The Roman Empire	3	As needed
HIST	304	Medieval History	3	As needed
HIST	305	The Age of the Renaissance	3	F
HIST	306	The Age of the Reformation	3	Sp
HIST	307	Europe in the Age of Enlightenment	3	As needed
HIST	308	Europe in the Age of Revolution, 1789 to 1850	3	As needed
HIST	309	Europe in the Age of Nationalism, 1850 to 1914	3	As needed
HIST	310	Twentieth-Century Europe	3	As needed
HIST	311	The Origins of Russia to 1700	3	Alternate years
HIST	312	Russia from Peter to Lenin	3	Alternate years
HIST	313	The Soviet Union and After	3	Alternate years
HIST	314	Women in European History	3	As needed
HIST	315	Western Legal Systems	3	As needed
HIST	316	Modern Western Political Thought	3	F
HIST	317	Politics and Society	3	Sp
HIST	318	Tudor-Stuart England	3	As needed
HIST	352	Colonial Latin America	3	Sp
HIST	353	Modern Latin America	3	F

Category C: Non-Western History

HIST	340	The Muslim World from the Age of Muhammad to 1800	3	Alternate years
HIST	341	The Muslim World in Modern Times, 1800 to the Present	3	Alternate years
HIST	342	Islam and Politics in Modern History	3	Alternate years
HIST	344	History of East Asia to 1600	3	As needed
HIST	345	History of China in Modern Times	3	As needed
HIST	346	History of Japan in Modern Times	3	As needed
HIST	347	Foreign Relations of East Asia in Modern Times	3	As needed
HIST	348	Africa under Colonial Rule	3	Annually
HIST	349	History of Contemporary Africa	3	Annually

FIVE COURSES in a concentration focused on one of the following: 15
a particular time period, region, or integrative thematic principle

Total Credit Hours
32

COURSE REQUIREMENTS FOR B.A. IN HISTORY—WITH CONCENTRATION IN PUBLIC HISTORY AND A MINOR IN COMMUNICATION

Course No.	Course Title	Credit Hours	Offered
COMM 208	Public Speaking	3	F, Sp
COMM 240	Mass Media and Society	4	F, Sp, Su
COMM 241	Introduction to Film and Video	3	F, Sp
COMM 246	Television Production	4	F, Sp
COMM 333	Intercultural Communication	3	As needed
COMM 345	Nonfiction Video Production	4	Sp
HIST 200	The Nature of Historical Inquiry	4	F, Sp
HIST 330*	History of American Immigration	3	As needed
HIST 331	Rhode Island History	3	Sp
HIST 361	Seminar in History	4	F, Sp
HIST 363**	Internship in Applied History	4–5	As needed
HIST 371	Reading Course in History	3	As needed
HIST 381†	Workshop: History and the Elementary Education Teacher	1–2	F
ONE COURSE at the 300-level in Western history		3	
ONE COURSE at the 300-level in non-Western history		3	
FIVE COURSES from			
HIST 320	American Colonial History	3	Annually
HIST 321	The American Revolution	3	Annually
HIST 322	The Early American Republic	3	Annually
HIST 323	The Emergence of Modern America	3	As needed
HIST 326	American Cultural History: The Nineteenth Century	3	As needed
HIST 333	Women in American History	3	As needed
HIST 334	The Black Experience in America	3	F

*A 350 topics course on American immigration or American labor history may be substituted for this course.

**Students who have already earned a bachelor's degree MUST take this course for 5 credits; other students MUST take it for 4 credits.

†Students who have already earned a bachelor's degree MUST take this course for 1 credit; other students MUST take it for 2 credits.

IT IS RECOMMENDED that students also take ANTH 102 and courses in Africana studies, anthropology, or gender and women's studies

COURSE REQUIREMENTS FOR MINOR IN HISTORY

The minor in history consists of a minimum of 16 credit hours (five courses), as follows: HIST 200 and four additional history courses, at least two at the 300-level, chosen in consultation with advisor.

COURSE REQUIREMENTS FOR MINOR IN PUBLIC HISTORY

The minor in public history consists of a minimum of 19 credit hours (six courses), as follows: HIST 200, 331, 363, 371, 381, and ONE COURSE from HIST 320, 321, 326, 327, or 330.

**M.A. IN HISTORY****Admission Requirements**

1. A completed application form accompanied by a fifty-dollar nonrefundable application fee.
2. Official transcripts of all undergraduate and graduate records.
3. A minimum cumulative grade point average of 3.00 on a 4.00 scale in undergraduate course work.
4. A minimum of 24 credit hours of undergraduate courses in history (these courses should not include a Western civilization series or its equivalent).
5. An official report of scores on the Graduate Record Examination.
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 FOR M.A. IN HISTORY

Course No.	Course Title	Credit Hours	Offered
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	6	As needed
NINE ADDITIONAL CREDIT HOURS OF COURSES, with advisement, from HIST 521, 550, 551, 552, 561, 562, 571. Three credit hours of courses in a related discipline may be substituted for one of these courses, with advisor's consent.		9	
ORAL EXAMINATION on the thesis and the major field		0	
Total Credit Hours		30	

B. Seminar Plan

HIST	501	Historiography	3	F
HIST	521	Topics in Comparative History	3	Sp
HIST	561	Graduate Seminar in History (taken twice)	6	F
HIST	562	Graduate Reading Seminar (taken twice)	6	Sp
HIST	571	Graduate Reading Course in History	3	As needed

NINE ADDITIONAL CREDIT HOURS OF COURSES, with advisement, from HIST 521, 550, 551, 552, 571. Three credit hours of courses in a related discipline may be substituted for one of these courses, with advisor's consent.

9

Total Credit Hours
30

International Nongovernmental Organizations Studies

Director

Robyn Linde

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

COURSE REQUIREMENTS FOR MINOR IN INTERNATIONAL NONGOVERNMENTAL ORGANIZATIONS STUDIES

Course No.	Course Title	Credit hours	Offered
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
ONE COURSE from			
ANTH 319	Regional Studies in Cultural Anthropology: Africa	4	Alternate years
ANTH 325	Regional Studies in Cultural Anthropology: South American Indians	4	Alternate years
ANTH 327	Regional Studies in Cultural Anthropology: Other Regions	4	Alternate years
FREN 313	Modern France and the Francophone World	4	Alternate years
FREN 460	Seminar in French	3	Sp
HIST 348	Africa under Colonial Rule	3	Annually
HIST 349	History of Contemporary Africa	3	Annually
HIST 352	Colonial Latin America	3	Sp
HIST 353	Modern Latin America	3	F
NPST 400	Summer Institute in Nonprofit Studies	3	Su
NPST 401	The American Nonprofit Sector and Philanthropy I	3	F
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	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

Department of Sociology

Director of Justice Studies: Pamela Irving Jackson

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

COURSE REQUIREMENTS FOR B.A. IN JUSTICE STUDIES

Course No.	Course Title	Credit Hours	Offered
PHIL 206	Ethics	3	F, Sp, Su
POL 202	American Government	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
POL 304	Research Methods II	4	As needed
<i>or</i>			
SOC 404	Social Research Methods II	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	4	F, Sp
HIST	315**	Western Legal Systems	3	As needed
PHIL	321	Social and Political Philosophy	3	F, Sp
POL	327†	Internship in State Government	4	Sp
<i>or</i>				
POL	328	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

*Or SOC 333

**Or POL 315

†Double majors in justice studies and social work may choose SWRK 436.

Cognates

TWO COURSES from

JSTD	3XX	Topics in Justice Studies	4	As needed
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	Minority Issues in Justice Systems	4	F, Sp
SOC	345	Victimology	4	F, Sp, Su
SOC	346	Underworld and Upperworld Crime and Criminals	4	Su

Total Credit Hours**50-55**

COURSE REQUIREMENTS FOR MINOR IN JUSTICE STUDIES

The minor in justice studies consists of a minimum of 17–20 credit hours (five courses), as follows: POL 332, SOC 309; and three courses from the following: ANTH 333 (or SOC 333), HIST 315 (or POL 315), JSTD 3XX, PHIL 321, POL 335, SOC 318, 340, 341, 342, 343, 344.



Labor Studies

Program Director

Robert Cvornyek

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

COURSE REQUIREMENTS FOR MINOR IN LABOR STUDIES

The minor in labor studies consists of a minimum of 15 credit hours (five courses) chosen in consultation with program director.

Mathematics

Department of Mathematics and Computer Science

Department Chair: Raimundo Kovac

Mathematics Program Faculty: Professors Abrahamson, Humphreys, La Ferla, Moskol, Sullivan, Teixeira, Zhou;

Associate Professors Christy, Costa, Gall, Harrop, Kovac, McDowell, Sparks; **Assistant Professors** Andreozzi, Burke, Burr, Roy, Sarawagi, 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-.

COURSE REQUIREMENTS FOR B.A. IN MATHEMATICS

Course No.	Course Title	Credit Hours	Offered
MATH 212	Calculus I	4	F, Sp, Su
MATH 213	Calculus II	4	F, Sp, Su
MATH 300	Bridge to Advanced Mathematics	4	F, 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 (if not counted above)	4	Sp (as needed)
or			
MATH 417	Introduction to Numerical Analysis (if not counted above)	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	Statistical Methods II	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	3	Sp (even years)
ECON	313	Managerial Economics	3	F, Sp
ECON	314	Intermediate Microeconomic Theory and Applications	3	F, Sp
ECON	315	Intermediate Macroeconomic Theory and Analysis	3	Sp
MGT	249	Business Statistics II	3	F, Sp, Su
MKT	333	Market Research	3	F, Sp
PHIL	305	Intermediate Logic	3	Sp (even years)

Category B

PHYS	200	Mechanics	4	F
<i>and either</i>				
CSCI	201	Computer Programming I	3	F, Sp
<i>or</i>				
PHYS	201	Electricity and Magnetism	4	Sp

Total Credit Hours**48–54****COURSE REQUIREMENTS FOR MINOR IN MATHEMATICS**

The minor in mathematics consists of a minimum of 21 credit hours (six courses), as follows: MATH 209 (or 240), 212, 213, and at least three additional mathematics courses at the 300-level or above, except MATH 409.

M.A. IN MATHEMATICAL STUDIES 

Admission Requirements

1. A completed application form accompanied by a fifty-dollar nonrefundable application fee.
2. Official transcripts of all undergraduate and graduate records.
3. A minimum cumulative grade point average of 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.

COURSE REQUIREMENTS FOR M.A. IN MATHEMATICAL STUDIES

Course No.	Course Title	Credit Hours	Offered
CHOOSE concentration A or B below			
A. Mathematics			
FOUR COURSES from			
MATH 512	Foundations of Higher Analysis	3	As needed
MATH 515	Introduction to Complex Variables	3	As needed
MATH 519	Set Theory	3	As needed
MATH 532	Algebraic Structures	3	As needed
MATH 551	Topics in Proof	3	As needed
FOUR ADDITIONAL COURSES in mathematics, chosen with advisor's consent		12	
TWO COURSES in a discipline approved by advisor and department		6	
<i>Comprehensive Examination</i>		0	
Total Credit Hours		30	

B. Mathematics for the Professions

THREE COURSES from

MATH 512	Foundations of Higher Analysis	3	As needed
MATH 515	Introduction to Complex Variables	3	As needed
MATH 519	Set Theory	3	As needed
MATH 532	Algebraic Structures	3	As needed
MATH 551	Topics in Proof	3	As needed

THREE ADDITIONAL COURSES in mathematics, chosen with advisor's consent 9

FOUR COURSES in mathematics or a related discipline, such as accounting, economics, finance, mathematics education, or pedagogy, chosen with advisor's consent 12

Comprehensive Examination 0

Total Credit Hours **30**

Medical Imaging

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.

B.S. IN MEDICAL IMAGING

Admission Requirements for Concentrations in 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 RT Computed Tomography and Certified RT Diagnostic Medical Sonography

Prior American Registry of Radiologic Technologists certification and concurrent acceptance into the Rhode Island Hospital School of Diagnostic Imaging.

Retention Requirement for All Concentrations

A minimum grade of C in all required courses.

General Education Requirements for Concentrations in Certified RT Computed Tomography, Certified RT Diagnostic Medical Sonography, and Certified RT Management

Students must complete the college's General Education requirements, with the following contingencies:

1. Students will take MATH 181 in the Mathematics category.
2. Students will receive transfer credit for NS175, which will fulfill the Natural Science category.
3. Students will receive transfer credit for AQSR175, which will fulfill the Advanced Quantitative/Scientific Reasoning category.

COURSE REQUIREMENTS FOR B.S. IN MEDICAL IMAGING

CHOOSE concentration A, B, C, D, E, or F below.

A. Nuclear Medicine Technology

Course No.	Course Title	Credit Hours	Offered
NMT 231	Clinical Observation	3	Sp
NMT 301	Introduction to Nuclear Medicine Technology	4	Sp
NMT 311	Radiation Safety and Radiation Physics	2	Su
NMT 321	Diagnostic Nuclear Medicine Procedures I	3	Sp
NMT 332	Clinical Diagnostic Procedures I	7	Sp
NMT 402	Instrumentation and Radiobiology	2	F
NMT 405	Radiopharmacy	1	Su
NMT 421	Diagnostic Nuclear Medicine Procedures II	2	Su
NMT 425	Diagnostic Nuclear Medicine Procedures III	3	F
NMT 430	Registry Review	2	F
NMT 431	Clinical Diagnostic Procedures II	8	Su
NMT 432	Clinical Diagnostic Procedures III	7	F
RADT 201	Orientation to Medical Imaging	1	F, Sp
RADT 255	Patient Care Interventions for Allied Health	1	F
RADT 440	Cross-Sectional Anatomy	1	F

Cognates

BIOL 108	Basic Principles of Biology	4	F, Sp, Su
BIOL 231	Human Anatomy	4	F, Sp, Su
BIOL 335	Human Physiology	4	F, Sp, Su
CHEM 103	General Chemistry I	4	F, Sp, Su
CHEM 104	General Chemistry II	4	F, Sp, Su
COMM 358	Interpersonal Communication	3	F
MATH 181	Applied Basic Mathematics	4	F, Sp, Su
PHYS 110	Introductory Physics	4	Sp

Total Credit Hours

78

B. Radiologic Technology for Day Students

Course No.	Course Title	Credit Hours	Offered
RADT 201	Orientation to Medical Imaging	1	F, Sp
RADT 255	Patient Care Interventions for Allied Health	1	F
RADT 301	Introduction to Radiologic Technology	3.5	F
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	F
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	F
RADT 330	Radiation Physics I	3	Sp
RADT 411	Clinical Education III/IV	8	F
RADT 412	Clinical Education IV/V	8	Sp
RADT 425	Ethics/Critical Thinking and Problem Solving	2	Sp
RADT 431	Radiation Physics II	3	F
RADT 440	Cross-Sectional Anatomy	1	F
RADT 455	Comprehensive Radiographic Pathology	2	Sp
RADT 461	Registry Review	3	Sp
<i>Cognates</i>			
BIOL 108	Basic Principles of Biology	4	F, Sp, Su
BIOL 231	Human Anatomy	4	F, Sp, Su
BIOL 335	Human Physiology	4	F, Sp, Su
COMM 358	Interpersonal Communication	3	F
MATH 181	Applied Basic Mathematics	3	F, Sp, Su
PHYS 110	Introductory Physics	4	Sp
Total Credit Hours		82.5	

C. Radiologic Technology for Evening Students

Course No.	Course Title	Credit Hours	Offered
RADT 201	Orientation to Medical Imaging	1	F, Sp
RADT 255	Patient Care Interventions for Allied Health	1	F
RADT 301	Introduction to Radiologic Technology	3.5	F
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	F
RADT 312	Clinical Education I (E)	3	F
RADT 313	Clinical Education II (E)	3	Sp
RADT 320	Principles of Radiography I	3	Sp
RADT 321	Principles of Radiography II	3	F
RADT 330	Radiation Physics I	3	Sp
RADT 406	Clinical Education III (E)	3	F
RADT 407	Clinical Education IV (E)	3	F
RADT 408	Clinical Education V (E)	3	Sp
RADT 409	Clinical Education VI (E)	8	F
RADT 425	Ethics/Critical Thinking and Problem Solving	2	Sp
RADT 431	Radiation Physics II	3	F
RADT 440	Cross-Sectional Anatomy	1	F
RADT 455	Comprehensive Radiographic Pathology	2	Sp
RADT 461	Registry Review	3	Sp
<i>Cognates</i>			
BIOL 108	Basic Principles of Biology	4	F, Sp, Su
BIOL 231	Human Anatomy	4	F, Sp, Su
BIOL 335	Human Physiology	4	F, Sp, Su
COMM 358	Interpersonal Communication	3	F
MATH 181	Applied Basic Mathematics	3	F, Sp, Su
PHYS 110	Introductory Physics	4	Sp
Total Credit Hours		82.5	

D. Certified RT Computed Tomography

Course No.	Course Title	Credit Hours	Offered
CTSC 300	Principles of Computed Tomography	2	F
CTSC 301	CT Physics and Radiation Protection	2	F
CTSC 407	Sectional Anatomy and Physiology	2	F
CTSC 432	Clinical Practice	8	F
<i>Cognates</i>			
COMM 358	Interpersonal Communication	3	F
MATH 181*	Applied Basic Mathematics	3	F, Sp, Su
*Fulfills the Mathematics category of General Education.			
<i>Electives</i>		8–11	
<i>Radiologic Technology Certification Transfer Credits</i>		60	
Total Credit Hours		88–91	

E. Certified RT Diagnostic Medical Sonography

Course No.	Course Title	Credit Hours	Offered
DMS 303	Abdominal Sonography I	1	Su
DMS 305	Obstetrical and Gynecological Sonography I	1	Su
DMS 307	Sonographic Principles and Instrumentation I	1	F
DMS 310	Clinical Practice I	8	Su
DMS 311	Clinical Lab I	0.5	Su
DMS 330	Clinical Practice II	8	F
DMS 331	Clinical Lab II	0.5	F
DMS 333	Abdominal Sonography II	1	F
DMS 335	Obstetrical and Gynecological Sonography II	1	F
DMS 337	Sonographic Principles and Instrumentation II	1	Sp
DMS 403	Abdominal Sonography III	1	Sp
DMS 405	Obstetrical and Gynecological Sonography III	1	Sp
DMS 410	Clinical Practice III	8	Sp
DMS 411	Clinical Lab III	0.5	Sp
DMS 430	Clinical Practice IV	8	Su
DMS 433	Abdominal Sonography IV	1	Su
DMS 435	Obstetrical and Gynecological Sonography IV	1	Su
DMS 438	Registry Review	1.5	Su

Cognates

COMM 358	Interpersonal Communication	3	F
MATH 181*	Applied Basic Mathematics	3	F, Sp, Su

*Fulfills the Mathematics category of General Education.

<i>Radiologic Technology Certification Transfer Credits</i>	60
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Total Credit Hours	111
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F. Certified RT Management

Course No.	Course Title	Credit Hours	Offered
<i>Cognates</i>			
BIOL 348	Microbiology	4	F, Sp, Su
COMM 358	Interpersonal Communication	3	F
MATH 181*	Applied Basic Mathematics	3	F, Sp, Su
MGT 301	Foundations of Management	3	F, Sp, Su
TWO COURSES in management at the 300-level or above		6	

*Fulfills the Mathematics category of General Education.

<i>Electives</i>	9–12
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<i>Radiologic Technology Certification Transfer Credits</i>	60
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Total Credit Hours	88–91
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Modern Languages

Department of Modern Languages

Department Chair: Olga Juzyn

Department Faculty: Associate Professors Géloin, Juzyn, Margenot; Assistant Professor Oliveira

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, and Spanish, by their score on the modern languages online test at: 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. Recent examples include Chinese and Russian. Refer to the schedule of classes published each semester and contact the department chair for details. Advanced courses are available in French, Italian, Latin American studies, Portuguese, and Spanish.

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, 110, 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.

COURSE REQUIREMENTS FOR B.A. IN MODERN LANGUAGES

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 years
FREN	460	Seminar in French	3	Sp
HIST	348	Africa under Colonial Rule	3	As needed
HIST	349	History of Contemporary Africa	3	As needed
MLAN	360	Modern Languages Seminar	3	Sp

Cognates:

ARBC	101*	Elementary Arabic I	4	F, Sp
ARBC	102*	Elementary Arabic II	4	F, Sp

*May be substituted for another language spoken in Francophone Africa

Total Credit Hours**39****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	Modern Languages Seminar	3	Sp

THREE ADDITIONAL COURSES in French at the 300-level or above 9

Cognates: TWO COURSES in another foreign language 6–8

Total Credit Hours**44–46**

C. Latin American Studies

ANTH	101	Introduction to Cultural Anthropology	4	F, Sp
HIST	352	Colonial Latin America	3	Sp
HIST	353	Modern Latin America	3	F
LAS	363	Seminar: Topics in Latin American Studies	3	Alternate years
MLAN	360	Modern Languages Seminar	3	Sp

ONE COURSE from

ANTH	312	Regional Studies in Archeology (Latin America)	4	Alternate years
ANTH	325	Regional Studies in Cultural Anthropology (South American Indians)	4	Alternate years
ANTH	461	Latinos in the United States	3	As needed
MLAN	320	Internship in Latin American Studies	3	As needed
POL	203	Global Politics	4	F, Sp
POL	317	Politics and Society	3	Sp
POL	341	The Politics of Developing Nations	3	As needed
		Or a 400-level Spanish or Portuguese course in Latin American literature, film, culture, etc.	3	As needed

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

40-44

D. Portuguese

MLAN	360	Modern Languages Seminar	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	
<i>Cognates</i> : TWO COURSES in another foreign language			6–8	

Total Credit Hours**45–50****E. Spanish**

MLAN	360	Modern Languages Seminar	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	F, Sp
TWO ADDITIONAL COURSES in Spanish at the 300-level or above			6–7	
<i>Cognates</i> : TWO COURSES in another foreign language			6–8	

Total Credit Hours**45–48**

COURSE REQUIREMENTS FOR MINOR IN FRANCOPHONE STUDIES

The minor in Francophone studies consists of any 6 courses from the Francophone studies concentration, chosen with the consent of the advisor.

COURSE REQUIREMENTS FOR MINOR IN FRENCH

The minor in French consists of a minimum of 20 credit hours, as follows: FREN 201, 202, and 12 credit hours of additional courses in French at the 300-level or above.

COURSE REQUIREMENTS FOR MINOR IN ITALIAN

The minor in Italian consists of a minimum of 20 credit hours, as follows: ITAL 201, 202, and 12 credit hours of additional courses in Italian at the 300-level or above.

COURSE REQUIREMENTS FOR MINOR IN LATIN AMERICAN STUDIES

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.

COURSE REQUIREMENTS FOR MINOR IN PORTUGUESE

The minor in Portuguese consists of a minimum of 20 credit hours, as follows: PORT 201, 202, and 12 credit hours of additional courses in Portuguese at the 300-level or above.

COURSE REQUIREMENTS FOR MINOR IN SPANISH

The minor in Spanish consists of a minimum of 20 credit hours, as follows: SPAN 201, 202, and 12 credit hours of additional courses in Spanish at the 300-level or above.



Music

Department of Music, Theatre, and Dance

Department Chair: James Taylor Jr.

Assistant Department Chair: Ian Greitzer

Music Program Faculty: Professors Coffman, Foley, Franzblau, Mack, Markward, Stillman, Sumerlin; **Associate Professors** Greitzer, Guilbault, Kregler; **Assistant Professor** Breene

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.

COURSE REQUIREMENTS FOR B.A. IN MUSIC

Course No.	Course Title	Credit Hours	Offered
<i>Music Theory</i>			
MUS 230	Music Theory I	3	F
MUS 232	Music Theory II	3	Sp
MUS 234	Music Theory III	3	F
MUS 236	Music Theory IV	3	Sp
ONE COURSE from			
MUS 305	Form and Analysis	3	F (odd years)
MUS 307	Composition	3	F (even years)
MUS 321	Orchestration	3	Sp (odd years)
MUS 323	Counterpoint	3	Sp (even years)
MUS 458	Twentieth-Century Theory	3	As needed
<i>Sight Singing and Ear Training</i>			
MUS 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)

Performance

SIX SEMESTERS of

MUS	091	Student Recital Series	0	F, Sp
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SIX SEMESTERS of

MUS	161–163	Large Ensembles (choose one major ensemble)	3	F, Sp
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SIX SEMESTERS of

MUS	270–286, 288–289	Applied Music (choose one instrument)	12	F, Sp, Su
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TWO SEMESTERS of

MUS	164–166	Chamber Ensembles	2	F, Sp
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or

MUS	268	Opera Workshop	2	F, Sp
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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

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 (odd years)
MUS	390	Independent Study	3	As needed
MUS	458	Twentieth-Century Theory	3	As needed
MUS	490	Independent Study	3	As needed
MUS	491	Directed Study	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 (odd years)
MUS	390	Independent Study	3	As needed
MUS	458	Twentieth-Century Theory	3	As needed
MUS	490	Independent Study	3	As needed
MUS	491	Directed Study	3	As needed

Total Credit Hours**60–61****D. Music Theory**

THREE COURSES from concentration B above

Total Credit Hours**60–61**

COURSE REQUIREMENTS FOR B.M. IN MUSIC—WITH CONCENTRATION IN MUSIC EDUCATION

Course No.	Course Title	Credit Hours	Offered
<i>Music Theory</i>			
MUS 230	Music Theory I	3	F
MUS 232	Music Theory II	3	Sp
MUS 234	Music Theory III	3	F
MUS 236	Music Theory IV	3	Sp
<i>Sight Singing and Ear Training</i>			
MUS 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
<i>Music History and Literature</i>			
MUS 205	Music History and Literature I	3	F
MUS 206	Music History and Literature II	3	Sp
ONE COURSE from			
MUS 310	Medieval and Renaissance Music	3	Sp (even years)
MUS 311	Music of the Baroque	3	F (even years)
MUS 312	Music of the Classical Era	3	Sp (odd years)
MUS 313	Music of the Romantic Period	3	F (odd years)
MUS 314	Twentieth-Century Music	3	Sp (even years)
<i>Class Instruments</i>			
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 211.

Applied Music

MUS	492	Senior Recital	0	F, Sp, Su
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SEVEN SEMESTERS of each of the following groups:

MUS	091	Student Recital Series	0	F, Sp
MUS	161–163	Large Ensembles (in one major ensemble)	3.5	F, Sp
MUS	270–286 or 288–289	Applied Music (in one instrument)	14	F, Sp, Su

ONE SEMESTER	in a second major ensemble	0.5	F, Sp
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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	2	F, Sp
<i>or</i>				
MUS	268	Opera Workshop	2	F, Sp

*Keyboard majors may substitute 1 credit hour of MUS 164 for 1 credit hour of MUS 366.

Professional Courses

CEP	315	Educational Psychology	4	F, Sp, Su
FNED	346	Schooling in a Democratic Society	4	F, Sp, Su
MUSE	212	Introduction to Music Education	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

90

COURSE REQUIREMENTS FOR B.M. IN MUSIC—WITH CONCENTRATION IN PERFORMANCE

Course No.	Course Title	Credit Hours	Offered
<i>Music Theory</i>			
MUS 230	Music Theory I	3	F
MUS 232	Music Theory II	3	Sp
MUS 234	Music Theory III	3	F
MUS 236	Music Theory IV	3	Sp
MUS 305	Form and Analysis	3	F (odd years)
ONE COURSE from			
MUS 307	Composition	3	F (even years)
MUS 321	Orchestration	3	Sp (odd years)
MUS 323	Counterpoint	3	Sp (even years)
MUS 458	Twentieth-Century Theory	3	As needed
<i>Sight Singing and Ear Training</i>			
MUS 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
<i>Music History and Literature</i>			
MUS 205	Music History and Literature I	3	F
MUS 206	Music History and Literature II	3	Sp
MUS 360	Seminar in Music Literature	2	Sp (odd years)
TWO COURSES from			
MUS 310	Medieval and Renaissance Music	3	Sp (even years)
MUS 311	Music of the Baroque	3	F (even years)
MUS 312	Music of the Classical Era	3	Sp (odd years)
MUS 313	Music of the Romantic Period	3	F (odd years)
MUS 314	Twentieth-Century Music	3	Sp (even years)
<i>Class Instruments</i>			
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 take MUS 210 and 211.

Applied Music

MUS	391	Junior Recital	0	F, Sp, Su
MUS	493	Senior Recital	0	F, Sp, Su

EIGHT SEMESTERS of each of the following groups

MUS	091	Student Recital Series	0	F, Sp
MUS	161–163	Large Ensembles (in one ensemble)	4	F, Sp
MUS	370–388	Applied Music (in one instrument)	24	F, Sp, Su

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	F, Sp
MUS	210	Language Orientation I (required for voice majors)	2	F
MUS	211	Language Orientation II (required for voice majors)	2	Sp
MUS	268	Opera Workshop	1	F, Sp
MUS	366	Accompanying (required for piano majors)	1	F, Sp

Total Credit Hours**75****COURSE REQUIREMENTS FOR MINOR IN MUSIC**

The minor in music consists of a minimum of 18 credit hours, as follows: MUS 205, 206, 230, 231, 232, 233, and 4 credit hours from applied music and/or ensembles. MUS 201, 203, and music education courses may not be elected in the minor.

COURSE REQUIREMENTS FOR MINOR IN JAZZ STUDIES

The minor in jazz studies consists of a minimum of 21 credit hours (five courses), as follows: MUS 225, 238, 239; 4 credit hours of MUS 168; and 8 credit hours of MUS 287.

Music Education

Department of Music, Theatre, and Dance

Department Chair: James Taylor Jr.

Assistant Department Chair: Ian Greitzer

Music Education Program Faculty: Professors Coffman, Foley, Franzblau, Mack, Markward, Stillman, Sumerlin;

Associate Professors Greitzer, Guilbault, Kregler; Assistant Professors Breene

M.A.T. IN MUSIC EDUCATION



Admission Requirements

1. A completed application form accompanied by a fifty-dollar nonrefundable application fee. Graduate applications are available online at: 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 Praxis II Music: Content Knowledge Test (0113).
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.
7. A Statement of Education Philosophy, with scored rubric.
8. A current résumé.
9. A baccalaureate degree in music or at least 50 credit hours of music.
10. Evidence of musicianship.
11. An interview with the music education graduate program director
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 FOR M.A.T. IN MUSIC EDUCATION

Course No.	Course Title	Credit Hours	Offered
<i>Foundations Component</i>			
CEP 552	Psychological Perspectives on Learning and Teaching	3	F, Sp, Su
FNED 546	Contexts of Schooling	4	F, Sp, Su

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	Su (even years)
MUSE	502	Perception, Assessment, and Evaluation of Music	3	Su (odd years)
MUSE	525	Advanced Studies in Music Education	3	Su (odd years)
MUSE	526	Student Teaching in Music Education	10	F
MUSE	560	Student Teaching Seminar in Music Education	2	F

Academic Disciplines Component

MUS	505	Systems of Musical Analysis	3	F (even years)
MUS	560	Seminar in Music Literature	3	Sp (even years)

Comprehensive Examination

0

Total Credit Hours**46****M.M.ED. IN MUSIC EDUCATION** 

Students who have completed an M.A.T. in music education at Rhode Island College cannot apply as a candidate for the M.M.Ed. program.

Admission Requirements

1. A completed application form accompanied by a fifty-dollar nonrefundable application fee. Graduate applications are available online at: 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 (0113).
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 FOR M.M.ED. IN MUSIC EDUCATION

Course No.	Course Title	Credit Hours	Offered
<i>Foundations Component</i>			
FNED 502	Social Issues in Education	3	F, Sp, Su
<i>or</i>			
FNED 520	Cultural Foundations of Education	3	F, Sp
SPED 531	Instructional Approaches to Children with Special Needs in Regular Classes	3	F, Sp, Su
<i>Music Education</i>			
MUSE 501	Research Techniques in Music Education	3	Su (even years)
MUSE 502	Perception, Assessment, and Evaluation in Music	3	Su (odd years)
MUSE 525	Advanced Studies in Music Education	3	Su (odd years)
MUSE 566	Seminar in Music Education	3	F (odd years)
THREE CREDIT HOURS OF COURSES from			
MUSE 480	Workshop in Music Education	1–3	
MUSE 503	School Music Administration and Supervision	3	Su (even years)
MUSE 592	Graduate Thesis	3	As needed
<i>Applied Music</i>			
MUS 505	Systems of Musical Analysis	3	F (even years)
MUS 560	Seminar in Music Literature	3	Sp (even years)
FIVE CREDIT HOURS OF COURSES from			
MUS 508	Applied Conducting	2	F, Sp, Su
MUS 521	The Symphony	3	F (even years)
MUS 522	Opera	3	Sp (odd years)
MUS 570–589	Applied Music	2	F, Sp, Su
MUS 591*	Graduate Recital	0	As needed
*Students electing this course must also enroll in at least two semesters of applied music, MUS 570–589.			
<i>Electives</i>			
FOUR CREDIT HOURS OF COURSES from			
MUS 561–563	Large Ensembles	0.5	F, Sp
MUS 564–566	Chamber Ensembles	1	F, Sp
MUS 570–589	Applied Music	2	F, Sp, Su
Total Credit Hours		36	

Note: A thesis/graduate project or recital is required of each student. Thesis/graduate projects vary. 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.

Philosophy

Department of Philosophy

Department Chair: Glenn Rawson

Department Faculty: **Professors** Castiglione, Olmsted, Shogenji; **Associate Professors** Rawson, Rudolph-Larrea;

Assistant Professor Smuts

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

COURSE REQUIREMENTS FOR B.A. IN PHILOSOPHY

Course No.	Course Title	Credit Hours	Offered
<i>Logic</i>			
PHIL 205	Introduction to Logic	3	F, Sp, Su
<i>or</i>			
PHIL 305	Intermediate Logic	3	Sp (even years)
<i>History</i>			
PHIL 351	Plato, Aristotle, and Greek Philosophy	4	F
PHIL 356	Descartes, Hume, Kant, and Modern Philosophy	4	Sp
ONE COURSE from			
PHIL 300	American Philosophy	4	F (even years)
PHIL 353	Epicureans, Stoics, Skeptics, and Hellenistic Philosophy	4	Sp (even years)
PHIL 355	Augustine, Aquinas, and Medieval Philosophy	4	F (even years)
PHIL 357	Hegel, Nietzsche, and Nineteenth-Century Philosophy	4	F (odd years)
PHIL 358	Existentialism and Phenomenological Philosophy	4	Sp (odd years)
PHIL 359	Frege, Russell, Wittgenstein, and Analytic Philosophy	4	Sp (odd years)
<i>Ethics</i>			
ONE COURSE from			
PHIL 306	Contemporary Ethical Theory	3	F (odd years)
PHIL 321	Social and Political Philosophy	3	F, Sp
PHIL 322	Philosophy of Law	3	Sp

Epistemology/Metaphysics

ONE COURSE from

PHIL	311	Knowledge and Truth	3	Sp (even years)
PHIL	320	Philosophy of Science	4	Sp (odd years)
PHIL	330	Metaphysics	3	F (even years)
PHIL	333	Philosophy of Mind	3	F (odd years)

ANY ADDITIONAL COURSES in philosophy, with the exception of PHIL 479, to complete a total of 30 credit hours in the major, with at least 18 credit hours at the 300-level or above

Total Credit Hours**30****COURSE REQUIREMENTS FOR MINOR IN PHILOSOPHY**

The minor in philosophy consists of a minimum of 18 credit hours in philosophy, with at least 6 credit hours at the 300-level. The courses chosen should form a coherent program.

Physics

Department of Physical Sciences

Department Chair: Glenisson de Oliveira

Physics Program Faculty: Professors Rivers, Snowman; Associate Professor Del Vecchio; Assistant Professor Murakami

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

COURSE REQUIREMENTS FOR B.A. IN PHYSICS

Course No.	Course Title	Credit Hours	Offered
PHYS 200	Mechanics	4	F
PHYS 201	Electricity and Magnetism	4	Sp
PHYS 307	Quantum Mechanics I	3	F (even years)
PHYS 311	Thermodynamics	3	F (odd years)
PHYS 312	Mathematical Methods in Physics	3	Sp
PHYS 313	Junior Laboratory	3	Sp
PHYS 401	Advanced Electricity and Magnetism	3	F (odd years)
PHYS 403	Classical Mechanics	3	F (even years)
PHYS 407	Quantum Mechanics II	3	Sp (odd years)
PHYS 413	Senior Laboratory	3	Sp
PHYS 320	Analog Electronics	4	F (odd years)
<i>or</i>			
PHYS 411	Statistical Mechanics	3	As needed
<i>Cognates</i>			
CHEM 103	General Chemistry I	4	F, Sp, Su
CHEM 104	General Chemistry II	4	F, Sp, Su
MATH 212	Calculus I	4	F, Sp, Su
MATH 213	Calculus II	4	F, Sp, Su
MATH 314	Calculus III	4	F, Sp
MATH 416	Ordinary Differential Equations	4	Sp (as needed)

Total Credit Hours

59-60

COURSE REQUIREMENTS FOR MINOR IN PHYSICS

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.

Political Science

Department of Political Science

Department Chair: Thomas Schmeling

Department Faculty: **Professors** Hofhansel, Leazes Jr., Weiner; **Associate Professors** Brophy-Baermann, Oppenlander, Perrotta, Schmeling, Weil; **Assistant Professor** Linde

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.

COURSE REQUIREMENTS FOR B.A. IN POLITICAL SCIENCE

Course No.	Course Title	Credit Hours	Offered
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 COURSES from departmental offerings at the 300-level or above. POL 208 may also be taken to fulfill part of this requirement. At least two must be from: POL 301, 306, 307, 309, 331, 333, 342, 346, 353, 354, 355, and 359. It is recommended that these courses be taken following POL 300 and 308.

Total Credit Hours

40–44

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.

COURSE REQUIREMENTS FOR MINOR IN POLITICAL SCIENCE

The minor in political science consists of a minimum of 18 credit hours, as follows: two courses from POL 202, 203, and 204; and additional courses from departmental offerings at the 300- or 400-level, with the exception of PAD 325.

Pre dental, Pre medical, Pre optometry, Pre veterinary Preparation

Pre medical, Pre dental, and Pre optometry Advisor

Elaine Magyar

Pre veterinary 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 some standardized tests of verbal and quantitative analytical abilities.

Beginning in the freshman year, students interested in dental, medical, optometry, or veterinary school should consult with the 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, 112; CHEM 103, 104, 205, 206; PHYS 101, 102; and two or three courses in advanced biology, chosen in consultation with the appropriate advisor. 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 from the premedical studies area as Early Decision Candidates for the medical school at Brown University. Students who meet the course requirements can be accepted into Brown's medical school. Complete details are available from the premedical advisor.

Prelaw Preparation

Prelaw Advisor

John Perrotta

Rhode Island College is comparable with other baccalaureate degree-granting institutions as an appropriate environment for a prelegal education. The college offers a range of experiences that help prepare students for entrance into law school.

No specific major or curriculum is required or recommended by law schools as a prerequisite for admission. One can major in any of a dozen or more possible fields and go on to law school with equal facility. Accordingly, the selection of liberal arts courses that familiarize prelaw students with society, history, philosophy, and government is as important as the choice of a major. Success in and contribution to some fields of law also increasingly require preparation in such areas as accounting, communication, and computer science.

A primary criterion for admission to law school is performance on the Law School Admissions Test (LSAT). All law schools require applicants to submit their LSAT scores. The LSAT is both “. . . a standardized test designed to . . . measure . . . an examinee’s ability to handle new situations and problems” and an examination requiring the writing of an impromptu essay on a controversial topic or situation. The former is scored in competition with all other applicants taking the LSAT on a given date around the country. The essay is scored and used by the admissions committees of individual law schools as they see fit. (See Law School Admission Services’ *LSAT/LSDAS Registration Information Book*.)

The LSAT examination is given four times a year at test sites throughout Rhode Island and the nation. Students who wish to apply to enter law school in the month of September, especially if they are going to seek financial support, should take the LSAT in October or December of the preceding year.

Law schools assess a student’s undergraduate record on a 4.00 index scale, excluding grades in physical education, ROTC, and applied courses in art and music. The law school applicant should demonstrate a strong grade point average both in their major and overall course work.

Early in their undergraduate programs, those interested in law school should discuss with the college’s prelaw advisor the particulars of taking the LSAT as well as the procedures and strategies for filling out the law school application.

Psychology

Department of Psychology

Department Chair: Randi Kim

Department Faculty: **Professors** Agatstein, Fingeret, Goldfield, Lounsbury, Malloy, Montvilo, Rollins, Sugarman, Tropper; **Associate Professors** Kim, Ladd, Laupa, Marco, Simson, White; **Assistant Professors** Cook, Lewis, Threlkeld, Wolff

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.

COURSE REQUIREMENTS FOR B.A. IN PSYCHOLOGY

Course No.	Course Title	Credit Hours	Offered
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, Su
*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 349	Cognitive Psychology	4	Annually

*ONE COURSE from

PSYC	351	Psychology of Human Diversity	4	Sp
PSYC	353	History and Systems of Psychology	4	As needed
PSYC	354	Abnormal Psychology	4	F, Sp
PSYC	356	Psychology of Women	4	Annually
PSYC	357	Social Cognition	4	As needed

*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

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: Experimental Lab	4	As needed

Total Credit Hours**44****COURSE REQUIREMENTS FOR MINOR IN PSYCHOLOGY**

The minor in psychology consists of 24 credit hours, as follows: PSYC 110, 215, 221, 230, 251, and one course from PSYC 341, 344, 345, 349.

COURSE REQUIREMENTS FOR MINOR IN BEHAVIORAL NEUROSCIENCE

The minor in behavioral neuroscience consists of 24 credit hours, as follows: BIOL 108 (or 112); CHEM 104 (or 105); PSYC 110, 221, 345, 445.

M.A. IN PSYCHOLOGY **Admission Requirements**

1. A completed application form accompanied by a fifty-dollar nonrefundable application fee.
2. Official transcripts of all undergraduate and graduate records.
3. Prior courses in research methods and in at least four of the following areas: cognitive psychology, developmental psychology, learning, personality theory, social psychology, and statistics.
4. A minimum cumulative grade point average of 3.00 on a 4.00 scale in undergraduate course work.
5. An official report of scores on the Graduate Record Examination.
6. Three letters of recommendation.
7. A plan of study approved by the advisor and appropriate dean.
8. An interview may be required.

COURSE REQUIREMENTS FOR M.A. IN PSYCHOLOGY

Course No.	Course Title	Credit Hours	Offered
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 594	Directed Research	3	As needed

TWO ADDITIONAL COURSES at the 400- and 500-level, with consent of advisor. Courses from other departments may be considered.

6

*This course must be completed within the first three semesters

Comprehensive Examination

0

Students must be in good standing (see *Graduate Manual*) in order to take the comprehensive examination.

Total Credit Hours

30

Public Administration

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.

COURSE REQUIREMENTS FOR B.A. IN PUBLIC ADMINISTRATION

Course No.	Course Title	Credit Hours	Offered
CIS 251	Computers in Management	3	F, Sp, Su
PAD 325	Public Budgeting and Human Resource Administration	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	F
<i>Either</i>			
POL 327	Internship in State Government	4	Sp
<i>or</i>			
POL 328	Field Experiences in the Public Sector	4	F, Sp, Su
ONE COURSE from			
GEOG 309	Geographic Information Systems I	3	Su
POL 300	Methodology in Political Science	4	F, Sp
POL 304	Research Methods II	4	As needed

Cognates

THREE ADDITIONAL COURSES at the 300 or 400-level taken outside of the political science department offerings and chosen in consultation with the public administration coordinator. The cognate requirement can be satisfied by completing a dual major, a minor, or a college-approved, credit-bearing certificate program.

Total Credit Hours

39-43

B.A.—M.P.A. IN PUBLIC ADMINISTRATION

Rhode Island College cooperates with the University of Rhode Island in providing Rhode Island College students with an opportunity to begin their graduate training in public administration as they complete their studies leading to a degree at Rhode Island College. Early advisement is essential for students seeking admission to this program. A student in this cooperative program could earn the Master of Public Administration degree in fifteen months of full-time study or pursue the degree on a part-time basis. Students should consult with the director of the undergraduate public administration program no later than the second semester of their junior year.

M.P.A. IN PUBLIC ADMINISTRATION

The Master of Public Administration in Rhode Island Program is a cooperative program of Rhode Island College and the University of Rhode Island. M.P.A. students may take graduate-level electives at Rhode Island College to fulfill their plan of study. Requests for program information should be made to the director of the public administration program at Rhode Island College.

Sociology

Department of Sociology

Department Chair: Desirée Ciambrone

Department Faculty: **Professors** Clark, Filinson, Jackson, Niklas, Roche; **Associate Professors** Blank, Ciambrone, Harrison; **Assistant Professors** Arthur, Graham, Saucier

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

COURSE REQUIREMENTS FOR B.A. IN SOCIOLOGY

Course No.	Course Title	Credit Hours	Offered
SOC 300	Classical Sociological Theories	4	F, Sp
SOC 302	Social Research Methods I	4	F, Sp, Su
SOC 400	Contemporary Sociological Theories	4	F, Sp
SOC 404	Social Research Methods II	4	F, Sp, Su
SOC 460	Senior Seminar in Sociology	4	F, Sp
FOUR ADDITIONAL COURSES in sociology, with no more than one at the 200-level		12–16	
<i>Cognate</i>			
MATH 240	Statistical Methods I	3	F, Sp, Su
Total Credit Hours		35–39	

COURSE REQUIREMENTS FOR MINOR IN SOCIOLOGY

The minor in sociology consists of a minimum of 21 credit hours: SOC 300 and 302, and at least 14 credit hours at the 300- and 400-levels.

Theatre

Department of Music, Theatre, and Dance

Department Chair: James Taylor Jr.

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.

COURSE REQUIREMENTS FOR B.A. IN THEATRE

Course No.	Course Title	Credit Hours	Offered
THTR 105	Introduction to Theatre	3	F, Sp
THTR 110	Fundamentals of Theatrical Design and Production	3	F, Sp
THTR 178	Theatre Production I (must be taken 2 semesters)	1	F, Sp
THTR 222*	The Actor's Self: Improvisation and Technique	3	F, Sp
THTR 278**	Theatre Production II (must be taken 2 semesters)	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

*Students who select the design/technical concentration are not required to take THTR 222.

**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 (must be taken every semester)	0	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 (must be taken 2 semesters)	1	F, Sp
THTR 478	Theatre Production IV (must be taken 2 semesters)	1	F, Sp

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	Special Problems in Theatre	3	As needed
THTR	493	Special Problems in Design	3	As needed

Total Credit Hours**56****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

TWO ADDITIONAL COURSES in theatre

6

Cognates

TWELVE CREDIT HOURS OF COURSES from art, communication, dance, English, film studies, health education, music, physical education, and/or psychology 12

Total Credit Hours 49

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
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 (must be taken six semesters)	0	F, Sp
MUS	174	Applied Music (must be taken four semesters)	1	F, Sp, Su
MUS	203*	Elementary Music Theory	3	F, Sp, Su
MUS	204	Sight Singing and Ear Training	1	Sp
MUS	274	Voice (must be taken two semesters)	2	F, Sp, Su

*MUS 203 may be counted toward the Arts—Visual and Performing category of General Education.

Total Credit Hours 66

D. Performance

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	405	Readers Theatre	3	As needed
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 HOURS OF COURSES from art, communication, dance, English, film studies, 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	12
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Total Credit Hours**64****COURSE REQUIREMENTS FOR MINOR IN THEATRE**

The minor in theatre consists of a minimum of 19 credit hours (seven courses), as follows: THTR 105, 110, 378, and four additional theatre courses (at least two of which must be at the 300- or 400-level).



DEGREE PROGRAMS
FEINSTEIN SCHOOL OF EDUCATION
AND HUMAN DEVELOPMENT

UNDERGRADUATE DEGREE PROGRAMS

ALEXANDER SIDORKIN, DEAN

KAREN CASTAGNO, ASSOCIATE DEAN FOR TEACHER EDUCATION

EILEEN SULLIVAN, ASSISTANT DEAN FOR PARTNERSHIPS AND PLACEMENTS

	DEGREE	MAJOR
*Elementary Education—Early Childhood (Certification for Preschool–Grade 2)	B.A.	Biology
	B.A.	Chemistry
	B.A.	Physics
	DEGREE	CONTENT MAJOR
	B.A.	English
	B.A.	General Science
	B.A.	Geography
	B.A.	History
	B.A.	Mathematics
	B.A.	Modern Languages
	B.A.	Political Science
	B.A.	Social Studies
	B.A.	Theatre

**This program is under revision; please refer to departmental Web site.*

	DEGREE	MAJOR
Elementary Education—Elementary School (Certification for Grades 1–6)	B.A.	Biology
	B.A.	Chemistry
	B.A.	Physics
	DEGREE	CONTENT MAJOR
	B.A.	English
	B.A.	General Science
	B.A.	Geography
	B.A.	History
	B.A.	Mathematics
	B.A.	Modern Languages
	B.A.	Political Science
	B.A.	Social Studies
	B.A.	Theatre

	DEGREE	TEACHING CONCENTRATION
Elementary Education	B.S.	*Special Ed—Elementary through Middle School
	B.S.	*Special Ed—Middle through Secondary Level
	B.S.	*Special Ed—Ages Three to Twenty-One

**This program is under revision; please refer to departmental Web site.*

	DEGREE	TEACHING CONCENTRATION
Health Education	B.S.	
	B.S.	Community Health*

**This program is under revision; please refer to departmental Web site.*

	DEGREE
Physical Education	B.S.

	DEGREE	MAJOR
Secondary Education	B.A.	Biology
	B.A.	Chemistry
	B.A.	English
	B.A.	General Science
	B.A.	History
	B.A.	Mathematics
	B.A.	Modern Languages (French, Portuguese, Spanish)
	B.A.	Physics
	B.A.	Social Studies
	DEGREE	TEACHING CONCENTRATION
	B.S.	*Special Ed—Middle through Secondary Level

**This program is under revision; please refer to departmental Web site.*

	DEGREE
Technology Education	B.S.

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 Requirement, and (4) the course requirements listed under each program.

For more details on graduation requirements, see Academic Policies and Requirements on page 42.

GRADUATE DEGREE PROGRAMS

MAJOR	DEGREE	CONCENTRATION
Advanced Studies in Teaching and Learning	M.Ed.	No
Counseling	M.A.	Agency Counseling
	M.A.	Co-Occurring Disorders
	C.A.G.S.	Mental Health Counseling
	M.A.	School Counseling
Early Childhood Education	M.Ed.	No
Education Doctoral Program	Ph.D.	No
Educational Leadership	M.Ed.	No
Elementary Education	M.A.T.	No
	M.Ed.	No
Health Education	M.Ed.	Health Education
Reading	M.Ed.	No
School Psychology	M.A./C.A.G.S.	No

MAJOR	DEGREE	TEACHING CONCENTRATION
Secondary Education	M.A.T.	English
	M.A.T.	History
	M.A.T.	Mathematics
	M.A.T.	Modern Languages (French, Portuguese, Spanish)
Special Education	M.Ed.	Early Childhood, Birth through Kindergarten
	M.Ed.	Exceptional Learning Needs
	M.Ed.	Severe/Profound Disabilities
	M.Ed.	Special Education Certification
	M.Ed.	Urban Multicultural Special Education
Teaching English as a Second Language	M.Ed.	No

Note: Teaching certification requirements for an M.A.T. in art education may be found on page 154 and for music education on page 221 under the School of the Faculty of Arts and Sciences.

General Information

Application to Undergraduate Teacher Preparation Programs

Students who are in good standing at Rhode Island College may apply for admission to a teacher preparation program.

The application is submitted online. 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).

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. Candidates interested in special education programs must first apply for admission either in the Department of Elementary Education or in the Department of Educational Studies (Secondary Education).

Most applicants acquire and complete the application materials prior to or while they are enrolled in FNED 346: 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. Transfer students must complete these tests as soon as possible. Information about test requirements can be found at www.ric.edu/fsehd/ppst.php. 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.

Admission Requirements to Undergraduate Teacher Preparation Programs

The applicant's academic performance and related experiences that indicate potential for success as a teacher are reviewed in the admission process. The application materials submitted by the student must provide evidence of the following:

1. Successful completion of all of the subtests of the Pre-Professional Skills Test of the Praxis I Series as described at www.ric.edu/fsehd/ppst.php. Test registration information is available at OASIS and on the ETS Web site at www.ets.org/praxis.
2. 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.
3. A minimum grade point average (GPA) of 2.50 in all college-level courses taken at RIC prior to admission to a teacher preparation program.
4. 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.

5. Completion of the College Mathematics Requirement.
6. Completion of WRTG 100, with a minimum grade of B. This requirement may also be satisfied by (1) passing the equivalent of a WRTG 100 course, with a minimum grade of B; (2) earning a minimum score of 63 on the College Level Examination Program/English Composition Exam with Essay; or (3) earning a score of 4 or 5 on the Advanced Placement Test for English Language and Composition.
7. Two Disposition Reference Forms. For further information visit www.ric.edu/fsehd/admission.php.
8. Fulfillment of all additional requirements that a department may have for admission to a particular teacher preparation program/concentration. Information about these requirements is available in the teacher education department to which the candidate is applying.

Admission Procedures to Undergraduate Teacher Preparation Programs

Application to an elementary education, secondary education, or K–12 program requires an online application. Application to a special education program also requires a separate application available in the Department of Special Education.

The Admission Committee in the respective departments evaluates the information provided in the application and makes a recommendation to the associate dean about the candidate'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, a letter is sent informing the applicant of their decision. If the associate dean does not concur with the recommendation of the department, the associate dean and the departmental committee confer to resolve the disagreement and the applicant is then informed of the result in writing.

Students admitted to one teacher preparation program who wish to transfer to or add another program within the school must inform their advisor or department chair of their decision and apply for admission to the new program. Information used in the original application may be used in the new application when appropriate.

Appeal Process

The applicant may appeal a decision for admission or re-admission to a teacher preparation program within 60 days of receiving the denial letter. The appeal may be based on policy or procedure and should be sent to the 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*).

Community Service Requirement

The Feinstein School of Education and Human Development requires all students in undergraduate teacher preparation programs (undergraduate, second degree) to participate in 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/requirement.php.

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 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.

Admission Requirements to Graduate (M.A., M.Ed., C.A.G.S., and C.G.S.) Programs

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 application form accompanied by a fifty-dollar nonrefundable application fee.** Graduate applications are available online at www.ric.edu/fsehd/graduate_requirements.php.
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).
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** submitted online at <http://RICreference.org>.
7. **A Professional Goals Essay.**
8. **A Performance-Based Evaluation.**

See individual programs for additional program-specific requirements.

Advanced Studies in Teaching and Learning

Department of Educational Studies

Department Chair: Paul Tiskus

Advanced Studies in Teaching and Learning Graduate Program Director: Gerri August

Advanced Studies in Teaching and Learning Program Faculty: Professors Bigler, Bogad, Panofsky; Associate Professors Johnson, Tiskus; Assistant Professors August, Horwitz

M.ED. IN ADVANCED STUDIES IN TEACHING AND LEARNING

Admission Requirements

1. Completion of all admission requirements listed on page 249.
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

Course No.	Course Title	Credit Hours	Offered
<i>Foundations Component</i>			
SED 551	Inquiry into Classroom Practice	4	F
SED 552	Social and Cultural Contexts of Education	4	Sp
SED 554	Learning in Middle and High Schools	4	F
SED 555	Literacy across the Disciplines	4	Sp

Note: Students who have not taken Special Education 433 or its equivalent are required to take Special Education 531.

Academic Disciplines Component

FOURTEEN CREDIT HOURS OF COURSES at the graduate level in the academic field in which certification is held or other approved plan of study. Students should contact the department that provides course work in the area of certification.

Comprehensive Assessment

0

Total Credit Hours

30

Counseling

Department of Counseling, Educational Leadership, and School Psychology

Department Chair: Monica Darcy

Counseling Graduate Program Director: Charles Boisvert

Counseling Program Faculty: Professor Boisvert; Associate Professors Brabeck, Darcy; Assistant Professors Dukes, Kene

M.A. IN COUNSELING—WITH CONCENTRATION IN AGENCY COUNSELING

Admission Requirements

1. Completion of all admission requirements listed on page 249.
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.

Retention Requirements

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 531 or 532. 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 or 539. Students who receive a grade below a B in any of these courses must retake the course. After retaking the course, a recommendation to continue from the student's advisor is also required.
4. Failure to meet any one of the above requirements is sufficient cause for dismissal from the program.

COURSE REQUIREMENTS FOR M.A. IN COUNSELING—WITH CONCENTRATION IN AGENCY COUNSELING

Course No.	Course Title	Credit Hours	Offered
CEP 509	Ethical and Legal Issues in Counseling	3	F
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 535	Vocational Counseling and Placement	3	Sp, Su

CEP	536	Biological Perspectives in Mental Health	3	F, Su
CEP	537	Introduction to Group Counseling	3	F, Sp, Su
CEP	538	Practicum I: Introduction to Counseling Skills	3	F, Sp, Su
CEP	539	Practicum II: Clinical Interviewing and Treatment Planning	3	F, Sp
CEP	543	Clinical Assessment and Case Problems	3	Sp, Su
CEP	554	Research Methods in Applied Settings	3	Sp, Su

<i>Comprehensive Examination</i>			0	F, Sp
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Total Credit Hours			33	
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M.A. IN COUNSELING—WITH CONCENTRATION IN CO-OCCURRING DISORDERS

Admission Requirements

1. Completion of all admission requirements listed on page 249.
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.

Retention Requirements

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 531 or 532. 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 or 540. Students who receive a grade below a B in any of these courses must retake the course. Following retake of the course, a recommendation to continue from the student's advisor is also required.
4. Failure to meet any one of the above requirements is sufficient cause for dismissal from the program.

COURSE REQUIREMENTS FOR M.A. IN COUNSELING—WITH CONCENTRATION IN CO-OCCURRING DISORDERS

Course No.	Course Title	Credit Hours	Offered
CEP 509	Ethical and Legal Issues in Counseling	3	F
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 535	Vocational Counseling and Placement	3	Sp, Su
CEP 536	Biological Perspectives in Mental Health	3	F, Su

CEP	537	Introduction to Group Counseling	3	F, Sp, Su
CEP	538	Practicum I: Introduction to Counseling Skills	3	F, Sp, Su
CEP	539	Practicum II: Clinical Interviewing and Treatment Planning	3	F, Sp
CEP	543	Clinical Assessment and Case Problems	3	Sp, Su
CEP	546	Assessment of Addiction and Co-Occurring Disorders	3	F
CEP	547	Treatment of Addiction and Co-Occurring Disorders	3	Sp
CEP	554	Research Methods in Applied Settings	3	Sp, Su
<i>Comprehensive Examination</i>			0	F, Sp

Total Credit Hours **39**

M.A. IN COUNSELING—WITH CONCENTRATION IN SCHOOL COUNSELING

Admission Requirements

1. Completion of all admission requirements listed on page 249.
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.

Retention Requirements

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 531 or 532. 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 or 540. Students who receive a grade below a B in any of these courses must retake the course. Following retake of the course, a recommendation to continue from the student's advisor is also required.
4. Failure to meet any one of the above requirements is sufficient cause for dismissal from the program.

COURSE REQUIREMENTS FOR M.A. IN COUNSELING—WITH CONCENTRATION IN SCHOOL COUNSELING

Course No.	Course Title	Credit Hours	Offered	
CEP	531	Human Development across Cultures	3	F, Sp, Su
CEP	532	Theories and Methods of Counseling	3	F, Sp, Su
CEP	534	Quantitative Measurement and Test Interpretation	3	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, Sp, Su
CEP	538	Practicum I: Introduction to Counseling Skills	3	F, Sp, Su
CEP	540	Clinical Practicum with Children in Schools	3	Sp
CEP	541	Clinical Internship in School Counseling I	3	F
CEP	542	Clinical Internship in School Counseling II	3	Sp
CEP	549	Foundations in School Counseling	3	F
CEP	553	Counseling Children and Adolescents	3	Sp, Su
CEP	554	Research Methods in Applied Settings	3	Sp, Su

<i>Comprehensive Examination</i>			0	F, Sp
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Total Credit Hours			39	
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C.A.G.S. IN MENTAL HEALTH COUNSELING

Admission Requirements

1. Completion of all admission requirements listed on page 249.
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.

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 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, 539, or 540. Students who receive a grade below a B in any of these courses must retake the course. Following retake of the course, a recommendation to continue from the student's advisor is also required.
4. A passing score on the M.A. Comprehensive Examination.
5. A minimum grade of B in CEP 610, 611, 683, and 684, and a recommendation to continue from the graduate program director.
6. A satisfactory rating on the internship portfolio.
7. Failure to meet any one of the above requirements is sufficient cause for dismissal from the program.

COURSE REQUIREMENTS FOR C.A.G.S. IN MENTAL HEALTH COUNSELING

Course No.	Course Title	Credit Hours	Offered
<i>Foundations Component</i>			
CEP 509	Ethical and Legal Issues in Counseling	3	F
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 535	Vocational Counseling and Placement	3	Sp, Su
CEP 536	Biological Perspectives in Mental Health	3	F, Su
CEP 537	Introduction to Group Counseling	3	F, Sp, Su
CEP 543	Clinical Assessment and Case Problems	3	Sp, Su
CEP 554	Research Methods in Applied Settings	3	Sp, Su
CEP 612	Cross-Cultural Counseling	3	Sp
CEP 656	Crisis Assessment and Intervention	3	F
<i>Elective</i>			
CEP 544	Family Counseling Theory and Practice	3	Sp
or			
CEP 553	Counseling Children and Adolescents	3	Sp, Su
<i>Practicum Component</i>			
CEP 538	Practicum I: Introduction to Counseling Skills	3	F, Sp, Su
CEP 539	Practicum II: Clinical Interviewing and Treatment Planning	3	F, Sp
CEP 683	Practicum III: Advanced Counseling Skills	3	F
CEP 684	Practicum IV: Advanced Clinical Interventions	3	Sp
<i>Internship Component</i>			
CEP 610	Advanced Clinical Internship I	6	F
CEP 611	Advanced Clinical Internship II	6	Sp
<i>National Clinical Mental Health Counseling Examination (C.A.G.S.—Nonthesis Option)</i>		0	
<i>Field Project (C.A.G.S.—Thesis Option)</i>		0	
Total Credit Hours		60	

The C.A.G.S. in mental health counseling is awarded when the student has completed:

1. The 500-level courses required for the M.A. in counseling (agency counseling concentration) and an additional 27 credit hours of graduate course work at the 600-level as specified in the student's integrated plan of study for a total of 60 credit hours.
2. A two-semester, 12-credit internship in a cooperating mental health agency and submission of a performance portfolio at the conclusion of the internship.
3. A passing score in the Clinical Mental Health Counselor Licensure Examination (nonthesis option) or successful completion of a field project (thesis option).

For candidates admitted to the C.A.G.S. in mental health counseling, the M.A. in counseling (agency counseling concentration) is awarded when the student has completed all 500-level courses and satisfactorily passed a written examination prepared and administered by the Department of Counseling, Educational Leadership, and School Psychology. The examination is based on the student's knowledge of human development, counseling approaches, and intervention strategies.

Early Childhood Education

Department of Elementary Education

Department Chair: Patricia Cordeiro

Early Childhood Education Graduate Program Director: Mary Ellen McGuire-Schwartz

Early Childhood Education Program Faculty: Professor Rowell; Associate Professor McGuire-Schwartz; Assistant Professor Sevey

M.ED. IN EARLY CHILDHOOD EDUCATION

Admission Requirements

1. Completion of all admission requirements listed on page 249.
2. Teacher certification in elementary education, early childhood education, or an appropriate field.
3. An interview may be required.

Course Requirements

Course No.	Course Title	Credit Hours	Offered
<i>Foundations Component</i>			
ELED 510	Research Methods, Analysis, and Application	3	F, Sp, Su
FNED 502	Social Issues in Education	3	F, Sp, Su
<i>or</i>			
FNED 520	Cultural Foundations of Education	3	As needed
<i>Professional Education Component</i>			
ECED 502	Curriculum, Developmental Play, and Programs	3	F
ECED 503	Infants and Toddlers in Early Care and Education Programs	3	F, Su
ECED 505	Early Childhood Education and Development Issues	3	Sp
ECED 512	Working with Families: Building Home-School Partnerships	3	Sp
ECED 580	*Workshop	3	
<i>or</i>			
ECED 661	Directing Early Care and Education Programs	3	Sp (as needed)
ECED 662	Seminar in Early Childhood Education Research	3	F

*Only with consent of advisor.

Electives

TWO COURSES from

SPED	513**	Orientation to the Education of Young Children with Special Needs	3	F
SPED	516	Organization and Implementation of Programs for Infants and Preschool Children with Special Needs	3	Sp
SPED	534	Involvement of Parents and Families Who Have Children with Disabilities	3	F, Sp

Students who have never completed a special education course **must take this course.

TWO COURSES from

CEP	533	Psychology of Students with Exceptionalities	3	F
ECED	509†	Emergent Literacy—Infants through Grade Two	3	F
ELED	504	Mathematics in the Elementary School	3	F, Sp
ELED	508	Language Arts in the Elementary School	3	Su
ELED	515	Literature in the Elementary School	3	As needed
ELED	518	Science in the Elementary School	3	F, Sp, Su
ELED	528	Social Studies in the Elementary School	3	F, Sp
TESL	539	Language Acquisition and Learning	3	Sp, Su
TESL	549	Sociocultural Foundations of Language Minority Education	3	F, Sp

†Students who have never completed a course in beginning reading **must** take this course.

<i>Comprehensive Assessment</i>	0
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Total Credit Hours	36
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Education Doctoral Program

RIC Codirector: Karen Castagno

URI Codirector: Anne Seitsinger

Department Faculty: Professors Barton, Bigler, Bogad, Castagno, Cordeiro, Dufour, Eldridge Jr., Favazza, Filinson, Kochanek, Panofsky, Ramocki, Rowell, Sidorkin, Stieglitz; **Associate Professors** Brell Jr., Gracia, Johnson, Lynch, Niska, Özcan, Sullivan; **Assistant Professor** Horwitz; **Adjunct Professors** Boulmetis, Brady, Brand, Byrd, Eichinger, Hammadou-Sullivan, Hobbs, McKinney, Roush, George Willis, Grant Willis, Young; **Adjunct Associate Professors** Adamy, Branch, deGroot, Hicks, Kovarsky, McCurdy, Peno, Seitsinger, Shim; **Adjunct Assistant Professors** Ciccomascolo, Coiro, Deeney, Fogleman, Vaccaro

PH.D. IN EDUCATION

Admission Requirements

1. A completed electronic application form received by the University of Rhode Island Graduate School.
2. A master's degree or 30 credits beyond the bachelor's degree, including course work in research, foundations, and curriculum from a regionally accredited college or university.
3. A curriculum vita.
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. Three letters of recommendation.
8. An interview.

COURSE REQUIREMENTS FOR PH.D. IN EDUCATION

Course No.	Course Title	Credit Hours	Offered
<i>Core Seminars</i>			
EDP 610–611	Core Seminar I: Issues and Problems in Educational Inquiry and Foundations	6	F, Sp
EDP 620–621	Core Seminar II: Issues and Problems in Human Development, Learning, and Teaching	6	F, Sp
EDP 630–631	Core Seminar III: Issues and Problems in Organizational Theory, Leadership, and Policy Analysis	6	F, Sp

Field-based Research Experiences

EDP	612	Introduction to Qualitative Research	3	F
EDP	613	Introduction to Quantitative Research	4	Sp
EDP	622	Community Service Learning	2	As needed
EDP	623	Research Design	3	F
EDP	641	Field Research Seminar (taken four semesters)	4	F, Sp

Specialization Courses

12

Dissertation and Defense

EDP	699	Doctoral Dissertation Research	12	As needed
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Comprehensive Examination

0

Total Credit Hours**58**

Educational Leadership

Department of Counseling, Educational Leadership, and School Psychology

Department Chair: Monica Darcy

Educational Leadership Graduate Program Director: Andrew Snyder

Educational Leadership Program Faculty: Assistant Professors Kunkel, Snyder

M.ED. IN EDUCATIONAL LEADERSHIP

Successful completion of this program leads to a master's degree and certification as a school principal in the state of Rhode Island. This program is nationally recognized by the Educational Leadership Constituent Council.

Admission Requirements

1. Completion of all admission requirements listed on page 249.
2. A current résumé.

Retention Requirements

1. A minimum cumulative grade point average of 3.00 on a 4.00 scale. Grades below a B are not considered to be of substantial graduate quality and are of limited application to degree work.
2. A minimum grade of B- in LEAD 500 or 502. Students who receive a grade 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 LEAD 504, 505, or 511. Students who receive a grade below a B in any of these courses must retake the course. Following retake of the course, a recommendation to continue from the student's advisor is also required.
4. Failure to meet any one of the above requirements is sufficient cause for dismissal from the program.

COURSE REQUIREMENTS FOR M.ED. IN EDUCATIONAL LEADERSHIP

Course No.	Course Title	Credit Hours	Offered
<i>Year One</i>			
LEAD 500	Developing Leaders for Learning	3	F
LEAD 501	Developing Inquiry for Reflective Leaders	1	F
LEAD 502	Building Connections: External Contexts of Leadership	3	Sp
LEAD 503	Building Connections in Diverse Contexts	1	Sp
<i>Elective</i>			
Course must be chosen with advisor's consent		3	F, Sp, Su

Year Two

LEAD	504	Leading Learning I: Planning, Instruction, Assessment	4	F
LEAD	505	Leading Learning II: Collaboration, Supervision, Technology	2	Sp
LEAD	506	Creating Learning Structures: Equity, Law, Practice	4	Su
LEAD	511	Leadership Internship I	2	Sp

Year Three

LEAD	507	Leading Change I: Challenges, Capacity, Transformation	4	F
LEAD	508	Leading Change II: Research, Accountability, Ethics	2	Sp
LEAD	512	Leadership Internship II	2	Sp

<i>Comprehensive Assessment</i>			0	F, Sp, Su
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Total Credit Hours			31	
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Elementary Education

Department of Elementary Education

Department Chair: Patricia Cordeiro

Elementary Education Program Director: Lisa Owen

Elementary Education Program Faculty: **Professors** Barton, Cordeiro, Eldridge Jr., Kniseley, Nixon, Rowell, Rude, Steiglitz; **Associate Professors** Cotti, Goodrow, Henshaw, Horn, Lawrence, McGuire-Schwartz, Owen; **Assistant Professors** Capalbo, McKamey, Sevey

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

B.A. AND B.S. IN ELEMENTARY EDUCATION

Students in elementary education follow one of two programs:

1. **Early childhood education program** (certification for preschool through grade two programs).
2. **Elementary school program** (certification for grades one through six).

Students are awarded either a B.A. or a B.S. degree. The B.A. is awarded to students choosing a content major, and the B.S. is awarded to students electing a teaching concentration in special education. Some programs, including middle school endorsement, will total more than 120 credits and may take longer than four years.

Retention Requirements

1. A minimum overall grade point average of 2.50 each semester.
2. A minimum grade of B- in ELED 300 or ECED 301, and recommendation to continue from the instructor.
3. A minimum grade of B- in all other professional courses, and a recommendation to continue from the instructors. Courses in the department may be repeated once with a recommendation to retake from the previous instructor.
4. A minimum grade of C in all prerequisite courses offered in the Faculty of Arts and Sciences.
5. Students accepted into the Department of Special Education and the Department of Elementary Education must maintain concurrent retention in both departments.

Records of students who do not maintain good standing or who receive a Recommendation to Continue with Concerns are reviewed by the departmental retention committee. Students may be dismissed from the program. Appeal of a decision to dismiss a student is made to the dean of the Feinstein School of Education and Human Development.

COURSE REQUIREMENTS FOR B.A. AND B.S. IN ELEMENTARY EDUCATION

Course No.	Course Title	Credit Hours	Offered
<i>Cognates</i>			
BIOL 109*	Fundamental Concepts of Biology	4	F, Sp, Su
CEP 315	Educational Psychology	4	F, Sp, Su
MATH 143**	Mathematics for Elementary School Teachers I	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	3	F, Sp, Su

*Students electing a content major in general science **are not** required to take these courses as prerequisites. Electives may be taken.

Students electing a content major in mathematics **are required to take these courses.

†Students electing a content major in social studies **are** required to take this course.

Professional Courses

ARTE 340	Methods and Materials in Art Education	2	F, Sp, Su
FNED 346	Schooling in a Democratic Society	4	F, Sp, Su
MUSE 241	Methods and Materials in Music Education	2	F, Sp, Su
SPED 433††	Adaptation of Instruction for Inclusive Education	3	F, Sp, Su
HED 346	Methods and Materials in Elementary School Health Education and Physical Education	3	F
<i>or</i>			
PED 346	Methods and Materials in Elementary School Health Education and Physical Education	3	Sp, Su

††Students electing a teaching concentration in special education **are not** required to take this course.

CHOOSE program A or B below

A. Early Childhood Education Program

(THIS PROGRAM IS UNDER REVISION. CONSULT Web site.)

ECED 301	Developmental Approaches to Teaching and Learning	3	F
ECED 419	Early Care and Education for Children, 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	Social Studies and Science	4	F
ELED	439*	Student Teaching in the Elementary School	10	F, Sp**
ELED	469	Best Practices: Instruction, Assessment, Classroom Management	3	F, Sp**

B. Elementary School Program

ELED	300	Concepts of Teaching	3	F, Sp
ELED	422	Teaching Developmental Reading I	3	F, Sp
ELED	424	Teaching Developmental Reading II	3	F, Sp
ELED	435	Teaching Language Arts in the Elementary School	3	F, Sp
ELED	436	Teaching Elementary School Social Studies	3	F, Sp
ELED	437	Teaching Elementary School Science	3	F, Sp
ELED	438	Teaching Elementary School Mathematics	3	F, Sp
ELED	439*	Student Teaching in the Elementary School	10	F, Sp**
ELED	469	Best Practices: Instruction, Assessment, Classroom Management	3	F, Sp**

*Students electing a teaching concentration in special education receive 5 credits for this course.

**Offered in spring only for candidates in early childhood education program.

Total Credit Hours

71

Requirements for Students Electing a B.A. in Elementary Education

Students must complete the required courses in elementary education and select a content major from one of the following: English, general science, geography, history, mathematics, modern languages, political science, social studies, or theatre. These content majors are directly relevant to a subject area taught in pre-K–6 and provide appropriate depth and academic rigor in the content area. The following content majors will total more than 120 credits and will take more than four years to complete:

Content Major in English

In addition to completing required courses in elementary education, students electing a content major in English must complete the following courses, with a minimum grade point average of 2.67. Students may not proceed to student teaching without the required GPA.

- ENGL 201, 202, 205, 207, 210

- THREE COURSES in literature at the 300- or 400-level. *Note:* students seeking middle school endorsement must choose from ENGL 301 (or 302 or 303), 326 (or 327), and 336 as their three literature courses. ENGL 212 and SED 445 are also required for middle school endorsement.

Total credit hours: 32

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 of C in each course and a minimum grade point average of 2.50:

- BIOL 111; CHEM 105; PSCI 212, 357, 491 (or BIOL 491, or CHEM 491, or PHYS 491); PHYS 101
- ONE COURSE from BIOL 112; CHEM 106; PSCI 210, 214, 217; PHYS 102
- TWO COURSES from BIOL 318, 321, 324, 329, 353, 354; CHEM 404; PSCI 340

Total credit hours: 30–32

Content Major in Geography

In addition to completing required courses in elementary education, students electing a content major in geography must complete the following courses, with a minimum grade point average of 2.75:

- GEOG 100 (or 205), 101, 201, 400
- FIVE COURSES from GEOG 202, 300, 301, 303, 304, 337, 338, 339, 460

Total credit hours: 30–33

Content Major in History

In addition to completing required courses in elementary education, students electing a content major in history must complete the following courses, with a minimum grade of C in HIST 200, a minimum grade of C+ in HIST 362, and a minimum grade point average of 2.75:

- HIST 200, 201, 202, 331, 362, 381
- ONE COURSE from Western History
- ONE COURSE from Non-Western History
- TWO COURSES from either: Western History, Non-Western History, or U.S. History

Total credit hours: 30

Note: No courses may be double counted.

Content Major in Mathematics

In addition to completing required courses in elementary education, students electing a content major in mathematics must complete the following courses, with a minimum grade point average of 2.50:

- MATH 200, 209, 212 (or 247), 240, 324, 409, 431
- ONE COURSE from CSCI 101, 201; MATH 210. (Students seeking middle school endorsement in mathematics must select MATH 210.)
- ONE COURSE from MATH 418, 436, 445

Total credit hours: 31–32

Content Major in Modern Languages

In addition to completing required courses in elementary education, students electing a content major in modern languages with a concentration in French, Portuguese, or Spanish, must complete the following courses, with a minimum grade point average of 2.75:

Concentration in French

•FREN 201, 202, 313, 323, 324, 400, 420, and two additional French courses at the 300-level or above

Total credit hours: 32

Concentration in Portuguese

•PORT 201, 202, 301, 302, 304, 305, 420, and one additional Portuguese course at the 300-level or above

Total credit hours: 30

Concentration in Spanish

•SPAN 201, 202, 310, 311, 312, 313, 400, 420, and one additional Spanish course at the 300-level or above

Total credit hours: 33–34

Content Major in Political Science

In addition to completing required courses in elementary education, students electing a content major in political science must complete the following courses, with a minimum grade point average of 2.75:

•POL 202, 203, 204 (or 316), 208, 306, 308, 332, 357, 358

Total credit hours: 31–32

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 of C in HIST 200 and a minimum grade point average of 2.75:

•ANTH 101 (or ECON 200); GEOG 400; HIST 200 (or SOC 302), 201, 202, 331; POL 202, 316 (or HIST 316, or GEOG 337)

•ONE COURSE from HIST 340, 341, 342, 344, 345, 346, 347, 348, 349

•ONE COURSE from HIST 307, 308, 310, 314, 352, 353

Total credit hours: 32–33

Content Major in Theatre

In addition to completing required courses in elementary education, students electing a content major in theatre must complete the following courses:

•THTR 105, 110, 222, 425, 430, 435

•ONE COURSE from THTR 440, 441, 442

•THREE ADDITIONAL COURSES in theatre

Total credit hours: 30

Requirements for Students Electing a B.S. in Elementary Education with a Teaching Concentration in Special Education

Students must complete the course requirements for the B.S. in elementary education and the required teaching concentration courses in special education. See special education on page 293 for course requirements.

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, 320, 330, and 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**.

M.A.T. IN ELEMENTARY EDUCATION

Admission Requirements

1. A completed application form accompanied by a fifty-dollar 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 scores on the Praxis II: Elementary Education: Content Knowledge Test, with a minimum score as established by the Rhode Island Department of Education.
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 Education Philosophy.
8. A current résumé.
9. An interview with an advisor in the M.A.T. program in elementary education.
10. A plan of study approved by the advisor and appropriate dean.

COURSE REQUIREMENTS FOR M.A.T. IN ELEMENTARY EDUCATION

Course No.	Course Title	Credit Hours	Offered
<i>Foundations Component</i>			
CEP 552	Psychological Perspectives on Learning and Teaching	3	F, Sp, Su
FNED 546	Contexts of Schooling	4	F, Sp
<i>Professional Courses</i>			
ELED 500	Reflections: The Art and Science of Teaching	3	F, Sp
ELED 524	Developmental Reading: M.A.T. Practicum II	3	As needed
ELED 559	Student Teaching in the Elementary School	10	F, Sp
ELED 569	Student Teaching Seminar in Elementary Education	2	F, Sp
SPED 531	Instructional Approaches to Children with Special Needs in Regular Classes	3	F, Sp, Su
FIVE COURSES from the following. At least two must be practicum courses.			
ELED 504	Mathematics in the Elementary School	3	F, Sp
<i>or</i>			
ELED 538	Mathematics M.A.T. Practicum	3	As needed
ELED 508	Language Arts in the Elementary School	3	Su
<i>or</i>			
ELED 527	Language Arts M.A.T. Practicum	3	As needed
ELED 518	Science in the Elementary School	3	F, Sp, Su
<i>or</i>			
ELED 537	Science M.A.T. Practicum	3	As needed
ELED 522	Developmental Reading: M.A.T. Practicum I	3	As needed
<i>or</i>			
ELED 534	Developmental Reading: Prekindergarten through Grade Eight	3	F, Sp
ELED 528	Social Studies in the Elementary School	3	F, Sp
<i>or</i>			
ELED 536	Social Studies M.A.T. Practicum	3	As needed
Total Credit Hours		43	

M.ED. IN ELEMENTARY EDUCATION**Admission Requirements**

1. Completion of all admission requirements listed on page 249.
2. One year teaching experience.
3. An interview may be required.

COURSE REQUIREMENTS FOR M.ED. IN ELEMENTARY EDUCATION

Course No.	Course Title	Credit Hours	Offered
<i>Foundations Component</i>			
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	F
INST 516	Integrating Technology into Instruction	3	F

CHOOSE A, B, C, or D below

A. Literacy

ELED 501	Reading in the Content Areas	3	F, Sp
ELED 508	Language Arts in the Elementary School	3	Su
ELED 534	Developmental Reading: Pre-Kindergarten through Grade Eight	3	F, Sp
ELED 558	Teaching and Learning Writing	3	Su (as needed)
FNED 547	Introduction to Classroom Research	3	F, Sp

B. Mathematics Education

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

C. Learning Diversity

ELED 507	Teaching Reading and Writing to English-as-a-Second Language Students	3	Sp
<i>or</i>			
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	F
SPED	558	Mathematics/Science Instruction for Students with Disabilities	3	F (even years)
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

Department of Health and Physical Education

Department Chair: Betty Rauhe

B.S. in Health Education Undergraduate Program Director: Karen Berard-Reed

M.Ed. in Health Education Graduate Program Director: Kenneth Ainley

Health Education Program Faculty: Professor Castagno; Associate Professors Ainley, Rauhe; Assistant Professors Berard-Reed, Clark, Cummings, Johnson

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

B.S. IN HEALTH EDUCATION

Retention Requirements

1. A minimum cumulative grade point average of 2.50 each semester.
2. A minimum grade of B- in HED 300 and 418, and a recommendation to continue from the instructors of each course.
3. A minimum grade of B- in all other required and professional courses.
4. Completion of the Professional Service Retention Requirement prior to enrolling in HED 427.

COURSE REQUIREMENTS FOR B.S. IN HEALTH EDUCATION

Course No.	Course Title	Credit Hours	Offered
HED 101	Human Sexuality	3	F, Sp, Su
HED 102	Personal Health	3	F, Sp, Su
HED 202	Principles of Health Education	3	F, Sp
HED 221	Nutrition	3	F, Sp
HED 233	Social Perspectives of Health	3	F, Sp
HED 303	Community Health	3	F, Sp
HED 307	Dynamics and Determinants of Disease	3	F
HED 325	Assessment in Health and Physical Education	3	F
HED 404	Organization and Administration of School Health Education Programs	3	Sp
HED 410	Stress Management	3	F, Sp
HED 431	Drug Education	3	F, Sp

Professional Courses

CEP	315	Educational Psychology	4	F, Sp, Su
FNED	346	Schooling in a Democratic Society	4	F, Sp, Su
HED	300	Concepts of Teaching	4	F, Sp
HED	417	Advanced Issues in School and Community Health	3	Sp
HED	418	Practicum in Health Education	4	F
HED	427	Student Teaching in Health Education	10	F, Sp
HED	428	Student Teaching Seminar in Health and Physical Education	2	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

*Fulfills the Natural Science category of General Education.

**Fulfills the Advanced Quantitative/Scientific Reasoning category of General Education.

†Fulfills the Social and Behavioral Sciences category of General Education.

Total Credit Hours

83

B.S. IN HEALTH EDUCATION—WITH CONCENTRATION IN COMMUNITY HEALTH**Retention Requirements**

1. A minimum cumulative grade point average of 2.50 each semester.
2. A minimum grade of B- in HED 300 and 419, and a recommendation from the instructors of each course to continue.
3. A minimum grade of B- in all other required and professional courses.
4. Completion of the Professional Points Retention Requirement prior to enrolling in HED 426.

COURSE REQUIREMENTS FOR B.S. IN HEALTH EDUCATION—WITH CONCENTRATION IN COMMUNITY HEALTH

Course No.	Course Title	Credit Hours	Offered
HED 101	Human Sexuality	3	F, Sp, Su
HED 102	Personal Health	3	F, Sp, Su
HED 202	Principles of Health Education	3	F, Sp
HED 221	Nutrition	3	F, Sp
HED 233	Social Perspectives of Health	3	F, Sp
HED 300	Concepts of Teaching	4	F, Sp
HED 303	Community Health	3	F, Sp
HED 307	Dynamics and Determinants of Disease	3	F
HED 406	Advanced Issues and Concerns in Community and Public Health	3	F

FIFTEEN ADDITIONAL CREDIT HOURS OF COURSES in health education or courses related to community health education, chosen with consent of community health advisor. 15

Note: Students must present current certification in basic first aid, adult-child-infant CPR, and AED in order to do the community health field placement.

Professional Courses

COMM 208	Public Speaking	3	F, Sp
CEP 315	Educational Psychology	4	F, Sp, Su
HED 419	Practicum in Community Health	3	F
HED 426	Community Health: Field Placement	10	F, Sp, Su
HED 429	Seminar in Community Health Field Placement	2	F, Sp, Su

Cognates

BIOL	108*	Basic Principles of Biology	4	F, Sp, Su
BIOL	231	Human Anatomy	4	F, Sp, Su
BIOL	335**	Human Physiology	4	F, Sp, Su
PSYC	110†	Introduction to Psychology	4	F, Sp, Su
ENGL	230	Writing for Professional Settings	4	F, Sp, Su
<i>or</i>				
MKT	301	Introduction to Marketing	3	F, Sp, Su

*Fulfills the Natural Science category of General Education.

**Fulfills the Advanced Quantitative/Scientific Reasoning category of General Education.

†Fulfills the Social and Behavioral Sciences category of General Education.

Total Credit Hours

84–85

M.ED. IN HEALTH EDUCATION**Admission Requirements**

1. Completion of all admission requirements listed on page 249.
2. Completion of courses in psychology, human physiology or human biology, sociology or anthropology, and in critical areas of health science.
3. An interview.

COURSE REQUIREMENTS FOR M.ED. IN HEALTH EDUCATION

Course No.	Course Title	Credit Hours	Offered
<i>Foundations Component</i>			
ELED 510	Research Methods, Analysis, and Applications	3	F, Sp, Su
FNED 502	Social Issues in Education	3	F, Sp, Su
<i>Related Disciplines Component</i>			
SPED 531*	Instructional Approaches to Children with Special Needs in Regular Classes	0-3	F, Sp, Su
*If its equivalent has not been taken at the undergraduate or graduate level.			
<i>Professional Education Component</i>			
HED 500	Introduction to Health Education and Health Promotion	3	F
HED 501	Curriculum Design in Health Education	3	F
HED 505	Principles of Program Development in Health Education	3	Sp
HED 507	Epidemiology and Biostatistics	3	Sp
HED 562	Seminar in Health Education	3	F
THREE COURSES from			
HED 410	Stress Management	3	F, Sp
HED 450*	Topics in Health Education	3	As needed
HED 480*	Workshop in Health Education	3	As needed
HED 530	Family Life and Sexuality Education	3	As needed
HED 590	Directed Study in Health Education	3	As needed
HED 591	Directed Reading in Health Education	3	As needed

*With consent of advisor.

Electives 3–6

Courses should be health-related or health education courses. Some students may have to take an additional foundations of education course as one of these electives.

Comprehensive Assessment 0

Total Credit Hours **33–36**

Physical Education

Department of Health and Physical Education

Department Chair: Betty Rauhe

Physical Education Undergraduate Program Director: Robin Kirkwood Auld

Physical Education Program Faculty: Professors Castagno, Lombardo; Associate Professors Auld, Tunnicliffe;

Assistant Professor Johnson

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

B.S. IN PHYSICAL EDUCATION

Retention Requirements

1. A minimum cumulative grade point average of 2.50 each semester.
2. A minimum grade of B- in PED 302, 413, and 414; and a recommendation to continue from the instructors of each course.
3. A minimum grade of B- in all other required and professional courses.
4. Completion of the Professional Service Retention Requirement prior to enrolling in Physical Education 426.

COURSE REQUIREMENTS FOR B.S. IN PHYSICAL EDUCATION

Course No.	Course Title	Credit Hours	Offered
HED 102	Personal Health	3	F, Sp, Su
PED 140	Introduction to Movement Sciences	3	F, Sp
PED 206	Fundamental Movement and Its Analysis	3	F, Sp
PED 243	Foundations of Movement	3	F, Sp
PED 301	Principles of Teaching Activity	3	F, Sp
PED 409	Adapted Physical Education	3	F
PED 410	Evaluation and Measurement in Physical Education	3	F, Sp
PED 411	Kinesiology	3	F
PED 412	Organization and Administration of Physical Education Programs: Prekindergarten through Grade Twelve	3	F
PED 420	Physiological Aspects of Exercise	3	F, Sp

Activities Courses

PED	207	Motor Skill Development for Lifetime Wellness I	3	F, Sp
PED	208	Motor Skill Development for Lifetime Wellness II	3	F, Sp
PED	247	Rhythmic Movement	2	Sp
PED	323	Teaching in Adventure Education	3	F, Sp

Note: Students must also demonstrate basic-level competency in aquatics by providing evidence of satisfactory completion of an entry-level or higher swimming course or its equivalent prior to student teaching. Materials explaining ways to fulfill this requirement are available in the Department of Health and Physical Education.

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	4	F, Sp, Su
FNED	346	Schooling in a Democratic Society	4	F, Sp, Su
PED	302	Practicum in Team Activities	3	Sp
PED	413	Practicum in Creative Movement and Dance	3	F
PED	414	Practicum in Individual and Dual Activities	3	Sp
PED	426	Student Teaching in Physical Education	10	F, Sp
PED	428	Student Teaching Seminar in Health and Physical Education	2	F, Sp

Cognates

BIOL	108*	Basic Principles of Biology	4	F, Sp, Su
BIOL	231	Human Anatomy	4	F, Sp, Su
BIOL	335**	Human Physiology	4	F, Sp, Su
SPED	300	Introduction to the Characteristics and Education of Children and Youth with Disabilities	4	F, Sp

*Fulfills the Natural Science category of General Education.

**Fulfills the Advanced Quantitative/Scientific Reasoning category of General Education.

Total Credit Hours

86

Specialization in Adapted Physical Education

Students who anticipate working with special populations must meet the following additional requirements:

1. A minimum grade of B in each of the following courses: PED 302, 409, 413, 414, 415; and SPED 300.
2. Additional laboratory experiences with children with disabilities in PED 409 and 415.
3. A minimum of forty-five documented hours of experience with K–12 schoolchildren in an adapted setting.

COURSE REQUIREMENTS FOR MINOR IN COACHING

The minor in coaching consists of 18 credit hours (six courses), as follows: PED 201, 205, 243, 278, 308, and 408. Also required is current certification in first aid and CPR (infant, child, and adult with AED).

Reading

Department of Elementary Education

Department Chair: Patricia Cordeiro

Reading Graduate Program Director: Robert Rude

Reading Program Faculty: Professors Barton, Eldridge Jr., Rude, Stieglitz

M.ED. IN READING

Admission Requirements

1. Completion of all admission requirements listed on page 249.
2. One year of professional teaching experience.
3. An interview.

COURSE REQUIREMENTS FOR M.ED. IN READING

Course No.	Course Title	Credit Hours	Offered
<i>Foundations Component</i>			
ELED 510	Research Methods, Analysis, and Applications	3	F, Sp, Su
FNED 502	Social Issues in Education	3	F, Sp, Su
<i>Professional Education Component</i>			
READ 501	Reading in the Content Areas	3	F, Sp, Su
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, Sp
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 686	Diagnosis of Reading Difficulties	3	F
READ 686	Treatment of Reading Difficulties	3	Sp
*Or TESL 507			
<i>Comprehensive Assessment</i>		0	
Total Credit Hours		36	

School Psychology

Department of Counseling, Educational Leadership, and School Psychology

Department Chair: Monica Darcy

School Psychology Graduate Program Director: John Eagle

School Psychology Program Faculty: Associate Professors Dowd-Eagle, Eagle, Holtzman

M.A. IN COUNSELING—WITH CONCENTRATION IN EDUCATIONAL PSYCHOLOGY/ C.A.G.S. IN SCHOOL PSYCHOLOGY

This program is recognized by the National Association of School Psychologists

Admission Requirements

1. Completion of all admission requirements listed on page 249.
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, 533, 552, and 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 FOR M.A. IN COUNSELING—WITH CONCENTRATION IN EDUCATIONAL PSYCHOLOGY/C.A.G.S. IN SCHOOL PSYCHOLOGY

Course No.	Course Title	Credit Hours	Offered
<i>Foundations Component</i>			
CEP 531	Human Development across Cultures	3	F, Sp, Su
CEP 532	Theories and Methods of Counseling	3	F, Sp, Su
CEP 533	Psychology of Students with Exceptionalities	3	Sp
CEP 536	Biological Perspectives in Mental Health	3	Sp, Su
CEP 552	Psychological Perspectives on Learning and Teaching	3	F, Sp, Su
ELED 534	Developmental Reading: Prekindergarten through Grade Eight	3	F, Sp, Su
<i>or</i>			
SPED 531	Instructional Approaches to Children with Special Needs in Regular Classes	3	F, Sp, Su
CEP 544	Family Counseling Theory and Practice	3	Sp
<i>or</i>			
SPED 534	Involvement of Parents and Families Who Have Children with Disabilities	3	F, Sp
<i>Interventions/Problem-Solving Component</i>			
CEP 537	Introduction to Group Counseling	3	F, Sp, Su
CEP 538	Practicum I: Introduction to Counseling Skills	3	F, Sp, Su
CEP 551	Behavioral Assessment and Intervention	3	Sp
CEP 602	Social-Emotional Assessment and Intervention	3	Sp
CEP 675	Consultation and Collaboration in School and Community Settings	3	F
<i>Research and Evaluation Component</i>			
CEP 534	Quantitative Measurement and Test Interpretation	3	F, Su
CEP 554	Research Methods in Applied Settings	3	Sp, Su
<i>Professional School Psychology Component</i>			
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

<i>Comprehensive Examination (Master of Arts)</i>	0	F, Sp
<i>National School Psychology Examination (C.A.G.S.)</i>	0	F, Sp

Total Credit Hours **69**

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, 1200-hour, 12-credit internship in a cooperating school system.
3. A passing score (as determined by the Department of Counseling, Educational Leadership, and School Psychology) on the National School Psychology Examination administered by the Educational Testing Service (ETS/PRAXIS II #10400).
4. A performance portfolio at the conclusion of the internship.

The C.A.G.S. in school psychology meets state certification requirements in school psychology from the Rhode Island Department of Education.

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, 532, 533, 534, 536, 537, 538, 551, 552, 554; and satisfactorily passed a written examination prepared and administered by the Department of Counseling, Educational Leadership, and School Psychology. The examination is based on the student's knowledge of human development, counseling approaches, and intervention strategies. *The M.A. in counseling with concentration in educational psychology is not granted as a terminal degree and does not meet requirements for certification as a school psychologist.*

Secondary Education

Department of Educational Studies

Department Chair: Ellen Bigler

Secondary Education Program Faculty: **Professors** Bigler, Bogad, Carriuolo, Cloud, Cvornyek, La Ferla, McLaughlin Jr., Panofsky, Sidorkin, Sullivan; **Associate Professors** Brell Jr., Christy, Cook, Farinella, Guilbault, Johnson, Niska, Özcan, Tiskus, Williams; **Assistant Professors** Andreozzi, August, Horton, Horwitz, Kraus, Ramirez

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

B.A. IN SECONDARY EDUCATION

Retention Requirements

1. A minimum cumulative grade point average (GPA) of 2.50 each semester.
2. A minimum grade of B- in all teacher education courses.
3. A satisfactory GPA in the major area.
4. Positive recommendations from all education instructors based on academic work, fieldwork, and professional behavior.

If a student's GPA falls below the minimum 2.50, or if the required GPA in the major falls below the minimum, the student will be put on probation, which means the student cannot continue to take courses in the professional education sequence until the probationary status is removed. If either the overall GPA or the required GPA in the major falls below the minimum for two consecutive semesters, the student may be suspended or dismissed from the secondary education program.

COURSE REQUIREMENTS FOR B.A. IN SECONDARY EDUCATION

Course No.	Course Title	Credit Hours	Offered
CEP 315	Educational Psychology	4	F, Sp, Su
FNED 346	Schooling in a Democratic Society	4	F, Sp, Su
SED 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, Sp†
SED 412	Field Practicum in Secondary Education	2	F, Sp†
SED 421	Student Teaching in the Secondary School	10	F, Sp
SED 422	Student Teaching Seminar in Secondary Education	2	F, Sp

SPED 433** Adaptation of Instruction for Inclusive Education 3 F, Sp, Su

*To be admitted into SED 411 and 412, students must submit passing scores for both the Praxis II content tests and the Praxis II: Principles of Learning and Teaching Tests.

**Students electing a teaching concentration in special education are not required to take SPED 433.

†Offered fall. Offered spring for English and history content majors.

Total Credit Hours

35

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, modern languages, 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 on page 293.

Major in Biology

Along with completing required courses in secondary education, students electing a major in biology must complete the following courses with a minimum grade point average of 2.50 and a minimum grade of C:

- BIOL 111, 112, 221, 318, 320, 335, 348, 491
- CHEM 103, 104, 205, 206
- MATH 209, 240
- PSCI 212, 357
- PHYS 101 or 200
- ONE COURSE from: BIOL 300, 321, 324, 329, 353, 354

(Total Credit Hours: 67)

Also Note: To enroll in SED 411 and 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.

Major in Chemistry

Along with completing required courses in secondary education, students electing a major in chemistry must complete the following courses with a minimum grade point average of 2.50 and a minimum grade of C:

- BIOL 111
- CHEM 103, 104, 205, 206, 310, 403, 404, 405, 407, 491
- MATH 212, 213
- PSCI 212, 357
- PHYS 200 and 201 (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, 412/413, 414, 420, 422, 425, 435

(Total Credit Hours: 61–62)

Note: To enroll in SED 411 and 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.

Major in English

Along with completing required courses in secondary education, students electing a major in English must complete the following courses with a minimum grade point average of 3.00:

- ENGL 201, 202, 205, 207, 212, 326 (or 327), 336, 345 (or 346), 432 (or 433), 460
- SED 445 (or equivalent)
- ENGL 325 or FILM 116

(Total Credit Hours: 47)

Note: To enroll in SED 411 and 412, students must have completed ENGL 201 and 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.

Major in General Science

Along with completing required courses in secondary education, students electing a major in general science must complete the following courses with a minimum grade point average of 2.50 and a minimum grade of C:

- BIOL 111, 112
- CHEM 103, 104
- MATH 209, 212, 240
- PSCI 212, 217, 357
- PHYS 101 and 102 (or PHYS 200 and 201)
- ONE RESEARCH COURSE from: BIOL 491, CHEM 491, PHYS 491, PSCI 491
- 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)

(Total Credit Hours: 56–59)

Note: To enroll in SED 411 and 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.

Major in History

Along with completing required courses in secondary education, students electing a major in history must complete the following courses with a minimum grade point average of 2.75:

- HIST 200, 201, 202, 362
- ONE COURSE from U.S. History at the 300-level
- ONE COURSE from Western History I: HIST 300, 301, 302, 303, 304, 305, 306, 307, 311, 312, 315, 318, 352
- ONE COURSE from Western History II: HIST 308, 309, 310, 313, 316, 317, 353
- ONE COURSE from Non-Western History
- TWO ADDITIONAL COURSES from U.S., Western (I or II), or Non-Western History

Note: To enroll in SED 411 and 412, students must have completed at least 24 credit hours of courses in social science/history, including ECON 214, GEOG 400, HIST 201 and 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.)

Certification Courses

To be certified to teach history in Rhode Island secondary schools, students must also complete seven 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.

- ECON 214, 215
- GEOG 400
- POL 202
- ONE COURSE from: ANTH 101, 205; SOC 200, 202, 208
- ONE COURSE from: GEOG 101, 303, 307, 337
- ONE COURSE from: POL 208, 337, 357, 358

(Total Credit Hours: 54–56)

Major in Mathematics

Along with completing required courses in secondary education, students electing a major in mathematics must complete the following courses with a minimum grade point average of 2.75:

- CSCI 201
- MATH 212, 213, 240, 300, 314, 315, 324, 431, 432, 441, 458
- PHYS 200

(Total Credit Hours: 48)

Note: To enroll in SED 411 and 412, students must have completed the calculus sequence: MATH 212, 213, 314; in addition to MATH 240, 300, 315, 324; and at least concurrent enrollment in MATH 432. Prior to enrollment in SED 421 and 422, students must have completed all requirements in the mathematics major.

Major in Modern Languages

Along with completing required courses in secondary education, students electing a major in modern languages with a concentration in French, Portuguese, or Spanish must complete the following courses with a minimum grade point average of 3.00:

Concentration in French

- FREN 201, 202, 313, 323, 324, 400, 420, 460
- MLAN 360
- TWO ADDITIONAL COURSES in French at the 300-level or above
- TWO COURSES in another foreign language

(Total Credit Hours: 44–46)

Note: To enroll in SED 411 and 412, students must have completed FREN 201, 202, 313, 323, 324, 400, and 420.

Minor in French: A minor in French specifically tailored to secondary education consists of 20 credit hours, as follows: FREN 201, 202, 313, 400, and an additional 5 credit hours of courses in French at the 300-level or above.

Concentration in Portuguese

- PORT 201, 202, 301, 302, 304, 305, 420
- MLAN 360
- THREE ADDITIONAL COURSES in Portuguese at the 300-level or above
- TWO COURSES in another foreign language

(Total Credits: 45–47)

Note: To enroll in SED 411 and 412, students must have completed seven of the required courses in the major, including PORT 201, 202, 301, 302, 304, 305.

Minor in Portuguese: A minor in Portuguese specifically tailored to secondary education consists of 20 credit hours, as follows: 201, 202, 301, 302, 304 (or 305).

Concentration in Spanish

- SPAN 201, 202, 310, 311, 312, 313, 400, 420, 460
- MLAN 360
- ONE ADDITIONAL COURSE in Spanish at the 300-level or above
- TWO COURSES in another foreign language

(Total Credits: 45–48)

Note: To enroll in SED 411 and 412, students must have completed seven of the required courses in the major, including SPAN 201, 202, 310 (or 311), 312 (or 313), 400, and 420.

Minor in Spanish: A minor in Spanish that is specifically tailored to secondary education consists of 20 credit hours, as follows: SPAN 201, 202, 310 (or 311), 312 (or 313), 400, and one additional course in Spanish at the 300-level or above.

Major in Physics

Along with completing required courses in secondary education, students electing a major in physics must complete the following courses with a minimum grade point average of 2.50 and a minimum grade of C:

- BIOL 111
- CHEM 103, 104
- MATH 212, 213, 314, 416
- PSCI 212, 357
- PHYS 200, 201, 307, 311, 312, 313, 401, 403, 407, 413, 491 (for 1 credit)

(Total Credit Hours: 68)

Note: To enroll in SED 411 and 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.

Major in Social Studies

Along with completing required courses in secondary education, students electing a major in social studies must complete the following courses with a minimum grade point average of 2.75 to obtain social studies and history certification:

Core Courses

- ANTH 101, 418 (or 461 or SOC 208)
- ECON 214, 215
- GEOG 101, 400
- POL 202, 332

History Component

- HIST 200 (or an approved social science methods course) with a grade of C or higher
- HIST 201, 202
- HIST 361 (or 362) with a grade of C or higher
- ONE COURSE from: HIST 308, 309, 310, 311, 313, 314
- ONE COURSE from: HIST 340, 341, 342, 344, 345, 346, 347, 348, 349
- (History elective, if needed, to complete 30-credit-hour requirement)

Note: To enroll in SED 411 and 412, students must have completed at least 24 credit hours of the History Component courses and Core courses listed above, including ECON 214, GEOG 400, HIST 201 and 202, and POL 202.

Choose a concentration below in anthropology, geography, political science, sociology, or an interdisciplinary social sciences/global focus:

A. Anthropology (If ANTH 418 or 461 was taken as part of the Core Courses listed above)

ANTH 103, 104

B. Geography

GEOG 100, 337 (or 338 or 339)

C. Political Science

Either POL 203 and one of the following: POL 303, 342, 343, 345, 353, 357, 358

Or POL 204 and one of the following: POL 316, 317, 353, 357, 358

D. Sociology (If SOC 208 was taken as part of the Core Courses listed above)

SOC 300 and one additional 300-level course chosen with consent of advisor

E. Interdisciplinary Social Sciences/Global Focus

SSCI 310 (or ANTH 319) and SSCI 311 (or ANTH 312) or a 300-level social science or non-Western history course chosen with consent of advisor

(Total Credit Hours: 53–56)

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 on page 293.

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, 320, 330, and 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**.

M.A.T. IN SECONDARY EDUCATION

Admission Requirements

1. A completed application form accompanied by a fifty-dollar nonrefundable application fee.
2. Official transcripts of all undergraduate and graduate records.
3. A minimum cumulative grade point average of 3.00 on a 4.00 scale in undergraduate course work.
4. An official report of scores on the appropriate Praxis II Content Knowledge Test, 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 Education 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 FOR M.A.T. IN SECONDARY EDUCATION

Course No.	Course Title	Credit Hours	Offered
<i>Foundations Component</i>			
CEP 552	Psychological Perspectives on Learning and Teaching	3	F, Sp, Su
FNED 546	Contexts of Schooling	4	F, Sp
<i>Professional Education Component</i>			
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, Sp*
SED 412	Field Practicum in Secondary Education	2	F, Sp*
SED 421	Student Teaching in the Secondary School	10	F, Sp
SED 422	Student Teaching Seminar in Secondary Education	2	F, Sp
SPED 531	Instructional Approaches to Children with Special Needs in Regular Classes	3	F, Sp, Su
*Offered fall. Offered spring for English and history content majors.			
<i>Academic Disciplines Component</i>			
FIFTEEN CREDIT HOURS OF COURSES at the graduate level in the academic field in which certification is sought. Students should contact the department that provides course work in the anticipated area of certification.		15	
<i>Capstone Course</i>			
The capstone experience is incorporated into SED 422 (student teaching seminar)		0	
Total Credit Hours		49	

Special Education

Department of Special Education

Department Chair: Marie Lynch

Professors Antosh, Favazza, Imber, Kochanek; **Associate Professors** Dell, Hui, Lynch; **Assistant Professors** Gunning, LaCava, McDermott-Fasy

Students **must** consult with their assigned advisor before they will be able to register for courses beyond SPED 310.

Students in the Department of Special Education must meet the admission and retention requirements of either the elementary education or secondary education program as well as the admission and retention requirements of the special education program, which may be obtained from the advisor. Once teaching concentration requirements in special education and in either elementary or secondary education are completed, students are eligible for a provisional teaching certificate in special education in Rhode Island.

Admission Portfolio Requirements

1. A completed special education application form.
2. A copy of current transcripts from Rhode Island College and all other institutions of higher education attended during the last ten years. The transcripts should document a minimum overall grade point average of 2.50 in all college course work, including SPED 300 or equivalent (consent of department chair required) with a grade of B- or better.
3. SPED 300 course artifact and graded Rubric or equivalent course.
3. One reference letter from a professional documenting the extent and quality of the candidate's experience with individuals with disabilities.
4. A personal statement describing the candidate's interest in a career teaching individuals with disabilities. This statement must address all sections of the Career Commitment Essay Rubric.
 - a. Candidates must attach their personal statement to e-mail and send to speddeptessay@ric.edu one week prior to submitting their completed admission portfolio. The essay will be submitted to SafeAssign to ensure it is original work.
 - b. Candidates must also include a printed hard copy when submitting their admission portfolio.
5. A copy of a letter of acceptance to an early childhood, elementary, or secondary education teacher preparation program.

Retention Requirements

1. A minimum cumulative grade point average of 2.50 at Rhode Island College.
2. Minimum grades in the education curriculum and the academic major, and/or the teaching concentration courses.
3. A minimum grade of B- in all required special education courses and acceptable performance in special education practicums.
4. Completion of admission and retention requirements in an elementary or secondary education teacher preparation program.

**COURSE REQUIREMENTS FOR SPECIAL EDUCATION OF STUDENTS WITH MILD/
MODERATE DISABILITIES, ELEMENTARY THROUGH MIDDLE SCHOOL LEVEL**

Course No.	Course Title	Credit Hours	Offered
<i>OPEN ONLY TO STUDENTS MAJORING IN ELEMENTARY EDUCATION</i>			
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 of Children and Youth with Disabilities	4	F, Sp
SPED 412	Assessment, Curriculum, and Methodology for Children with Mild/Moderate Disabilities at the Elementary and Middle School Levels	4	F, Sp
SPED 419	Student Teaching in the Elementary or Middle School	10	F, Sp
SPED 440	Collaboration: Home, School, and Community	3	F, Sp
Total Credit Hours		32	

**COURSE REQUIREMENTS FOR SPECIAL EDUCATION OF STUDENTS WITH MILD/
MODERATE DISABILITIES, MIDDLE SCHOOL THROUGH SECONDARY LEVEL**

Course No.	Course Title	Credit Hours	Offered
<i>OPEN ONLY TO STUDENTS MAJORING IN ELEMENTARY OR SECONDARY EDUCATION</i>			
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 of Children and Youth with Disabilities	4	F, Sp
SPED 424	Assessment, Curriculum, and Methodology for Adolescents and Young Adults with Mild/Moderate Disabilities at the Middle School and Secondary Levels	4	F, Sp
SPED 427	Career Exploration and Vocational Preparation of Middle School and Secondary-Level Students with Disabilities	3	Sp
SPED 428	Student Teaching in the Middle School or 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**

COURSE REQUIREMENTS FOR SPECIAL EDUCATION OF CHILDREN AND YOUNG ADULTS WITH SEVERE/PROFOUND DISABILITIES, AGES THREE TO TWENTY-ONE

Course Requirements

Course No.	Course Title	Credit Hours	Offered
<i>OPEN ONLY TO STUDENTS MAJORING IN ELEMENTARY EDUCATION</i>			
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 and Instruction of Children with Severe/ Profound Disabilities	4	F
SPED 436	Assessment and Instructional Alternatives for Adolescents and Young Adults with Severe/Profound Disabilities	4	Sp
SPED 437	Student Teaching in the School Program for Students with Severe/Profound Disabilities	10	F, Sp
SPED 438	Student Teaching Seminar: Special Class for Students with Severe/Profound Disabilities	2	F, Sp
Total Credit Hours		35	

ADMISSION REQUIREMENTS FOR ALL M.ED. IN SPECIAL EDUCATION PROGRAMS

There are five M.Ed. programs in special education: early childhood, exceptional learning needs, initial certification, severe/profound disabilities, and urban multicultural special education. The initial certification program results in licensure as a special education teacher of students with mild to moderate disabilities at either the elementary through middle level or the middle through secondary level.

The early childhood program prepares special education teachers for children with disabilities from birth through kindergarten and for their families. The exceptional learning needs program provides advanced study for special educators with specialization in one of four strands: special education administration, urban multicultural curriculum and instruction, secondary special education, or specialized study in an area of professional interest (i.e., behavioral support). The severe/profound disabilities program provides preparation and special education licensure for teachers of students with severe disabilities. The urban multicultural program provides advanced preparation for special educators who teach English language learners with disabilities.

1. Completion of all admission requirements listed on page 249.
2. Completion of SPED 300: Introduction to the Characteristics and Education of Children and Youth with Disabilities or its equivalent as determined by the program coordinator.
3. An application essay describing the candidate's commitment to special education, cultural awareness, collaboration, and lifelong learning.
4. An interview.
5. An M.Ed. in special education with concentration in severe/profound disabilities requires course work in elementary education teaching methodology in reading, language arts, and mathematics.
6. An M.Ed. in special education with concentration in early childhood—birth to kindergarten requires eligibility for Rhode Island certification in early childhood education.
7. An M.Ed. in special education certification requires Rhode Island certification in elementary or secondary education or concurrent enrollment.
8. An M.Ed. in special education with concentration in exceptional learning needs (strands: secondary, administration, specialized study in special education, urban multicultural curriculum and instruction, or urban multicultural special education) requires Rhode Island certification in special education.

**COURSE REQUIREMENTS FOR M.ED. IN SPECIAL EDUCATION—WITH
CONCENTRATION IN EARLY CHILDHOOD—BIRTH THROUGH KINDERGARTEN**

Course No.	Course Title	Credit Hours	Offered
<i>Foundations Component</i>			
	ONE COURSE in research methods, chosen with advisor's consent	3	
	ONE COURSE in multicultural perspectives, chosen with advisor's consent	3	
<i>Professional Education Component*</i>			
SPED 415	Early Childhood Developmental Screening and Assessment	3	F
SPED 513	Orientation to the Education of Young Children with Special Needs	3	F
SPED 516	Organization and Implementation of Programs for Infants and Preschool Children	3	Sp
SPED 517	Medical Aspects of Developmental Disabilities	3	Sp (odd years)
SPED 525	Development of Communication and Movement	3	F
SPED 544	Families in Early Intervention Programs: Essential Roles	3	Sp (even years)
SPED 668	Internship in Early Childhood Special Education	6	F, Sp, Su
*Special Education 300 and 310 or their equivalent are required for Rhode Island Department of Education early childhood special education certification.			
<i>Comprehensive Assessment</i>		0	
Total Credit Hours		30	

COURSE REQUIREMENTS FOR M.ED. IN SPECIAL EDUCATION—WITH CONCENTRATION IN EXCEPTIONAL LEARNING NEEDS

Course Requirements

Course No.	Course Title	Credit Hours	Offered
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Foundations Component

ONE COURSE	in multicultural perspectives, chosen with advisor's consent	3	
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Professional Education Component

SPED	503	Positive Behavior Interventions: Students with Disabilities	3	F
SPED	505	Oral and Written Language: Classroom Intervention	3	F
SPED	518	Reading Instruction for Students with Disabilities	3	Sp
SPED	534	Involvement of Parents and Families Who Have Children with Disabilities	3	F, Sp
SPED	558	Mathematics/Science Instruction for Students with Disabilities	3	F (even years)
SPED	648	Interpreting and Developing Research in Special Education	3	Sp

CHOOSE A, B, C, or D below

A. Secondary Special Education

SPED	424	Assessment, Curriculum, and Methodology for Adolescents and Young Adults with Mild/Moderate Disabilities at the Middle School and Secondary Levels	4	F, Sp
SPED	427	Career Exploration and Vocational Preparation of Middle School and Secondary Level Students with Disabilities	3	Sp
ONE COURSE	chosen with advisor's consent. (Students who are required to complete an internship for certification must take SPED 664.)	3–6		

B. Special Education Administration

LEAD	504	Leading Learning I: Planning, Instruction, Assessment	4	F
LEAD	505	Leading Learning II: Collaboration, Supervision, Technology	2	Sp
SPED	606	Administration of Special Education	3	F (as needed)

C. Specialized Study in Special Education

SPED	531	Universal Design for Educating All Students	3	F, Sp
TWO COURSES	chosen with advisor's consent	6		

D. Urban Multicultural Curriculum and Instruction

SPED	551	Urban Multicultural Special Education	3	F
SPED	552	Dual Language Development and Intervention	3	F
SPED	553	Content-Based ESL Instruction for Exceptional Students	3	F

Comprehensive Assessment 0

Total Credit Hours**30-34**

**COURSE REQUIREMENTS FOR M.ED. IN SPECIAL EDUCATION—WITH
CONCENTRATION IN SEVERE/PROFOUND DISABILITIES**

Course No.	Course Title	Credit Hours	Offered
<i>Foundations Component</i>			
	ONE COURSE in research methods, chosen with advisor's consent	3	
	ONE COURSE in multicultural perspectives, chosen with advisor's consent	3	
<i>Professional Education Component</i>			
SPED 435	Assessment and Instruction of Children with Severe/ Profound Disabilities	4	F
SPED 436	Assessment and Instructional Alternatives for Adolescents and Young Adults with Severe/Profound Disabilities	4	Sp
SPED 513	Orientation to the Education of Young Children with Special Needs	3	F
<i>or</i>			
SPED 520	Orientation to the Education of Youth and Young Adults in Nonschool Settings with Severe/Profound Disabilities	3	Su
SPED 415	Early Childhood Developmental Screening and Assessment	3	F
SPED 525	Development of Communication and Movement	3	F
SPED 526	Assessment, Curriculum, Methods for Children with Multiple Disabilities	3	Sp (even years)
SPED 534	Involvement of Parents and Families Who Have Children with Disabilities	3	F, Sp
SPED 665	Internship in the Special Class for Students with Severe/ Profound Disabilities	6	F, Sp
<i>Comprehensive Assessment</i>		0	
Total Credit Hours		35	

**COURSE REQUIREMENTS FOR M.ED. IN SPECIAL EDUCATION—WITH
CONCENTRATION IN SPECIAL EDUCATION CERTIFICATION**

Course No.	Course Title	Credit Hours	Offered
<i>Foundations Component</i>			
ONE COURSE in multicultural perspectives, chosen with advisor's consent		3	
<i>Professional Education Component</i>			
SPED 501	Advanced Assessment of Children and Youth with Mild/Moderate Learning and Behavior Problems	3	Sp
SPED 503	Positive Behavior Interventions: Students with Disabilities	3	F
SPED 505	Oral and Written Language: Classroom Intervention	3	F
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	Sp
CHOOSE A or B below			
A. Elementary/Middle Level Mild/Moderate			
SPED 412	Assessment, Curriculum, and Methodology for Children with Mild/Moderate Disabilities at the Elementary and Middle School Levels	4	F, Sp
SPED 662	Internship in the Elementary or Middle School	6	F, Sp
B. Middle/Secondary Level Mild/Moderate			
SPED 424	Assessment, Curriculum, and Methodology for Adolescents and Young Adults with Mild/Moderate Disabilities at the Middle School and Secondary Levels	4	F, Sp
SPED 427	Career Exploration and Vocational Preparation of Middle School and Secondary Level Students with Disabilities	3	Sp
SPED 664	Internship in the Middle School or Secondary Level	6	F, Sp
<i>Comprehensive Assessment</i>		0	
Total Credit Hours		31–34	

**COURSE REQUIREMENTS FOR M.ED. IN SPECIAL EDUCATION—WITH
CONCENTRATION IN URBAN MULTICULTURAL SPECIAL EDUCATION**

Course Requirements

Course No.	Course Title	Credit Hours	Offered
<i>Foundations Component</i>			
SPED 551	Urban Multicultural Special Education	3	F
	ONE COURSE in research methods, chosen with advisor's consent	3	
<i>Professional Education Component</i>			
SPED 534	Involvement of Parents and Families Who Have Children with Disabilities	3	F, Sp
SPED 552	Dual Language Development and Intervention	3	Sp
SPED 553	Content-Based ESL Instruction for Exceptional Students	3	Su
SPED 554	Curriculum Design for Exceptional Bilingual Students	3	Su
SPED 555	Literacy for English Language Learners with Disabilities	3	F
SPED 557	Assessing English Language Learners with Disabilities	3	Sp
SPED 651	Language Development Practicum—Exceptional Bilingual Students	1	Sp
SPED 652	Literacy Practicum—Exceptional Bilingual Students	1	F
SPED 653	Assessment Practicum—Exceptional Bilingual Students	1	Sp
SPED 654	Internship in Urban Multicultural Special Education	3	F, Sp
	<i>or</i>		
TESL 553	Internship in English as a Second Language	3	F, Sp
<i>Note: Students must also demonstrate proficiency in English and a second language and/or study of a second language and culture as required for endorsement as an English-as-a-second-language educator.</i>			
<i>Comprehensive Assessment</i>		0	
Total Credit Hours		30	

Teaching English as a Second Language

Department of Educational Studies

Department Chair: Ellen Bigler

Teaching English as a Second Language Program Faculty: Professor Cloud; Assistant Professors Ramirez, Sox

M.ED. IN TEACHING ENGLISH AS A SECOND LANGUAGE

Admission Requirements

1. Completion of all admission requirements listed on page 249.
2. Candidates seeking ESL endorsement in Rhode Island to teach pre-K–12 are required to complete college-level study of a second language as follows: elementary and intermediate grammar and conversation, and culture and civilization.
3. 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 FOR M.ED. IN TEACHING ENGLISH AS A SECOND LANGUAGE

Course No.	Course Title	Credit Hours	Offered
<i>Foundations Component</i>			
FNED 547	Introduction to Classroom Research	3	F, Sp
ONE COURSE from			
ANTH 561	Latinos in the United States	3	As needed
BLBC 515	Bilingual Education Issues	3	Sp
FNED 502	Social Issues in Education	3	F, Sp, Su
ONE COURSE in instructional technology, with consent of advisor		3	
<i>Professional Education Component</i>			
TESL 507*	Teaching Reading and Writing to English-as-a-Second-Language Students	3	F
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
TESL	549*	Sociocultural Foundations of Language Minority Education	3	F, Su
TESL	551*	Curriculum Development and Language Assessment in ESL	3	Sp

*Candidates seeking ESL endorsement in the State of Rhode Island must complete these courses.

**Secondary education English 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 endorsement in the State of Rhode Island must complete this course.

Comprehensive Assessment

0

Total Credit Hours

30

Technology Education

Department of Educational Studies

Department Chair: Ellen Bigler

Technology Education Program Faculty: Professor McLaughlin Jr.

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

COURSE REQUIREMENTS FOR B.S. IN TECHNOLOGY EDUCATION

Course No.	Course Title	Credit Hours	Offered
COMM 244	Digital Media Lab	4	F, Sp
TECH 200	Introduction to Technological Systems	3	F, Sp
TECH 202	Design in Technology Education	3	F
TECH 204	Energy and Control Systems	3	Sp
TECH 205	Production Processes	3	Sp
TECH 216	Computer-Aided Design	3	As needed
TECH 300	Orientation to Technology Education	4	F, Sp
TECH 326	Communication Systems	3	F
TECH 327	Construction Systems	3	Sp
TECH 328	Manufacturing Systems	3	Sp
TECH 329	Transportation Systems	3	F, Su

ONE COURSE from

TECH 310	Historic Innovation and Invention	3	Sp
TECH 325	Technology Assessment	3	F, Sp, Su
TECH 400	Technological Enterprise	3	F, Sp, Su

Professional Courses

CEP 315	Educational Psychology	4	F, Sp, Su
FNED 346	Schooling in a Democratic Society	4	F, Sp, Su
SPED 433	Adaptation of Instruction for Inclusive Education	3	F, Sp, Su
TECH 406	Methods in Technology Education	4	F, Sp
TECH 407	Practicum in Elementary Technology Education (Grades K through Six)	4	F, Sp
TECH 408	Practicum in Technology Education (Grades Seven through Twelve)	4	F, Sp

TECH	421	Student Teaching in Technology Education	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	139	Contemporary Topics in Mathematics	4	F, Sp, Su
MATH	181*	Applied Basic Mathematics	3	F, Sp, Su
PSCI	103	Physical Science	4	F, Sp, Su

*Students enrolled at the Community College of Rhode Island must take both MATH 1700 and 1710 to receive credit for MATH 181. Students enrolled at Rhode Island College must take both MATH 139 and 181 at Rhode Island College for credit. Students may not take one mathematics course at one institution and the other mathematics course at the other institution.

Total Credit Hours
88



DEGREE PROGRAMS
SCHOOL OF MANAGEMENT

UNDERGRADUATE DEGREE PROGRAMS

DAVID BLANCHETTE, DEAN

MAJOR	DEGREE	CONCENTRATION
Accounting	B.S.	
Computer Information Systems	B.S.	
Economics	B.A.	
Finance	B.S.	
Health Care Administration	B.S.	
Management	B.S.	General Management
	B.S.	Human Resource Management
	B.S.	International Management
	B.S.	Operations Management
Marketing	B.S.	

Note: Minors are offered in all the degree programs listed above. 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 Requirement, and (4) the course requirements listed under each program. For more details on graduation requirements, see Academic Policies and Requirements on page 42.

GRADUATE DEGREE PROGRAMS

MAJOR	DEGREE	CONCENTRATION
Professional Accountancy	M.P.Ac.	Accounting Information Systems
	M.P.Ac.	Personal Financial Planning

General Information

The School of Management houses three departments: (1) the Department of Accounting and Computer Information Systems, (2) the Department of Economics and Finance, and (3) the Department of Management and Marketing. 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 Management are designed primarily for upper-division students. Entering students should plan to complete their General Education Core and Distribution Requirements during their first two years. These courses provide excellent and necessary preparation for the major and its requirements.

In the first year, students may not take courses in the departments (except ECON 200, 214, and 215) but are strongly encouraged to complete MATH 177 and 238.

Students entering their second year may enroll in a variety of required courses at the 200-level, including introductory courses in their major.

In the third year, students with junior standing and with 60 credit hours or more may enroll in 300-level courses in the School of Management. Students with 45 credit hours or more may enroll in FIN 301, MGT 301, and MKT 301. 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 the General Education Core courses, 9 credit hours of Distribution courses, and ACCT 201, 202; CIS 251; ECON 214, 215; and MATH 177, 238, and 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 Management, in cooperation with the Records Office, will

monitor the standards for all declared majors and notify those students who fail to meet the requirements. The appropriate department within the School of Management will also establish and maintain an Appeals Committee to receive, review, and determine the outcome of petitions by students for retention under extenuating circumstances. Preregistration course reservations will be canceled for any student who has been notified that he or she no longer meets the retention standards.

Accounting

Department of Accounting and Computer Information Systems

Department Chair: Jane Przybyla

Accounting Program Faculty: Professor Schweikart; Associate Professors Church, Filipek, Haser, Przybyla;

Assistant Professor Blais

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 FOR B.S. IN ACCOUNTING

Course No.	Course Title	Credit Hours	Offered
ACCT 201	Principles of Accounting I: Financial	3	F, Sp, Su
ACCT 202	Principles of Accounting II: Managerial	3	F, Sp, Su
ACCT 310	Accounting Systems and Concepts	3	F, Sp
ACCT 311	External Reporting I	3	F, Sp
ACCT 312	External Reporting II	3	F, Sp
ACCT 321	Cost Management I	3	F, Sp, (Su as needed)
ACCT 331	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	Managerial Finance and Control	3	F, Sp, Su
MGT 249	Business Statistics II	3	F, Sp, Su
MGT 301	Foundations of Management	3	F, Sp, Su
MGT 341	Business, Government, and Society	3	F, Sp, Su
MGT 348	Operations Management	3	F, Sp, Su
MKT 301	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	Theory of Investment	3	F, Sp

Cognates

ENGL	230	Writing for Professional Settings	4	F, Sp, Su
MATH	177*	Quantitative Business Analysis I	3	F, Sp, Su
MATH	238	Quantitative Business Analysis II	3	F, Sp, Su
MATH	248	Business Statistics I	3	F, Sp, Su

*Fulfills the Mathematics category of General Education.

Total Credit Hours

76

COURSE REQUIREMENTS FOR MINOR IN ACCOUNTING

The minor in accounting consists of a minimum of 21 credit hours (seven courses), as follows: ACCT 201, 202, 310, 311, 321, 331; and CIS 251.

Computer Information Systems

Department of Accounting and Computer Information Systems

Department Chair: Jane Przybyla

Computer Information Systems Program Faculty: Associate Professors Bain, Hayden; Assistant Professor Choi

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 FOR B.S. IN COMPUTER INFORMATION SYSTEMS

Course No.	Course Title	Credit Hours	Offered
ACCT 201	Principles of Accounting I: Financial	3	F, Sp, Su
ACCT 202	Principles of Accounting II: Managerial	3	F, Sp, Su
CIS 251	Computers in Management	3	F, Sp, Su
CIS 352	Management Information Systems	3	F, Sp
CIS 421	Networks and Telecommunications	3	F, Sp
CIS 453	Systems Analysis and Design	3	F, Sp
CIS 455	Database Programming	3	F, Sp
CIS 462	Applied Software Development Project	3	F, Sp
ECON 214	Principles of Microeconomics	3	F, Sp, Su
ECON 215	Principles of Macroeconomics	3	F, Sp, Su
FIN 301	Managerial Finance and Control	3	F, Sp, Su
MGT 249	Business Statistics II	3	F, Sp, Su
MGT 301	Foundations of Management	3	F, Sp, Su
MGT 341	Business, Government, and Society	3	F, Sp, Su
MGT 348	Operations Management	3	F, Sp, Su
MKT 301	Introduction to Marketing	3	F, Sp, Su

TWO COURSES from the following:

CIS 255	Introduction to Java in Business	3	As needed
CIS 256	Introduction to COBOL Programming	3	As needed
CIS 257	Introduction to Visual Basic in Business	3	As needed
CIS 355	Advanced Business Applications in Java	3	As needed
CIS 357	Advanced Business Applications in Visual Basic	3	As needed

TWO ADDITIONAL COURSES in computer information systems
or computer science at the 300-level or above 6

Cognates

ENGL	230	Writing for Professional Settings	4	F, Sp, Su
MATH	177*	Quantitative Business Analysis I	3	F, Sp, Su
MATH	238	Quantitative Business Analysis II	3	F, Sp, Su
MATH	248	Business Statistics I	3	F, Sp, Su

*Fulfills the Mathematics category of General Education.

Total Credit Hours

73

COURSE REQUIREMENTS FOR MINOR IN COMPUTER INFORMATION SYSTEMS

A minor in computer information systems consists of a minimum of 21 credit hours (seven courses), as follows: CIS 251, 352, 453; one course from CIS 255, 257, CSCI 201; and three additional courses from computer information systems at the 300-level or above.

Economics

Department of Economics and Finance

Department Chair: Abbas Kazemi

Economics Program Faculty: **Professor** Kazemi; **Associate Professors** Blais, Karim; **Assistant Professors** Basu, Tashiro

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 FOR B.A. IN ECONOMICS

Course No.	Course Title	Credit Hours	Offered
ECON 214	Principles of Microeconomics	3	F, Sp, Su
ECON 215	Principles of Macroeconomics	3	F, Sp, Su
ECON 314	Intermediate Microeconomic Theory and Applications	3	F, Sp
ECON 315	Intermediate Macroeconomic Theory and Analysis	3	Sp
ECON 449	Applied Forecasting Techniques	3	F, Sp
ECON 461	History of Economic Thought	3	F
ECON 462	Seminar in Economic Research	3	Sp

FOUR COURSES from

ECON 421	International Economics	3	As needed
ECON 422	Economics of Developing Countries	3	As needed
ECON 423	Financial Markets and Institutions	3	F, Sp
ECON 431	Labor Economics	3	As needed
ECON 433	Economics of Government	3	As needed
ECON 435	Urban Economics	3	As needed
ECON 436	Industrial Organization and Market Structure	3	As needed
ECON 437	Environmental Economics	3	As needed
FIN 301	Managerial Finance and Control	3	F, Sp, Su

Cognates

CIS	251	Computers in Management	3	F, Sp, Su
ENGL	230	Writing for Professional Settings	4	F, Sp, Su
MGT	249	Business Statistics II	3	F, Sp, Su
MATH	177*	Quantitative Business Analysis I	3	F, Sp, Su
MATH	238	Quantitative Business Analysis II	3	F, Sp, Su
MATH	248	Business Statistics I	3	F, Sp, Su

*Fulfills the Mathematics category of General Education.

Total Credit Hours

52

COURSE REQUIREMENTS FOR MINOR IN ECONOMICS

The minor in economics consists of a minimum of 18 credit hours (six courses), as follows: ECON 214, 215, 314 (or 315); and any three additional courses in economics, except ECON 200.

Finance

Department of Economics and Finance

Department Chair: Abbas Kazemi

Finance Program Faculty: Professor Kazemi; Associate Professor Aydogdu; Assistant Professors Abu El Fadl, Skardazinski

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 FOR B.S. IN FINANCE

Course No.	Course Title	Credit Hours	Offered
ECON 214	Principles of Microeconomics	3	F, Sp, Su
ECON 215	Principles of Macroeconomics	3	F, Sp, Su
ECON 449	Applied Forecasting Techniques	3	F, Sp
FIN 301	Managerial Finance and Control	3	F, Sp, Su
FIN 335	Financial Statement Analysis	3	F, Sp
FIN 423	Financial Markets and Institutions	3	F, Sp
FIN 431	Intermediate Finance	3	F, Sp
FIN 432	Theory of Investment	3	F, Sp
FIN 434	International Financial Management	3	F, Sp
FIN 461	Seminar in Finance	3	F, Sp
<i>or</i>			
FIN 463	Seminar in Portfolio Management	3	As needed
THREE COURSES from			
CIS 352	Management Information Systems	3	F, Sp
ECON 314	Intermediate Microeconomic Theory and Applications	3	F, Sp
ECON 315	Intermediate Macroeconomic Theory and Analysis	3	Sp
FIN 436	Fixed Income Analysis	3	As needed
FIN 441	Financial Derivatives and Risk Management	3	As needed
MKT 301	Introduction to Marketing	3	F, Sp, Su

Cognates

ACCT	201	Principles of Accounting I: Financial	3	F, Sp, Su
CIS	251	Computers in Management	3	F, Sp, Su
ENGL	230	Writing for Professional Settings	4	F, Sp, Su
MGT	249	Business Statistics II	3	F, Sp, Su
MGT	301	Foundations of Management	3	F, Sp, Su
MATH	177*	Quantitative Business Analysis I	3	F, Sp, Su
MATH	238	Quantitative Business Analysis II	3	F, Sp, Su
MATH	248	Business Statistics I	3	F, Sp, Su

*Fulfills the Mathematics category of General Education.

Total Credit Hours

64

COURSE REQUIREMENTS FOR MINOR IN FINANCE

The minor in finance consists of a minimum of 21 credit hours (seven courses), as follows: ECON 214, 215; FIN 301; MGT 301; and three additional courses in finance at the 400-level.

Health Care Administration

Director

Michael 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 offered by the School of Management.

COURSE REQUIREMENTS FOR B.S. IN HEALTH CARE ADMINISTRATION

Course No.	Course Title	Credit Hours	Offered
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 230	Personal Finance	3	As needed
<i>or</i>			
FIN 301	Managerial Finance and Control	3	F, Sp, Su
HCA 461	Seminar in Strategic Health Care Management	3	As needed
HCA 467	Internship in Health Care Administration	3	F, Sp, Su
MGT 301	Foundations of Management	3	F, Sp, Su
MGT 320	Human Resource Management	3	F, Sp
MGT 322	Organizational Behavior	3	F, Sp
MGT 355	Quality Assurance	3	Sp
MKT 301	Introduction to Marketing	3	F, Sp, Su
NURS 201	Introduction to Health Care Systems	3	F
NURS 302	Health Care Organizations	3	Sp
NURS 303	Health Policy and Contemporary Issues	3	Sp
NURS 401	Ethical and Legal Issues in Health Care Management	3	Sp

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
<i>or</i>				
NURS	314	Health and Aging	4	F, Sp
SOC	217*	Aging and Society	4	F, Sp, Su
SOC	320	Law and the Elderly	3	Sp

Human Resource Management

MGT	423	Compensation and Benefits Administration	3	F
MGT	424	Employee Relations and Performance Appraisal	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
NURS	402	Health Care Informatics	3	Sp

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	3	F

Wellness

ANTH	309	Medical Anthropology	4	Alternate years
HED	406	Advanced Issues and Concerns in Community and Public Health	3	F
PSYC	424	Health Psychology	4	Annually
SOC	314	The Sociology of Health and Illness	3	Su

Cognates

BIOL	103	Human Biology	3	F, Sp, Su
<i>or</i>				
BIOL	108**	Basic Principles of Biology	4	F, Sp, Su
COMM	358	Interpersonal Communication	3	F
ENGL	230	Writing for Professional Settings	4	F, Sp, Su
MATH	181†	Applied Basic Mathematics	3	F, Sp, Su
MATH	240†	Statistical Methods I	3	F, Sp, Su
PSYC	221	Foundations of Psychological Research	4	F, Sp, Su

*Fulfills the Social and Behavioral Sciences category of General Education.

**Fulfills the Natural Science category of General Education.

†Fulfills the Mathematics category of General Education.

Note: Up to 11 credit hours may simultaneously fulfill General Education requirements.

Total Credit Hours

68-72

COURSE REQUIREMENTS FOR MINOR IN HEALTH CARE ADMINISTRATION

The minor in health care administration consists of a minimum of 21 credit hours (seven courses), as follows: MGT 301, 320, 322; NURS 301, 302, 401; 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).

Management

Department of Management and Marketing

Department Chair: Michael Casey

Management Program Faculty: Professor Carter; Associate Professors Casey, DeSimone, Sahba; Assistant Professors O'del, Urda, Wu

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 FOR B.S. IN MANAGEMENT

Course No.	Course Title	Credit Hours	Offered
ACCT 201	Principles of Accounting I: Financial	3	F, Sp, Su
ACCT 202	Principles of Accounting II: Managerial	3	F, Sp, Su
CIS 251	Computers in Management	3	F, Sp, Su
CIS 352	Management Information Systems	3	F, Sp
ECON 214	Principles of Microeconomics	3	F, Sp, Su
ECON 215	Principles of Macroeconomics	3	F, Sp, Su
FIN 301	Managerial Finance and Control	3	F, Sp, Su
MGT 249	Business Statistics II	3	F, Sp, Su
MGT 301	Foundations of Management	3	F, Sp, Su
MGT 341	Business, Government, and Society	3	F, Sp, Su
MGT 348	Operations Management	3	F, Sp, Su
MGT 461	Seminar in Strategic Management	3	F, Sp
MKT 301	Introduction to Marketing	3	F, Sp, Su
<i>Cognates</i>			
MATH 177*	Quantitative Business Analysis I	3	F, Sp, Su
MATH 238	Quantitative Business Analysis II	3	F, Sp, Su
MATH 248	Business Statistics I	3	F, Sp, Su

*Fulfills the Mathematics category of General Education.

CHOOSE concentration A, B, C, or D below

A. General Management

ECON	313	Managerial Economics	3	F, Sp
<i>or</i>				
ECON	314	Intermediate Microeconomic Theory and Applications	3	F, Sp
MGT	320	Human Resource Management	3	F, Sp
MGT	322	Organizational Behavior	3	F, Sp
MGT	329	Organizational Theory and Design	3	F, Sp

THREE ADDITIONAL COURSES in management at the 300-level or above 9

Total Credit Hours 69

B. Human Resource Management

MGT	320	Human Resource Management	3	F, Sp
MGT	322	Organizational Behavior	3	F, Sp
MGT	423	Compensation and Benefits Administration	3	F
MGT	424	Employee Relations and Performance Appraisal	3	Sp
MGT	425	Recruitment and Selection	3	F
MGT	428	Human Resource Development	3	Sp

TWO COURSES from

ECON	431	Labor Economics	3	As needed
MGT	306	Management of a Diverse Workforce	3	Sp
MGT	329	Organizational Theory and Design	3	F, Sp
MGT	331	Occupational and Environmental Safety Management	3	F
MGT	333	Negotiations and Conflict Resolution	3	F
MGT	467	Directed Internship	3	F, Sp, Su
PSYC	422	Psychological Testing	4	Annually

A course approved by advisor 3

Total Credit Hours 72-73

C. International Management

FIN	434	International Financial Management	3	F, Sp
MGT	342	Comparative Management	3	F
MGT	345	International Business	3	Sp
MKT	329	Global Marketing	3	F, Sp

Area Studies

TWO COURSES from the following (no more than one course may be taken from any one specific field of study):

ANTH	310	Language and Culture	4	Alternate years
ANTH	319–27	Regional Studies in Cultural Anthropology	4	Alternate years
ANTH	333†	Comparative Law and Justice	4	F, Sp
ECON	421	International Economics	3	As needed
ECON	422	Economics of Developing Countries	3	As needed
GEOG	400	Regional Geography	3	F, Sp
HIST	313	The Soviet Union and After	3	Alternate years
HIST	342	Islam and Politics in Modern History	3	Alternate years
HIST	345	History of China in Modern Times	3	As needed
HIST	346	History of Japan in Modern Times	3	As needed
HIST	347	Foreign Relations of East Asia in Modern Times	3	As needed
HIST	349	History of Contemporary Africa	3	Annually
HIST	353	Modern Latin America	3	F
MGT	467	Directed Internship	3	F, Sp, Su
POL	303	International Law and Organization	4	Sp
POL	315*	Western Legal Systems	3	As needed
POL	316*	Modern Western Political Thought	3	F
POL	317**	Politics and Society	3	Sp
POL	343	The Politics of Western Democracies	4	As needed
SSCI	310	Africa	3	As needed
SSCI	311	Latin America	3	As needed

TWO COURSES numbered 113 and 114 in French, German, Italian, Portuguese, Spanish, or the equivalent in Arabic, Chinese, Japanese, or Russian, or proficiency as evidenced by successful completion of placement examinations. See department for details. 6

*This course is also offered by the Department of History.

**This course is also offered by the Department of Sociology.

Total Credit Hours

72–73

D. Operations Management

MGT	335	Process Analysis	3	Sp
MGT*	347	Supply Chain Management	3	As needed
MGT	355	Quality Assurance	3	Sp
MGT	455	Strategic Operations Management	3	As needed

*Or MKT 347: Supply Chain Management

THREE COURSES from

ECON	449	Applied Forecasting Techniques	3	F, Sp
MGT	203	Computer-Aided Design and Drafting (CADD) I	3	As needed
MGT	331	Occupational and Environmental Safety Management	3	F
MGT	349	Service Operations Management	3	F
MGT	359	Current Topics in Service Operations Management	3	As needed
MGT	467	Directed Internship	3	F, Sp, Su
MKT	310	Product Design and Development	3	As needed
MKT	322	Services Marketing	3	F

Total Credit Hours**69****COURSE REQUIREMENTS FOR MINOR IN MANAGEMENT**

The minor in management is not available to students selecting any major in the School of Management, except for those students majoring in economics. The minor in management consists of a minimum of 21 credit hours (seven courses), as follows: ACCT 201, ECON 200 (or 214 and 215), MGT 301, MKT 301, and three additional management courses at the 300-level or above.

Marketing

Department of Management and Marketing

Department Chair: Michael Casey

Marketing Program Faculty: **Professor** Ramocki; **Associate Professor** Blanchette; **Assistant Professor** Greene

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 FOR B.S. IN MARKETING

Course No.	Course Title	Credit Hours	Offered
ACCT 201	Principles of Accounting I: Financial	3	F, Sp, Su
ACCT 202	Principles of Accounting II: Managerial	3	F, Sp, Su
CIS 251	Computers in Management	3	F, Sp, Su
CIS 352	Management Information Systems	3	F, Sp
ECON 214	Principles of Microeconomics	3	F, Sp, Su
ECON 215	Principles of Macroeconomics	3	F, Sp, Su
FIN 301	Managerial Finance and Control	3	F, Sp, Su
MGT 249	Business Statistics II	3	F, Sp, Su
MGT 301	Foundations of Management	3	F, Sp, Su
MGT 322	Organizational Behavior	3	F, Sp
MGT 341	Business, Government, and Society	3	F, Sp, Su
MGT 348	Operations Management	3	F, Sp, Su
MGT 461	Seminar in Strategic Management	3	F, Sp
MKT 301	Introduction to Marketing	3	F
MKT 329	Global Marketing	3	F, Sp
MKT 333	Market Research	3	F, Sp
MKT 334	Consumer Behavior	3	F, Sp
MKT 462	Strategic Marketing Management	3	Sp
THREE ADDITIONAL COURSES in marketing at the 300-level		9	

Cognates

MATH	177*	Quantitative Business Analysis I	3	F, Sp, Su
MATH	238	Quantitative Business Analysis II	3	F, Sp, Su
MATH	248	Business Statistics I	3	F, Sp, Su

*Fulfills the Mathematics category of General Education.

Total Credit Hours

72

COURSE REQUIREMENTS FOR MINOR IN MARKETING

The minor in marketing is only available to economics majors. The marketing minor consists of a minimum of 21 credit hours (seven courses), as follows: ECON 200 (or both 214 and 215); MGT 301; MKT 301, 329, 334; and two additional 300-level marketing courses.

Professional Accountancy

Department of Accounting and Computer Information Systems

Department Chair: Jane Przybyla

Professional Accountancy Program Faculty: Professor Schweikart; Associate Professors Church, Filipek, Haser, Przybyla; Assistant Professor Blais

Admission Requirements

1. Completed application form accompanied by a fifty-dollar nonrefundable application fee.
2. A bachelor's degree from an accredited college or university.
3. Two courses in principles of accounting or equivalent.
4. Official transcripts of all undergraduate and graduate records.
5. Completion of the Graduate Management Admissions Test (GMAT), unless the applicant is a CPA or has passed a state bar examination. Applicants will also be exempt from the GMAT if they have earned a B.S. degree in accounting from Rhode Island College or the University of Rhode Island, with a 3.00 grade point average in the major.

COURSE REQUIREMENTS FOR M.P.A.C. IN PROFESSIONAL ACCOUNTANCY—WITH CONCENTRATION IN ACCOUNTING INFORMATION SYSTEMS

Course No.	Course Title	Credit Hours	Offered
<i>Foundations Component</i>			
ACCT 510	Advanced AIS: Systems Modeling	3	As needed
ACCT 552	Topics in Assurance: Risk Assessment	1.5	As needed
ACCT 553	Topics in Assurance: Electronic Commerce	1.5	As needed
CIS 421	Networks and Telecommunications	3	F, Sp
CIS 453	Systems Analysis and Design	3	F, Sp
CIS 535	Data Management	3	As needed
<i>Electives</i>			
SIX CREDIT HOURS OF COURSES at the graduate level in accounting		6	
SIX CREDIT HOURS OF COURSES at the graduate level, chosen with consent		6	
THREE CREDIT HOURS OF COURSES at the graduate level in computer information systems		3	
Total Credit Hours		30	

M.P.Ac. IN PROFESSIONAL ACCOUNTANCY—WITH CONCENTRATION IN PERSONAL FINANCIAL PLANNING

Course No.	Course Title	Credit Hours	Offered
<i>Foundations Component</i>			
ACCT 661	Financial Planning Capstone Course	3	Sp
FIVE COURSES from			
ACCT 533	Fundamentals of Financial Planning	3	F
ACCT 543	Personal Income Tax Planning	3	Sp
ACCT 554	Estate Planning	3	Sp
ACCT 555	Retirement Planning and Employee Benefits	3	As needed
FIN 432	Theory of Investment	3	F, Sp
FIN 559	Insurance Planning and Risk Management	3	As needed
<i>Electives</i>			
SIX CREDIT HOURS OF COURSES at the graduate level in accounting appropriate to career plans		6	
SIX CREDIT HOURS OF COURSES at the graduate level appropriate to course of study		6	
Total Credit Hours		30	



**DEGREE PROGRAMS
SCHOOL OF NURSING**



Bachelor of Science in Nursing

JANE WILLIAMS

DEAN, SCHOOL OF NURSING

B.S.N. Undergraduate Program Director: Yolande Lockett

B.S.N. Program Faculty: Professors Byrd, Carty, Padula, Thomas, Williams, Wood; **Associate Professors** Aflague, Costello, Hetzel, Huntley-Newby, Lockett, Quigley, Schwager; **Assistant Professors** Blanchette, Blasdel, Brennan, Coia, Creamer, DeNuccio, Foote, Gremel, Griffin, Mock, Molloy, Morris, Records, Ross, Servello, Siskind, Smith, Wilks

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 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 RN Students

1. Admission to Rhode Island College and declaration of nursing as the major.
2. Completion of 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 senior nursing course work.
3. Completion of NURS 207, with a minimum grade of C.
4. Completion of the College Mathematics and Writing Requirements.
5. A minimum cumulative grade point average of 2.50.
6. Current RN licensure.

Admission Requirements for Lateral Transfer Students

Students within the Rhode Island College community who desire a change of major to nursing must go to the department chair to request the change. The chair 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 department chair. 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 four beginning-level courses (NURS 220, 222, 223, and 224) in one semester on a space-available basis.

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. 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 and #5 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 is complete, students may pick up their documentation of immunization status at College Health Services.

Clinical Placements

Clinical learning provides students with the opportunity to carry out nursing care for persons of all ages and in all stages of the health-illness spectrum. The School of Nursing retains the right to place and schedule students in appropriate clinical settings. Although every effort will be made to place all students, it is possible that in any given semester sufficient placements may not be available. Students in clinical courses are responsible for their own transportation to the clinical area. Affiliating agencies require students to consent to criminal background checks; 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 Assessment Technologies Institute, LLC to provide students with a comprehensive testing and review package, which enhances 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.

Students **must** consult with their advisor each semester before registering for courses. **ALL students must be certified for CPR each year.**

COURSE REQUIREMENTS FOR B.S.N.—ALL GENERAL DECLARED NURSING MAJORS

Course No.	Course Title	Credit Hours	Offered
NURS 220	Foundations of Therapeutic Interventions	3	F, Sp
NURS 222	Professional Nursing I	3	F, Sp
NURS 223	Fundamentals of Nursing Practice	3	F, Sp
NURS 224	Health Assessment	3	F, Sp
NURS 340	Psychiatric/Mental Health Nursing	6	F, Sp
NURS 342	Adult Health Nursing I	6	F, Sp
NURS 344	Maternal Newborn Nursing	6	F, Sp
NURS 346	Nursing of Children and Families	6	F, Sp
NURS 370	Public and Community Health Nursing	6	F, Sp
NURS 372	Adult Health Nursing II	6	F, Sp
NURS 374	Contemporary Professional Nursing	3	F, Sp
NURS 375	Transition to Professional Nursing Practice	6	F, Sp
<i>Cognates</i>			
BIOL 231	Human Anatomy	4	F, Sp, Su
BIOL 335	Human Physiology	4	F, Sp, Su
BIOL 348	Microbiology	4	F, Sp, Su
CHEM 106	General, Organic, and Biological Chemistry II	4	F, Sp, Su
PSYC 230	Human Development	4	F, Sp, Su
Total Credit Hours		77	

COURSE REQUIREMENTS FOR B.S.N.—REGISTERED NURSE STUDENTS

(Licensed graduates of accredited associate degree or hospital schools of nursing)

Course No.	Course Title	Credit Hours	Offered
NURS 207	Baccalaureate Education for Nursing	4	F, Sp
NURS 316	Physical Assessment of the Adult and Child	4	Sp
NURS 370	Public and Community Health Nursing	6	F, Sp
NURS 376	Issues and Challenges in Contemporary Nursing Practice	6	F, Sp
<i>Nursing Transfer Electives</i>		37	
Total Credit Hours		57	

Master of Science in Nursing

JANE WILLIAMS

DEAN, SCHOOL OF NURSING

M.S.N. Graduate Program Director: Cynthia Padula

M.S.N. Program Faculty: **Professors** Byrd, Carty, Padula, Thomas, Williams, Wood; **Associate Professors** Aflague, Costello, Hetzel, Huntley-Newby, Lockett, Quigley, Schwager; **Assistant Professors** Blanchette, Blasdell, Brennan, Coia, Creamer, DeNuccio, Foote, Gremel, Griffin, Mock, Molloy, Morris, Records, Ross, Servello, Siskind, Smith, Wilks

Admission Requirements for All M.S.N. Students

1. A completed application form accompanied by a fifty-dollar nonrefundable application fee.
2. A baccalaureate degree in an upper-division nursing major from an NLNAC or CCNE accredited program.
3. Official transcripts of all undergraduate and graduate records.
4. Completion of a course in statistics (MATH 240 or its equivalent), with a minimum grade of C.
5. 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.
6. An official report of scores on the Graduate Record Examination or the Millers Analogies Test.
7. 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.
8. Current unrestricted licensure for the practice of nursing in Rhode Island.
9. A professional résumé.
10. Three professional references (one from the clinical area).
11. A brief letter of intent, which includes a statement of goals.
12. Proof of residency.
13. An interview may be required.

Additional Admission Requirements for RN to M.S.N. Students

Students must fulfill all of the above requirements and successfully complete the RN to B.S.N. program, including MATH 240. When at senior standing in the B.S.N. program, students may complete NURS 501, 502, 503, or 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.

Retention Requirement for All M.S.N. Students

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.

COURSE REQUIREMENTS FOR M.S.N.—FULL-TIME STUDENTS

Course No.	Course Title	Credit Hours	Offered
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Select option A or B below

A. Adult/Gerontology Acute Care*First Semester*

NURS 501	Advanced Nursing Research	3	F, Su
NURS 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	Sp, Su
NURS 510	Adult/Older Adult Health/Illness I	3	Sp

NURS 530 Synergy Model for CNS Practice

3 Sp

or

NURS 540 Differential Diagnosis for Nurse Practitioners

3 Sp

Summer Session I

NURS 509 Professional Project Seminar

1 Su

Third Semester

NURS 512	Genetics and Genomics in Health Care	3	F
NURS 609	Master's Major Project	1	F
NURS 610	Adult/Older Adult Health/Illness II	6	F

Fourth Semester

NURS	609	Master's Major Project	1	Sp
NURS	620	Adult/Older Adult Health/Illness III	6	Sp
ELECTIVE, chosen with advisor's consent			3	Sp

Total Credit Hours **45**

B. Public Health/Community Leadership

Course No.	Course Title	Credit Hours	Offered
<i>First Semester</i>			
NURS	501	Advanced Nursing Research	3 F, Su
NURS	502	Health Care Systems	3 F, Sp
NURS	508	Public Health Science	3 F

Second Semester

NURS	503	Professional Role Development	3 Sp, Su
NURS	507*	Epidemiology and Biostatistics	3 Sp
NURS	511	Public Health/Community Leadership I	6 Sp

*This course may be substituted for Health Education 507.

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
NURS	609	Master's Major Project	1 F
NURS	611	Public Health/Community Leadership II	6 F

Fourth Semester

NURS 609	Master's Major Project	1	Sp
NURS 621	Public Health/Community Leadership III	6	Sp
ELECTIVE, chosen with advisor's consent		3	Sp
Total Credit Hours		42	

COURSE REQUIREMENTS FOR M.S.N.—PART-TIME STUDENTS

Course No.	Course Title	Credit Hours	Offered
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Select option A or B below

A. Adult/Gerontology Acute Care

First Semester

NURS 501	Advanced Nursing Research	3	F, Su
NURS 502	Health Care Systems	3	F, Sp

Second Semester

NURS 503	Professional Role Development	3	Sp, Su
NURS 504	Advanced Pathophysiology	3	Sp, Su
NURS 512	Genetics and Genomics in Health Care	3	Sp

Third Semester

NURS 505	Advanced Pharmacology	3	F, Sp
NURS 506	Advanced Health Assessment	3	F

Fourth Semester

NURS 510	Adult/Older Adult Health/Illness I	3	Sp
NURS 530	Synergy Model for CNS Practice	3	Sp
<i>or</i>			
NURS 540	Differential Diagnosis for Nurse Practitioners	3	Sp
ELECTIVE, chosen with advisor's consent		3	Sp

Summer Session I

NURS 509	Professional Project Seminar	1	Su
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Fifth Semester

NURS 609	Master's Major Project	1	F
NURS 610	Adult/Older Adult Health/Illness II	6	F

Sixth Semester

NURS	609	Master's Major Project	1	Sp
NURS	620	Adult/Older Adult Health/Illness III	6	Sp

Total Credit Hours **45**

B. Public Health/Community Leadership

Course No.	Course Title	Credit Hours	Offered
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First Semester

NURS	501	Advanced Nursing Research	3	F, Su
NURS	502	Health Care Systems	3	F, Sp

Second Semester

NURS	503	Professional Role Development	3	Sp, Su
NURS	507*	Epidemiology and Biostatistics	3	Sp
NURS	512	Genetics and Genomics in Health Care	3	Sp

*This course may be substituted for Health Education 507

Third Semester

NURS	508	Public Health Science	3	F
ELECTIVE, chosen with advisor's consent		3	F	

Fourth Semester

NURS	511	Public Health/Community Leadership I	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	2	F
NURS	611	Public Health/Community Leadership II	6	F

Sixth Semester

NURS	609	Master's Major Project	1	Sp
NURS	621	Public Health/Community Leadership III	6	Sp

Total Credit Hours **42**



**DEGREE PROGRAMS
SCHOOL OF SOCIAL WORK**

Bachelor of Social Work

ROBERTA PEARLMUTTER

DEAN, SCHOOL OF SOCIAL WORK

B.S.W. Program Chair: Scott Mueller

B.S.W. Program Faculty: Professors Bates, Weisman; **Associate Professor** Becker; **Assistant Professor** Mueller

The B.S.W. program is accredited by the Council on Social Work Education.

The social work major prepares students for bachelors-level generalist practice. That is, students graduate having completed sixteen months of placement in an internship agency recruited and approved by the faculty of this program and having learned the skills necessary for employment by an agency serving the elderly, children and families, the mentally ill, those with health challenges, or for immediate application to graduate school.

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.

If you want to work with people, if you seek opportunities to help others, if you are committed to achieving social justice, you will want to be a social work major.

Admission Requirements

1. Enrollment in SWRK 326.
2. A completed application form during the first semester of the junior year, prior to enrolling in SWRK 327.
3. 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.
4. Evidence of personal qualities considered essential to professional social work practice, such as responsiveness and sensitivity in relationships, values compatible with the values of the social work profession, the ability to understand and carry out the ethical obligations of a social worker, commitment to improving social conditions, and the ability to function collectively with others.

Students will complete the application 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.
3. Students who receive an F in any required social work course or a 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). 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 480-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 480 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, 446, and 447 at the discretion of the department.

Honors

A Departmental Honors program is offered in social work. See "Honors and Awards" on page 50.

COURSE REQUIREMENTS FOR B.S.W.

Course No.	Course Title	Credit Hours	Offered
<i>First through Third Semesters</i>			
BIOL 103	Human Biology	3	F, Sp, Su
ECON 200	Introduction to Economics	3	F, Sp, Su
POL 202	American Government	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
ONE COURSE	In sociology at the 200-level	3	
<i>Third through Fifth Semesters</i>			
SWRK 324	Human Behavior in the Social Environment: Individual, Family, and Small Group	3	F, Sp
SWRK 325	Human Behavior in the Social Environment: Social System, Institution, and Organization	3	F, Sp
<i>Fifth Semester</i>			
SWRK 326	Generalist Social Work Practice	3	F
<i>Fifth or Sixth Semester</i>			
SWRK 302	Social Work Practice Evaluation and Research	4	Sp
SWRK 320	Policy Analysis	3	F, Sp
<i>Sixth Semester</i>			
SWRK 327	The Helping Process	3	Sp
SWRK 338	Introduction to Fieldwork	2	Sp
<i>Summer Semester</i>			
SWRK 445	Summer Extended Fieldwork (Optional)	3	Su
<i>Seventh Semester</i>			
SWRK 426	Creating Change through Social Work Practice	3	F
SWRK 436*	Fieldwork	4-7	F
SWRK 446*	Fall Extended Fieldwork (Optional)	3	F
SWRK 463	Fieldwork Seminar	3	F

*Students cannot receive credit for both SWRK 436 and 446.

Eighth Semester

SWRK	437**	Advanced Fieldwork	4-7	Sp
SWRK	447**	Spring Extended Fieldwork (Optional)	3	Sp
SWRK	464	Senior Seminar in Social Work	3	Sp

**Students cannot receive credit for both SWRK 437 and 447.

Total Credit Hours**71-77**

Master of Social Work

ROBERTA PEARLMUTTER

DEAN, SCHOOL OF SOCIAL WORK

M.S.W. Program Chair: Jayashree Nimmagadda

M.S.W. Program Faculty: **Professors** Evans, Mumm, Nimmagadda, Olsen, Pearlmutter, Reamer, Siegel; **Associate Professors** Ghindia, Martell; **Assistant Professors** Gushwa, Harvey, Meade, Oliveira

The M.S.W. program is accredited by the Council on Social Work Education.

Admission Requirements

Admission to the Master of Social Work program is on a selective basis and is determined by the quality of the total application.

1. A baccalaureate degree from a regionally accredited institution of higher education. Students who have completed all but their last semester of baccalaureate work may also apply; however, their degree must be granted by August 15.
2. Evidence of the intellectual capacity to participate successfully in academic work at the graduate level. A diverse academic background with a liberal arts perspective that includes course work in the human biological sciences, humanities, mathematics, and social sciences. Specifically, an applicant is required to have
 - a. A minimum grade point average of 3.00 on a 4.00 scale in undergraduate work;
 - b. At least 15 credit hours drawn from course work in anthropology, economics, political science, psychology, and sociology;
 - c. Course work in human anatomy, human biology, or human physiology (the CLEP Examination is not sufficient); and
 - d. Course content in the humanities (English, language, philosophy, visual and performing arts, and Western and non-Western history).
3. Evidence of a combination of personal qualities considered essential to professional social work practice, such as responsiveness and sensitivity in relationships, commitment to improving social conditions, and the ability to function both independently and collectively with others.
4. A commitment to social work as a profession based in part on personal experience in the field. This experience may have been attained in a variety of ways, such as through volunteer work, fieldwork experience in conjunction with course work, life experiences, etc.

Admission Procedures

Application materials may be downloaded from the School of Social Work Web site: www.ric.edu/socialwork/mswprogram.php. The deadline for admission is **February 1**.

1. A completed application form accompanied by a nonrefundable fifty-dollar application fee payable to Rhode Island College.
2. Official transcripts. It is the responsibility of the applicant to request official transcripts from all undergraduate and graduate programs previously attended, including community colleges, and have them sent directly to the School of Social Work. Even if the student transferred into RIC or into another college, transcripts must be requested from the previous college. The School of Social Work will obtain official transcripts for all work completed at Rhode Island College.
3. Three letters of recommendation. More than three required recommendations may be provided if the applicant wishes. Applicants must provide referees with the proper guidelines for completing letters of recommendation. (Guidelines are included with the application.) Advanced standing applicants must submit a fourth recommendation on a form included with the M.S.W. application package.
4. A personal statement. Typically six to eight double-spaced typewritten pages, the personal statement will aid the Admission Committee in assessing the applicant's qualifications for professional social work practice. Among these qualifications are: the ability to think analytically and conceptually; clarity in self-expression; responsiveness and sensitivity in minority and culturally diverse relationships; the ability to develop professional self-awareness and self-evaluation; commitment to improving social conditions; and the ability to function creatively, responsibly, and independently.

Admission Decision

Notice of acceptance will occur by **April 15** for study beginning the following September. There are no midyear admissions. Within 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 32 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 14.5 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 four 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), 501 (240 hours), 600 (300 hours), and 601 (300 hours) for a total of 1,080 hours. For full-time and part-time students, this is accomplished over two academic years. Students in the advanced standing program complete SWRK 600 (300 hours) and 601 (300 hours) for a total of 600 hours.

All students must take the first-year placement concurrently with SWRK 532 and 533. It is possible to do one year of fieldwork in the student's place of employment, provided that the placement meets all the criteria for supervision and placement settings. Plans to do a placement in a student's place of employment need to be discussed with and approved by the director of field education. For all continuing students, this approval must be obtained no later than April 1 for field placements to begin in September. For all incoming full-time students, this approval must be obtained no later than July 1 for placements to begin in September.

Graduate Fees (2012–2013)

The fees described below are projected for the 2012–2013 academic year and are subject to change in the academic year 2013–2014. Because of rising costs, the Board of Governors for Higher Education reserves the right to change fees without notice as conditions necessitate.

Tuition (M.S.W. Full Time)

- \$4,791 per semester (in-state students)
- \$7,186.50 per semester (MTP students)
- \$7,625 per semester (out-of-state students)

Tuition (M.S.W. Part Time)

- \$372 per credit hour (in-state students)
- \$558 per credit hour (MTP students)
- \$724 per credit hour (out-of-state students)

Application Fee

\$50

Fine Arts Fee (Degree Candidates)

\$25 per semester (full time)

\$2 per credit hour (part time)

Library Fee

\$50 per semester (full time)

\$5 per credit hour (part time)

Recreation Fee

\$90 per semester (full time)

\$8 per credit hour (part time)

Technology Fee

\$50 per semester (full time)

\$5 per credit hour (part time)

Registration Fee

\$72 per semester

Transportation Fee

\$15 per semester (full time)

\$2 per credit hour (part time)

COURSE REQUIREMENTS FOR M.S.W. FULL-TIME PROGRAM

Course No.	Course Title	Credit Hours	Offered
<i>First Semester (All Full-Time Students)</i>			
SWRK 500	Field Education and Seminar I	3	F
SWRK 520	Human Behavior, Diversity, and Oppression I	3	F, Su
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
<i>Second Semester (All Full-Time Students)</i>			
SWRK 501	Field Education and Seminar II	3	Sp
SWRK 522	Human Behavior, Diversity, and Oppression II	3	Sp, Su
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
<i>Third Semester (Clinical Concentration Full-Time Students)</i>			
SWRK 600	Field Education and Seminar III	4	F
SWRK 602	Clinical Social Work Practice I	3	F
SWRK 609	Advanced Professional Development I	3	F, Su
SWRK 636	Differential Diagnosis in Clinical Social Work	3	F, Su
SWRK 644	Clinical Evaluation and Case Consultation I	1.5	F
Elective		3	

Third Semester (Macro Concentration Full-Time Students)

SWRK	600	Field Education and Seminar III	4	F
SWRK	609	Advanced Professional Development I	3	F, Su
SWRK	612	Developing and Managing Human Resources	1.5	F
SWRK	613	Program Planning and Grant Writing	1.5	F
SWRK	621	Social Work and the Political Economy	3	Annually
SWRK	645	Needs Assessment and Program Evaluation I	1.5	F
	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	610	Advanced Professional Development II	3	Sp, Su
SWRK	646	Clinical Evaluation and Case Consultation II	1.5	Sp
	Elective		3	

Fourth Semester (Macro Concentration Full-Time Students)

SWRK	601	Field Education and Seminar IV	4	Sp
SWRK	610	Advanced Professional Development II	3	Sp, Su
SWRK	615	Leadership for Progressive Change	1.5	Sp
SWRK	616	Managing Organizational and Community Change	1.5	Sp
SWRK	647	Needs Assessment and Program Evaluation II	1.5	Sp
	Elective		3	

Total credit hours**61**

COURSE REQUIREMENTS FOR M.S.W. ADVANCED STANDING PROGRAM

Course No.	Course Title	Credit Hours	Offered
<i>First Semester (Clinical Concentration Full-Time Students)</i>			
SWRK 600	Field Education and Seminar III	4	F
SWRK 602	Clinical Social Work Practice I	3	F
SWRK 609	Advanced Professional Development I	3	F, Su
SWRK 636	Differential Diagnosis in Clinical Social Work	3	F, Su
SWRK 644	Clinical Evaluation and Case Consultation I	1.5	F
Elective		3	
<i>First Semester (Macro Concentration Full-Time Students)</i>			
SWRK 600	Field Education and Seminar III	4	F
SWRK 609	Advanced Professional Development I	3	F, Su
SWRK 612	Developing and Managing Human Resources	1.5	F
SWRK 613	Program Planning and Grant Writing	1.5	F
SWRK 621	Social Work and the Political Economy	3	Annually
SWRK 645	Needs Assessment and Program Evaluation I	1.5	F
Elective		3	
<i>Second Semester (Clinical Concentration Full-Time Students)</i>			
SWRK 601	Field Education and Seminar IV	4	Sp
SWRK 603	Clinical Social Work Practice II	3	Sp
SWRK 610	Advanced Professional Development II	3	Sp, Su
SWRK 646	Clinical Evaluation and Case Consultation II	1.5	Sp
Elective		3	
<i>Second Semester (Macro Concentration Full-Time Students)</i>			
SWRK 601	Field Education and Seminar IV	4	Sp
SWRK 610	Advanced Professional Development II	3	Sp, Su
SWRK 615	Leadership for Progressive Change	1.5	Sp
SWRK 616	Managing Organizational and Community Change	1.5	Sp
SWRK 647	Needs Assessment and Program Evaluation II	1.5	Sp
Elective		3	
Total credit hours		32	

COURSE REQUIREMENTS FOR M.S.W. PART-TIME PROGRAM

Course No.	Course Title	Credit Hours	Offered
<i>First Semester (All Part-Time Students)</i>			
SWRK 520	Human Behavior, Diversity, and Oppression I	3	F, Su
SWRK 541	Social Work Research and Evaluation I	3	F, Su
<i>Second Semester (All Part-Time Students)</i>			
SWRK 522	Human Behavior, Diversity, and Oppression II	3	Sp, Su
SWRK 542	Social Work Research and Evaluation II	2	Sp, Su
<i>Third Semester (All Part-Time Students)</i>			
SWRK 500	Field Education and Seminar I	3	F
SWRK 530	Generalist Foundation and Skills: Policy and Organizing I	3	F, Su
SWRK 532	Generalist Foundation and Skills: Direct Practice I	3	F
<i>Fourth Semester (All Part-Time Students)</i>			
SWRK 501	Field Education and Seminar II	3	Sp
SWRK 531	Generalist Foundation and Skills: Policy and Organizing II	3	Sp, Su
SWRK 533	Generalist Foundation and Skills: Direct Practice II	3	Sp
<i>Fifth Semester (Clinical Concentration Part-Time Students)</i>			
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
<i>Fifth Semester (Macro Concentration Part-Time Students)</i>			
SWRK 600	Field Education and Seminar III	4	F
SWRK 612	Developing and Managing Human Resources	1.5	F
SWRK 613	Program Planning and Grant Writing	1.5	F
SWRK 621	Social Work and the Political Economy	3	Annually
<i>Sixth Semester (Clinical Concentration Part-Time Students)</i>			
SWRK 601	Field Education and Seminar IV	4	Sp
SWRK 603	Clinical Social Work Practice II	3	Sp
<i>Sixth Semester (Macro Concentration Part-Time Students)</i>			
SWRK 601	Field Education and Seminar IV	4	Sp
SWRK 615	Leadership for Progressive Change	1.5	Sp
SWRK 616	Managing Organizational and Community Change	1.5	Sp

Seventh Semester (Clinical Concentration Part-Time Students)

SWRK	609	Advanced Professional Development I	3	F, Su
SWRK	644	Clinical Evaluation and Case Consultation I	1.5	F
		Elective	3	

Seventh Semester (Macro Concentration Part-Time Students)

SWRK	609	Advanced Professional Development I	3	F, Su
SWRK	645	Needs Assessment and Program Evaluation I	1.5	F
		Elective	3	

Eighth Semester (Clinical Concentration Part-Time Students)

SWRK	610	Advanced Professional Development II	3	Sp, Su
SWRK	646	Clinical Evaluation and Case Consultation II	1.5	Sp
		Elective	3	

Eighth Semester (Macro Concentration Part-Time Students)

SWRK	610	Advanced Professional Development II	3	Sp, Su
SWRK	647	Needs Assessment and Program Evaluation II	1.5	Sp
		Elective	3	

Total Credit Hours**61**



COURSE DESCRIPTIONS

Course Descriptions—General Information

Course Numbering System

Courses Numbered 000–009 = 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 and above must have a prerequisite

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.

In general, when the middle digit of a course number is 6, the course is a seminar or a General Education Core course; 8, a workshop; 9, directed study.

Courses with Variable Content

Most departments offer a variety of topic courses (X50), seminar courses (X60), and workshop courses (X80), for which the content and credit hours are announced each semester. Departments may offer independent study courses (X9Y). The level of study, for example, 19Y, 29Y, 39Y, etc., will depend on what is appropriate in terms of the project and the student. These courses may be repeated for credit with a change in content.

Contact Hours

A number in parentheses appearing before the credit hours for a course indicates that the number of "contact hours" per week—time required in class, studio, or laboratory—differs from the number of credit hours.

Credit Hours

The number of "credit hours" specified for each course indicates both the number of credits it carries and the approximate total number of clock hours it meets each week.

Frequency of Course Offerings

Listed with each course description is the normal frequency with which the course is offered. For example, a course that is typically offered every fall semester carries the notation "Offered fall." *For complete and current information on course offerings, including dates, times, locations, and instructors, students are advised to consult both the Summer/Fall and Spring Course Bulletins.*

General Education Courses

The General Education curriculum is currently undergoing revision. Students should consult with their academic advisor regarding General Education requirements.

Course Abbreviations

ACCT	Accounting	INST	Instructional Technology
AFRI	Africana Studies	ITAL	Italian
ANTH	Anthropology	JPAN	Japanese
ARBC	Arabic	JSTD	Justice Studies
ART	Art	LAS	Latin American Studies
ARTE	Art Education	LATN	Latin
ARTM	Art Media	LBRS	Labor Studies
BIOL	Biology	LEAD	Leadership, Educational
BLBC	Bilingual-Bicultural Education	LIBS	Liberal Studies
CEP	Counseling and Educational Psychology	MATH	Mathematics
CHEM	Chemistry	MEDT	Medical Technology
CIS	Computer Information Systems	MGT	Management
COLL	College Course	MKT	Marketing
COMM	Communication	MLAN	Modern Languages
CSCI	Computer Science	MLED	Middle Level Education
CTE	Career and Technical Education	MTET	Mathematics for Elementary Teachers
CTSC	Computed Tomography	MUS	Music
CURR	Curriculum	MUSE	Music Education
DANC	Dance	NPST	Nonprofit Studies
DMS	Diagnostic Medical Sonography	NMT	Nuclear Medicine Technology
ECED	Early Childhood Education	NURS	Nursing
ECON	Economics	PAD	Public Administration
EDP	Education Doctoral Program	PED	Physical Education
ELED	Elementary Education	PFA	Performing Arts
ENGL	English	PHIL	Philosophy
ESL	English as a Second Language	PHYS	Physics
FILM	Film Studies	POL	Political Science
FIN	Finance	PORT	Portuguese
FNED	Foundations of Education	PSCI	Physical Science
FREN	French	PSYC	Psychology
FYS	First Year Seminar	RADT	Radiologic Technology
GEN	General Education	READ	Reading
GEND	Gender and Women's Studies	SED	Secondary Education
GEOG	Geography	SOC	Sociology
GRK	Greek	SPAN	Spanish
GRMN	German	SPED	Special Education
GRTL	Gerontology	SSCI	Social Science
HCA	Health Care Administration	SWRK	Social Work
HED	Health Education	TECH	Technology Education
HIST	History	TESL	Teaching English as a Second Language
HSCI	Health Sciences	THTR	Theatre
HONR	Honors	WRTG	Writing
INGO	International Nongovernmental Organizations Studies		

Course Descriptions

Accounting (ACCT)

Junior standing is a prerequisite for all 300-level accounting courses.

ACCT 201: Principles of Accounting I: Financial

The identification, measurement, and reporting of the financial effects of economic events on enterprises are examined. Lecture and laboratory.

(4) 3 credit hours. Prerequisite: completion of at least 15 college credits. Offered fall, spring, summer.

ACCT 202: Principles of Accounting II: Managerial

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) 3 credit hours. Prerequisite: ACCT 201. Offered fall, spring, summer.

ACCT 310: Accounting Systems and Concepts

Accounting systems are introduced, with emphasis on the accounting cycle through the preparation of statements. Students work with general ledger software and spreadsheet applications. Lecture and laboratory.

(4) 3 credit hours. Prerequisite: ACCT 201 and CIS 251. Offered fall and spring.

ACCT 311: External Reporting I

Accounting concepts, standards, principles, and practices in financial reporting for business entities are studied. Topics include assets, liabilities, and stockholder equity. Lecture and laboratory. (Formerly Intermediate Accounting I.)

(4) 3 credit hours. Prerequisite: ACCT 310, with a minimum grade of C. Offered fall and spring.

ACCT 312: External Reporting II

A continuation of ACCT 311, topics include revenue recognition, pensions, accounting for income taxes, leases, cash flow statements, and financial analysis. Lecture and laboratory. (Formerly Intermediate Accounting II.)

(4) 3 credit hours. Prerequisite: ACCT 311. Offered fall and spring.

ACCT 321: Cost Management I

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. (Formerly Internal Reporting I.)

(4) 3 credit hours. Prerequisite: ACCT 202 and 310, with a minimum grade of C. Offered fall and spring, and offered summer (as needed).

ACCT 331: Federal Income Taxation

Federal income tax law is introduced, with emphasis on individuals. (Formerly Taxes for Business Decisions.)

(4) 3 credit hours. Prerequisite: ACCT 201 or consent of department chair. Offered fall and spring.

ACCT 351: Fraud Examination

Prospective managers and auditors study the extent and significance of fraudulent activity, gaining understanding of the methods and techniques for prevention and detection.

3 credit hours. Prerequisite: ACCT 201. Offered fall.

ACCT 353: Accounting for Governmental and Not-for-Profit Organizations

A conceptual foundation is provided for understanding the accounting and financial reporting of governmental and not-for-profit organizations. (Formerly Accounting for Nonprofit Organizations.)

3 credit hours. Prerequisite: ACCT 202. Offered spring.

ACCT 422: Cost Management II

The use of internal accounting data and reporting in the management decision-making process is examined. Lecture and laboratory. (Formerly Internal Reporting II.)

(4) 3 credit hours. Prerequisite: ACCT 321. Offered spring.

ACCT 432: Advanced Studies in Taxation

The coverage of choice of an entity and the uses of the life-cycle approach to study these entities are expanded upon. Lecture and laboratory. (Formerly Federal Tax II.)

(4) 3 credit hours. Prerequisite: ACCT 331. Offered fall.

ACCT 441: Auditing

Current audit theory and practice are surveyed. A cycle approach is used to demonstrate audit procedures. Topics may include legal liability, ethical standards, audit planning and reporting, and audit risk.

3 credit hours. Prerequisite: ACCT 310 (with a minimum grade of C), 311; CIS 352. Offered fall and spring.

ACCT 443: Business Law

Fundamental principles of the law of contracts, sales, property, commercial paper, and bankruptcy are examined. Forms of business organizations, regulations, and accountants' liability are also covered.

3 credit hours. Prerequisite: ACCT 201 and completion of at least 60 college credits. Offered fall and spring.

ACCT 451: Advanced Financial Accounting

Emphasis is on business consolidations and the external reporting of consolidated financial information in the published financial statements of large publicly owned corporations.

(4) 3 credit hours. Prerequisite: ACCT 311 and 312. Offered fall and spring.

ACCT 461: Seminar in Accounting Theory and Practice

The development of accounting theory, major influences on accounting theory, and the application of accounting theory in the resolution of reporting issues are explored.

3 credit hours. Prerequisite: ACCT 312, 321, 331; FIN 301. Offered fall and spring.

ACCT 467: Directed Internship

Students are assigned to a business, an industrial organization, or a not-for-profit organization and supervised by a mentor. Students receive 1 credit hour for every four hours of work. A two-hour biweekly seminar is included.

3–9 credit hours. Prerequisite: junior standing, a major or minor in a School of Management program, and consent of internship director and appropriate faculty member. Offered fall, spring, summer.

ACCT 510: Advanced AIS: Systems Modeling

Students model, analyze, and evaluate accounting information systems intended to support management control and decision making. Focus is on determining user requirements, communicating results, and effective decision support.

3 credit hours. Prerequisite: consent of instructor. Offered as needed.

ACCT 533: Fundamentals of Financial Planning

Emphasis is on goal setting, cash budgeting, insurance needs, retirement planning, tax planning, and estate planning within the context of the client's goals.

3 credit hours. Prerequisite: consent of instructor. Offered fall.

ACCT 535: Tax Issues for Corporations and Shareholders

Tax implications related to stock ownership are reviewed in a variety of corporate environments. Focus is on dividend distribution policy, the rights and risks of stock ownership, and the use of stock ownership for financial planning purposes.

3 credit hours. Prerequisite: ACCT 533 or consent of instructor. Offered as needed.

ACCT 537: Legal and Tax Issues of Marriage, Separation, and Divorce

Issues related to prenuptial planning, marriage breakdown, separation, and divorce are considered. Focus is on the state and federal tax aspects of separation, divorce, and child care.

3 credit hours. Prerequisite: consent of instructor. Offered as needed.

ACCT 543: Personal Income Tax Planning

Students examine the role of state and federal tax regulations in creating a successful financial plan for the client. Emphasis is on developing strategies that minimize the tax burden on the client through proper planning.

3 credit hours. Prerequisite: consent of instructor. Offered spring.

ACCT 548: Controllership

Students examine the role of the chief accounting officer of an organization within the contemporary business environment. Also explored are the responsibilities and duties of the controller as strategic information officer.

3 credit hours. Prerequisite: consent of instructor. Offered as needed.

ACCT 549: Advanced Topics in Cost Management

Emerging topics and techniques in cost management are discussed, along with the issues involved with implementation. Topics include activity-based costing, total quality management, the survival triplet, and just-in-time.

3 credit hours. Prerequisite: consent of instructor. Offered as needed.

ACCT 552: Topics in Assurance: Risk Assessment

Techniques for identifying and measuring business risk are presented. A framework is also developed for evaluating the organization's risk assessment process and its particular risk profile.

1.5 credit hours. Prerequisite: consent of instructor. Offered as needed.

ACCT 553: Topics in Assurance: Electronic Commerce

The role of accountants in an electronic, Internet-oriented, commercial operation is discussed. Students also engage in the analysis of information exchange and sharing and the processing of electronic sales transactions.

1.5 credit hours. Prerequisite: consent of instructor. Offered as needed.

ACCT 554: Estate Planning

Students examine the role of state and federal tax codes when advising clients about the ultimate preservation of their estate. The client's legal, marital, and medical situation is incorporated into an action plan to achieve the goals of the client.

3 credit hours. Prerequisite: consent of instructor. Offered spring.

ACCT 555: Retirement Planning and Employee Benefits

This course explores the role of the financial planner in advising clients as to employee retirement plan selection, individual retirement planning concerns, and other retirement issues. Emphasis is on achieving an optimal retirement plan.

3 credit hours. Prerequisite: ACCT 433, 443, or consent of instructor. Offered as needed.

ACCT 661: Financial Planning Capstone Course

This course integrates all previous personal financial planning courses on client advising and strategy. Students should take this course just prior to completion of the PFP program.

3 credit hours. Prerequisite: consent of instructor and advanced standing in the program. Offered spring.

Africana Studies (AFRI)**AFRI 162: Non-Western Worlds**

Selected cultures and historical traditions in regions of contemporary and ancient Africa and its diaspora are studied. Students comment critically, in written and oral form, upon African experiences and ideas. Sections are titled: (1) Cape Verde and Western Africa and (2) African Social/Economic Development.

4 credit hours. Gen. Ed. Core 3. Offered fall and spring.

AFRI 200: Introduction to Africana Studies

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. (Formerly Perspectives on African and African American Cultures.)

4 credit hours. Gen. Ed. category SB. Offered fall and spring, and offered summer (as needed).

AFRI 261: Bebop: African and African American Cultures and Aesthetics

Students examine the African origins of bebop; the American founders, Parker and Gillespie; the hard bop of the 1950s and 1960s; and bebop's resurgence in the 1980s and 1990s.

4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered fall, spring, summer.

AFRI 262: Cultural Issues in Africana Studies

Significant issues in Africana studies are examined. Emphasis is on connections and comparisons between African and Western traditions, values, and practices. (Formerly Cultural Issues in Contemporary Africa.)

4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered fall and spring.

AFRI 310: Martin Luther King and the Civil Rights Era

The philosophy of Martin Luther King Jr. is examined. Emphasis is on King's context and contributions to the historical development of the meanings of freedom, equality, and respect for the individual and community.

3 credit hours. Prerequisite: AFRI 200 or consent of program director. Offered fall.

AFRI 320: Hip-Hop: A Global Perspective

Hip-hop's international reach and social significance is explored. Through case studies, students examine how hip-hop animates local cultural politics in an age of globalized media, migration, and transnationalism.

3 credit hours. Prerequisite: AFRI 200 or consent of program director. Offered as needed.

AFRI 335: Race and Cyberspace

This course explores how race and ethnicity structures online behavior. Emphasis is on prejudice, racism, power, inequality, and social transformation.

3 credit hours. Prerequisite: AFRI 200 and SOC 200 or 208. Offered as needed.

AFRI 410: Seminar in Comparative Race Relations

The changing dynamics of race relations within a national and international framework are examined, including ideas about the causes and persistence of racism.

3 credit hours. Prerequisite: AFRI 200 or consent of program director. Offered spring.

AFRI 420: Comparative Slave Systems

This is an integrative experience in the comparative study of slave systems. Emphasis is on the study of slavery in Africa and the New World.

3 credit hours. Prerequisite: AFRI 200 or consent of program director. Offered as needed.

AFRI 461: Seminar in Africana Studies

Africana concepts and theory are examined within a holistic framework. Students conduct research and complete a senior paper.

4 credit hours. Prerequisite: AFRI 200, HIST 348 or 349, 12 additional credit hours of Africana studies courses, and senior standing. Offered as needed.

AFRI 490: Directed Study

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.

3 credit hours. Prerequisite: consent of instructor, program director, and dean. Offered as needed.

AFRI 491: Directed Study

This course is open to students whose topic in Africana Studies 490 may be more fully realized by an additional semester's work.

3 credit hours. Prerequisite: AFRI 490; and consent of instructor, program director, and dean. Offered as needed.

Anthropology (ANTH)

Unless otherwise specified, prior to enrolling in any 300-level anthropology course, all students must complete a 100- or 200-level course in a social science or obtain consent of the department chair.

ANTH 101: Introduction to Cultural Anthropology

The concept of culture and its significance to an understanding of human societies are studied. Examples from a variety of societies are used to illustrate the basic approaches and concepts of cultural anthropology.

4 credit hours. Gen. Ed. category SB. Offered fall and spring.

ANTH 102: Introduction to Archaeology

The methods by which archaeologists study culture and reconstruct past societies are examined through lecture-discussion, films, and laboratory exercises.

4 credit hours. Gen. Ed. category SB. Offered fall and spring.

ANTH 103: Introduction to Biological Anthropology

The biocultural nature of human physical variation is examined through lecture-discussion, films, and laboratory exercises. Topics include modern variation, primatology, and paleo-anthropology. (Formerly Introduction to Physical Anthropology.)

4 credit hours. Offered fall and spring.

ANTH 104: Introduction to Anthropological Linguistics

Language is examined as a uniquely human phenomenon, with emphasis on the systematic description and analysis of communication as a socially and culturally shaped process.

4 credit hours. Gen. Ed. category SB. Offered fall and spring.

ANTH 162: Non-Western Worlds

Selected cultures and historical traditions that arose outside the Western experience are studied. Sections are titled:

African Worlds

Amazonia

Ancient Nile

Borneo

Caribbean "Others"

The Maya, Past and Future

Middle East

The Middle East: Women and Men in Non-Western Cultures

Native Americans in the Northeast

4 credit hours. Gen. Ed. Core 3. Offered fall, spring, summer.

ANTH 169: Music Cultures of Non-Western Worlds

Selected music cultures of the non-Western world are introduced in the contexts of sounds, concepts, social interactions, and materials of music. Students cannot receive credit for both MUS 169 and ANTH 169.

4 credit hours. Gen. Ed. Core 3. Offered fall and spring.

ANTH 205: The Anthropology of Race and Racism

The concept of race as it has developed within the discipline of anthropology is examined. The related question of racism (the ideology of the superiority of one "race" over another) is explored in Western and non-Western societies.

3 credit hours. Gen. Ed. category SB. Offered as needed.

ANTH 206: Oral Traditions

Various forms of spoken traditions are studied as cultural manifestations. These include myths, legends, folktales, parables, poetry, riddles, and games.

3 credit hours. Gen. Ed. category SB. Offered as needed.

ANTH 215: The Archaeology of Ancient Civilizations

The ancient civilizations of Asia, Africa, and the Americas are examined. Topics include how civilizations arise, the similarities and differences among them, and the causes of collapse.

3 credit hours. Offered as needed.

ANTH 233: Methods in Anthropology

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.

4 credit hours. Prerequisite: completion of at least three of the following courses: ANTH 101, 102, 103, 104. Offered spring.

ANTH 261: Intercultural Encounters

The intersection of world cultures in historical and/or contemporary contexts is studied. Students cannot receive credit for both GEN 261 and ANTH 261. Sections are titled:

Arab-Islamic Culture and the West

Judaism, Christianity, Islam

Tourists and Their Hosts

The West Encounters the "Other"

4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered fall, spring, summer.

ANTH 262: Indigenous Rights and the Global Environment

Issues of human rights and the global environment as they impact the world's remaining indigenous peoples are examined.

4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered as needed.

ANTH 263: Hunters and Gatherers: Designs for Living

Non-Western, small-scale societies are compared to Western, complex, post-industrial societies to reveal common elements in the solutions they have developed for "designs for living."

4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered as needed.

ANTH 265: Anthropological Perspectives on Childhood

Childhood, including child development, child-rearing practices, the role of children, and how children become full members of a particular society, is examined using comparative evolutionary and cross-cultural approaches.

4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered as needed.

ANTH 304: Human Paleontology

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.

4 credit hours. Prerequisite: ANTH 103 or consent of department chair. Offered alternate years.

ANTH 305: Exploring Ethnographic Film

A broad perspective is given on the ethnographic category of documentary film. Students cannot receive credit for both ANTH 305 and FILM 305.

4 credit hours. Offered as needed.

ANTH 306: Primate Ecology and Social Behavior

Captive and field studies are examined to illustrate common features of nonhuman primates. Topics include biological and social adaptations, such as diet, communication, dominance hierarchies, social learning, and cognition.

4 credit hours. Fulfills Gen. Ed. category AQSR. Prerequisite: BIOL 108 or 109 or 111. Offered alternate years.

ANTH 307: Human Nature: Evolution, Ecology, and Behavior

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.

4 credit hours. Fulfills Gen. Ed. category Advanced Quantitative/Scientific Reasoning. Prerequisite: BIOL 108 or 109 or 111. Offered alternate years.

ANTH 308: Culture, Aging, and the Life Course

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. (Formerly Cross-Cultural Studies of Aging.)

4 credit hours. Prerequisite: completion of at least 60 college credits, including at least one General Education course in the social and behavioral sciences, or consent of instructor. Offered alternate years.

ANTH 309: Medical Anthropology

Anthropological approaches and results in the study of health and illness are surveyed as social, cultural, and biological phenomena.

4 credit hours. Prerequisite: ANTH 101 or consent of department chair. Offered alternate years.

ANTH 310: Language and Culture

The interrelationships between language and other aspects of culture are examined as they illuminate anthropological issues and theories. (Formerly ANTH 410.)

4 credit hours. Prerequisite: completion of at least 60 college credits and ANTH 104 or COMM 255, or consent of instructor. Offered alternate years.

ANTH 311–314: Regional Studies in Archaeology

The archaeological evidence for the development of cultures in selected world areas is surveyed. Regions include:

311 North America

312 Latin America

313 Europe

314 Other regions (may be repeated with a change in topic)

4 credit hours. Prerequisite: ANTH 102 or consent of department chair. Offered alternate years.

ANTH 319–327: Regional Studies in Cultural Anthropology

Selected societies of a major world area are examined as they relate to anthropological concerns and contribute to an understanding of the similarities and variations in cultures and societies. Regions include:

319 Africa

325 South American Indians

327 Other regions (may be repeated with a change in topic)

4 credit hours. Prerequisite: ANTH 101 or consent of department chair. Offered alternate years.

ANTH 332: Applied Anthropology

Students explore the history, evolution, methods, objectives, and applications of the practical involvement of anthropology in understanding and solving human problems.

4 credit hours. Prerequisite: ANTH 101 or consent of department chair. Offered alternate years.

ANTH 333: Comparative Law and Justice

Systems of law and justice are examined in prestate and state societies to understand the operation of law and justice in cross-cultural contexts and in the United States. Students cannot receive credit for both SOC 333 and ANTH 333. (Formerly ANTH 303.)

4 credit hours. Prerequisite: any 100- or 200-level course in a social science. Offered fall and spring.

ANTH 334: Steamships and Cyberspace: Technology, Culture, Society

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.

4 credit hours. Prerequisite: completion of at least 60 college credits and any General Education course in a social or behavioral science, or consent of department chair. Offered alternate years.

ANTH 337: Anthropological Approaches to Religion

The content, structure, concepts, and functions of religion are studied, with emphasis on relationships to other aspects of culture and society.

4 credit hours. Offered alternate years.

ANTH 338: Urban Anthropology

Western and non-Western traditions in urbanization are compared and contrasted. Cross-cultural comparisons are emphasized.

4 credit hours. Prerequisite: ANTH 101 or consent of department chair. Offered alternate years.

ANTH 345: Museums, Cultures, and Others

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.

4 credit hours. Prerequisite: completion of at least 60 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

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. (Formerly ANTH 401: Issues in Anthropological Theory.)

4 credit hours. Prerequisite: completion of at least 60 college credits and ANTH 101, 102, 103, and 104. Offered alternate years.

ANTH 390: Independent Study

Students select a topic and undertake concentrated research under the supervision of a faculty member.

1–4 credit hours. Prerequisite: completion of at least 60 college credits; completion of at least two of the following courses: ANTH 101, 102, 103, 104; and consent of instructor and department chair. Offered as needed.

ANTH 402: Evolution of the Capacity for Culture

The evolution of the biological and social capacities that made culture the central attribute of humans is examined. Topics include evolution of the human diet, tool making, social interaction, and language. (Formerly ANTH 302.)

4 credit hours. Prerequisite: completion of at least one of the following: ANTH 304, 306, or BIOL 221; or consent of instructor. Offered alternate years.

ANTH 418: Cultural Pluralism

The nature 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.

3 credit hours. Prerequisite: completion of at least 6 college credits in any of the social sciences disciplines or consent of department chair. Offered as needed.

ANTH 424: North American Indians

Selected societies of Native North America are examined as they relate to anthropological concerns and contribute to an understanding of the similarities and variations in cultures of the region.

4 credit hours. 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

Anthropological concepts and theory are examined within a holistic framework. Students conduct research and complete a senior paper. Required of majors.

4 credit hours. Prerequisite: senior standing and ANTH 101, 102, 103, 104, and 233. Offered fall.

ANTH 461: Latinos in the United States

The experiences and perspectives of Latinos in the United States are examined. Students cannot credit for both ANTH 461 and SSCI 461.

3 credit hours. 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

Directed reading is given in an anthropological area of interest to the student and the instructor.

1–4 credit hours. 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: 481–484: Anthropology Field School

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. Sections are titled:

481 Cultural Anthropology

482 Archaeology

483 Biological Anthropology

484 Anthropological Linguistics

4–8 credit hours. Prerequisite: completion of at least 75 college credits and consent of instructor or department chair. Offered as needed.

ANTH 490: Directed Study in Anthropology

Students select a topic and undertake concentrated research under the supervision of a faculty advisor.

1–4 credit hours. 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 495: Internships in Anthropology

Students are placed in positions appropriate to their studies in anthropology, such as in museums and historical preservation agencies. A program of study is designed by the student and supervised by a faculty member.

1–8 credit hours. 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

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, FNED 561, or SSCI 561.

3 credit hours. Prerequisite: graduate status and any 300-level social or behavioral science course, or consent of department chair. Offered as needed.

Arabic (ARBC)**ARBC 101: Elementary Arabic I**

Students learn to understand, speak, read, and write in basic Modern Standard Arabic and gain an understanding of the diversity of Arabic life.

4 credit hours. Offered fall and spring.

ARBC 102: Elementary Arabic II

Four skills in Modern Standard Arabic: speaking, reading, writing, and listening comprehension are further developed within the context of Arabic-speaking cultures.

4 credit hours. Prerequisite: ARBC 101 or equivalent. Offered fall and spring.

Art (ART)**ART 101: Drawing I: General Drawing**

The fundamentals and history of freehand drawing are explored. Observational analysis of forms and space, media characteristics, and pictorial organization approaches are stressed. Studio.

(6) 4 credit hours. Gen. Ed. category A. Offered fall and spring.

ART 104: Design I: Two-Dimensional Design

Two-dimensional compositional strategies are applied through intuitive and logical organization of visual elements. Students also develop basic problem-solving skills while learning to think visually. Studio.

(6) 4 credit hours. Gen. Ed. category A. Offered fall and spring.

ART 105: Drawing II

Drawing from the human figure is introduced, including basic anatomy, general nomenclature, and consideration of various artistic problems. Students work from live models, the skeleton, and anatomy texts. Studio.

(6) 3 credit hours. Prerequisite: ART 101. Offered fall and spring.

ART 114: Design II: Three-Dimensional Design

The sequential development of planar and volumetric forms in real space provide the basis for study of visual structure. The role that media, process, and problem solving have in the development of form are also covered. Studio.

(6) 3 credit hours. Prerequisite: ART 104. Offered fall and spring.

ART 162: Perspectives on Asian Art

The visual arts of India, China, and Japan are introduced in their historical and cultural contexts. Students view East Asian art as an expressive cultural practice. Students cannot receive credit for both ART 162 and ART 230.

4 credit hours. Gen. Ed. Core 3. Offered fall.

ART 201: Visual Arts in Society

Fine arts and crafts from various periods are introduced along with hands-on studio experience to foster visual understanding. Art forms are studied within the context of society. For nonart majors only. Lecture and studio.

(4) 3 credit hours. Gen. Ed. category A. Offered fall and spring.

ART 202: Painting I

The techniques of oil painting are introduced. Color, value, line, form, texture, and compositional problems are explored by observing objects and nature. Studio.

(6) 3 credit hours. Prerequisite: Concurrent enrollment in or completion of ART 204 or 205. Offered fall and spring.

ART 204: Synthesis/Three-Dimensional Emphasis

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.

(6) 3 credit hours. Prerequisite: ART 105 and 114. Offered fall and spring.

ART 205: Synthesis/Two-Dimensional Emphasis

Emphasis is on the synthesis of basic drawing language and fundamental design skills. Extended possibilities for the manipulation of materials and the conceptual aspects of image construction are stressed. Includes slide portfolio lab. Studio.

(6) 3 credit hours. Prerequisite: ART 105 and 114. Offered fall and spring.

ART 206: Ceramics I

Basic hand-building methods and simple direct decoration techniques are introduced. Students explore clay, glaze materials, and firing procedures at earthenware temperatures. Studio.

(6) 3 credit hours. Prerequisite: Concurrent enrollment in or completion of ART 204 or 205 is prerequisite for art department majors. Nonart department majors must have consent of department chair. Offered fall and spring.

ART 208: Printmaking: Intaglio and Monotype

The materials and techniques of monotype and intaglio printmaking are introduced, with emphasis on the aesthetic and conceptual possibilities of various approaches. Studio.

(6) 3 credit hours. Prerequisite: Concurrent enrollment in or completion of ART 204 or 205. Offered spring.

ART 217: Introduction to Photography

Emphasis is on the expressive potential of the medium through the creative use of theory, camera controls, and darkroom procedures. Print quality is stressed. Studio.

(6) 3 credit hours. Prerequisite: Concurrent enrollment in or completion of ART 204 or 205 is prerequisite for art department majors. Nonart department majors must have consent of department chair. Offered fall and spring.

ART 218: Printmaking: Lithography and Relief

The materials and techniques of relief and lithographic printmaking are introduced, with emphasis on the aesthetic and conceptual possibilities of various approaches. Studio.

(6) 3 credit hours. Prerequisite: Concurrent enrollment in or completion of ART 204 or 205. Offered fall.

ART 221: Metalsmithing and Jewelry: Basic Fabrication/Forming

Fabrication and forming processes are studied, with emphasis on the development of design concepts and skills in their application to the studio practice of metalsmithing and jewelry. Studio. (Formerly Metal I.)

(6) 3 credit hours. Prerequisite: Concurrent enrollment in or completion of ART 204 or 205, or consent of department chair. Offered fall and spring.

ART 223: Metalsmithing and Jewelry: Casting/Duplication Processes

Casting and its application in the design and production of jewelry and small art metal forms are studied using a variety of waxes and techniques to develop models. Studio.

(6) 3 credit hours. Prerequisite: Concurrent enrollment in or completion of ART 204 or 205, or consent of department chair. Offered fall and spring.

ART 224: Graphic Design I

Students research concept, preliminary forms, analysis, and basic studio and computer skills. Included are conceptual and visual problem-solving and graphic design theory related to creative organization of space using typography and image. Studio.

(6) 3 credit hours. Prerequisite: Concurrent enrollment in or completion of ART 204 or 205 is prerequisite for art department majors. Nonart department majors must have consent of department chair. Offered fall and spring.

ART 225: Figurative Modeling

Elements that emphasize three-dimensional aspects of the figure and the development of figurative concepts are realized through modeling and drawing. Studio.

(6) 3 credit hours. Prerequisite: ART 105. Offered fall.

ART 226: Pixel-Based Digital Design

Technical and aesthetic aspects of digital art are studied, including photographic imagery, Web graphics, creative expression, design, conceptual development, and visual thinking. Studio.

(6) 3 credit hours. Prerequisite: ART 101 and 104. Offered fall.

ART 227: Vector-Based Digital Design

Technical and aesthetic aspects of digital art are studied, including typography and graphics, creative expression, information design, conceptual development, and visual thinking. Studio.

(6) 3 credit hours. Prerequisite: ART 101 and 104. Offered spring.

ART 230: A Survey of Far Eastern Art

The painting, architecture, sculpture, and minor arts of India, China, Korea, Japan, and Southeast Asia are introduced. Lecture. Students cannot receive credit for both ART 162 and ART 230.

3 credit hours. Gen. Ed. category A. Offered as needed.

ART 231: Prehistoric to Renaissance Art

The fundamental concepts and functions of the history of art, visual analysis, and interpretation are introduced. Focus is on the painting, sculpture, and architecture of early Europe and the Near East. Lecture.

4 credit hours. Gen. Ed. category A. Offered fall, spring, summer.

ART 232: Renaissance to Modern Art

Focusing on European painting, sculpture, architecture, and the minor arts of the past 500 years, the basic aims of ART 231 are developed further. Lecture.

4 credit hours. Gen. Ed. category A. Offered fall, spring, summer.

ART 234: Sculpture: Wood and Alternate Materials

Students explore a variety of subject matter and develop a personalized vision using wood fabrication skills introduced in class. Plastics, assemblage, and student-selected alternate materials are also explored. Studio.

(6) 3 credit hours. Prerequisite: Concurrent enrollment in or completion of ART 204 or 205. Offered spring.

ART 235: Sculpture: Metal Casting and Fabrication

Traditional and contemporary approaches to sculptural form are explored using metal-working techniques, including welding, cold fabrication, forging, and casting. Studio.

(6) 3 credit hours. Prerequisite: Concurrent enrollment in or completion of ART 204 or 205. Offered fall.

ART 262: Picturing Ourselves: The Art of Japan and the West

Selected visual images from Edo Japan and the West are introduced and critical comparative studies made of social relations depicted in those images.

4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered fall.

ART 302: Painting II

Focusing on the figure, this course continues the development of concepts begun in ART 202. Students are encouraged to explore individual concepts, with emphasis on style, technique, and materials. Studio.

(6) 3 credit hours. Prerequisite: ART 202. Offered fall and spring.

ART 306: Ceramics II

Emphasis is on the use of the potter's wheel and on firing at stoneware temperatures. Stress is on developing greater sensitivity to clay and glazes, experimentation, and skill. Studio.

(6) 3 credit hours. Prerequisite: ART 206 is prerequisite for art department majors. Nonart department majors must have consent of department chair. Offered fall and spring.

ART 324: Graphic Design II

Students investigate conceptual and visual problem solving through expanded graphic design projects. Emphasis is on the development of ideas, the manipulation of typography, image, and graphic design principles. Studio.

(6) 3 credit hours. Prerequisite: ART 224. Offered fall and spring.

ART 331: Greek and Roman Art

Greek and Roman art from the tenth century B.C. to the fourth century A.D. are studied. Focus is on the differing character and functions of this art and on its importance for the development of Western art. Lecture.

3 credit hours. Prerequisite: ART 231 and 232. Offered spring.

ART 332: Renaissance Art

Focusing on the concept of the Renaissance from the fourteenth to the sixteenth centuries, this course surveys developments in painting, sculpture, and architecture in major European centers. Lecture.

3 credit hours. Prerequisite: ART 231 and 232. Offered fall.

ART 333: Baroque Art

Beginning with changes occurring in Rome around 1600, this course surveys seventeenth-century European art, with emphasis on Italian art. Lecture.

3 credit hours. Prerequisite: ART 231 and 232. Offered spring.

ART 334: American Art and Architecture

Painting, sculpture, and architecture from colonial times to the Armory Show of 1913 are examined, with particular attention given to problems of indigenous tradition. Lecture.

3 credit hours. Prerequisite: ART 231 and 232. Offered fall.

ART 336: Nineteenth-Century European Art

Beginning with the manifestation of romanticism and neoclassicism in late eighteenth-century European art, this course then follows the nineteenth-century developments of realism, naturalism, and symbolism. Lecture.

3 credit hours. Prerequisite: ART 231 and 232. Offered fall.

ART 337: Twentieth-Century Art

The development of modernism, dada, and surrealism in European centers, and American post-World War II and contemporary trends are traced through painting and sculpture. Lecture.

3 credit hours. Prerequisite: ART 231 and 232. Offered spring.

ART 338: History of Photography

Focus is on the origin and aesthetic evolution of fine art photography. Movements in theory and criticism relevant to photography are explored in relation to parallel developments in other visual arts. Lecture.

3 credit hours. Prerequisite: ART 231 and 232, or consent of instructor. Offered spring.

ART 347: Photography II

Focus is on advanced photographic theory, philosophy, and technique. Students are expected to develop a portfolio theme through mature sensitivity in handling the medium. Studio.

(6) 3 credit hours. Prerequisite: ART 217. Offered fall and spring.

ART 400: Issues for the Studio Artist

Studio art majors engage in issues pertinent to their roles as professional visual artists, including the articulation of personal vision, the influences of social and formal issues, and the role of galleries, museums, and educational institutions.

4 credit hours. Prerequisite: ART 231, 232, and all foundations courses required of B.F.A. majors. Offered fall.

ART 460: Seminar in the Visual Arts

Various historical and theoretical topics in the visual arts are explored. Lecture.

3 credit hours. Prerequisite: consent of instructor. Offered as needed.

ART 461: Seminar in Art History

Through readings, discussions, and papers on selected topics, students explore specific problems in art history, including interpretation and methodology. This course may be repeated for credit with a change in content. Lecture.

3 credit hours. Prerequisite: advanced class standing and consent of instructor. Offered fall and spring.

ART 490: Problems in the Visual Arts

Students select, with approval, a specific area and medium for advanced investigation. Evidence of performance is presented in completed art work. A 6-credit-hour maximum for any single area of study. Studio.

1–6 credit hours. Prerequisite: completion of most advanced courses offered in area of study, upper-class standing, and consent of instructor and department chair. Offered as needed.

ART 491: Studio III: Topic

Students explore advanced involvement in specific studio concentrations, with emphasis on development of a personal direction. A professional attitude of self-regulation in developing ideas and executing work is expected. Studio.

(2–12) 1–6 credit hours. Prerequisite: all 200- and 300-level courses in the topic area or consent of instructor. Offered fall and spring.

ART 492: Studio IV: Topic

A continuation of advanced studio studies, this course continues the in-depth development of a personal direction. Studio. (2–12) 1–6 credit hours. Prerequisite: ART 491 and consent of instructor. Offered fall and spring.

ART 493: Reading and Research in Art History

Working individually with the instructor, the student continues the exploration of Greek and Roman art, Renaissance art, baroque art, American art, or modern art.

3 credit hours. Prerequisite: lecture course in respective area and consent of instructor. Offered as needed.

ART 497: Senior Studio

This final course in advanced studio culminates in an exhibition. In-depth exploration, conceptual inquiry, and articulation skills are promoted in relation to each student's personal direction. Studio.

(6) 1–6 credit hours. Prerequisite: ART 492 and consent of instructor. Offered fall and spring.

ART 510: CADD

Objects and space are designed electronically using 3-D software. Simple and complex objects are also placed in appropriate environments. Software, such as Photoshop and Illustrator, are used.

3 credit hours. Prerequisite: admission to the M.F.A. in theatre program or consent of department chair. Offered spring.

ART 560: Graduate Seminar in the Visual Arts

Focus is on current issues concerning philosophical, historical, and aesthetic problems in art. Structural concepts, relevant methods of inquiry, social and formal issues, and articulation of personal vision are examined.

3 credit hours. Prerequisite: consent of department chair. Offered spring.

ART 590: Directed Graduate Study

Students conduct independent research and/or studio exploration in the visual arts under the supervision of a faculty member.

4 credit hours. Prerequisite: consent of department chair. Open to candidates in the master's programs in art. Offered as needed.

ART 594: Graduate Studio: Topic

A professional level of work is required in both technique and attitude in this advanced study in the topic area. This course concludes with an Art Department Graduate Committee review. Studio.

(2–12) 1–6 credit hours. Prerequisite: 400-level course in the topic. Offered fall and spring.

ART 595: Graduate Studio: Topic

A continuation of ART 594, this course concludes with an Art Department Graduate Committee review. Studio.

(2–12) 1–6 credit hours. Prerequisite: ART 594 and consent of instructor. Offered fall and spring.

ART 596: Graduate Studio: Topic

Independent professional research is required, demonstrating continuity, integrity, and innovation in a particular area. This course concludes with an Art Department Graduate Committee review. Studio.

(2–12) 1–6 credit hours. Prerequisite: ART 595 and consent of instructor. Offered fall and spring.

ART 691: Thesis

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.

3 credit hours. Prerequisite: acceptance of thesis proposal and consent of department chair. Offered as needed.

Art Education (ARTE)**ARTE 303: Introduction to Art Education**

Prospective art educators are oriented to the field of art as a discipline and to concepts of teaching and learning in art. Observational and studio experiences are included. (Formerly ARTE 203.)

(4) 3 credit hours. Prerequisite: ART 204 or 205. Offered fall and spring.

ARTE 340: Methods and Materials in Art Education

Children's artistic expression in relation to research and current approaches to art education are covered. Included are studio workshop experiences with art materials used in the elementary classroom. Not open to art education majors.

(3) 2 credit hours. Prerequisite: completion of College Writing Requirement and General Education Arts requirement. Offered fall, spring, summer.

ARTE 404: Secondary Practicum in Art Education

Teaching concepts, lesson plan development, and evaluation for secondary school art instruction are studied through readings, discussions, observations in secondary art classrooms, and introductory teaching experiences.

(4) 3 credit hours. Prerequisite: admission to the art education teacher preparation program, ARTE 303, and 24 credit hours of art courses. Offered fall and spring.

ARTE 405: Elementary Practicum in Art Education

Artistic development, teaching models, and curriculum development for elementary school art instruction are studied through readings, discussions, observations in elementary art classrooms, and introductory teaching experiences.

(4) 3 credit hours. Prerequisite: ARTE 404 and 33 credit hours of art courses. Offered fall and spring.

ARTE 421: Art in the Elementary School

The objectives of an art program in the elementary grades are considered as well as the means of developing, presenting, encouraging, and evaluating programs.

3 credit hours. Prerequisite: ARTE 340 or elementary teaching experience, and consent of instructor. Offered as needed.

ARTE 426: Student Teaching in Art Education

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.

10 credit hours. 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 and spring.

ARTE 464: Student Teaching Seminar in Art Education

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.

2 credit hours. Prerequisite: concurrent enrollment in ARTE 426. Offered fall and spring.

ARTE 503: Graduate Introduction to Art Education

Prospective art educators are oriented to the field of art as a discipline and to concepts of teaching and learning in art. Included are graduate-level research projects as well as observational and studio experiences.

3 credit hours. Prerequisite: application or acceptance into the M.A.T. in art education program. Offered fall and spring.

ARTE 504: Graduate Secondary Practicum in Art Education

Teaching concepts, lesson plan development, and evaluation for secondary art instruction are studied through readings, discussions, observations in secondary school art classrooms, and introductory teaching experiences.

(4) 3 credit hours. Prerequisite: CEP 552, prior or concurrent enrollment in ARTE 503, and acceptance into the M.A.T. in art education program. Offered fall and spring.

ARTE 505: Graduate Elementary Practicum in Art Education

Artistic development, teaching models, and curriculum development for elementary school art instruction are studied through readings, discussions, observations in elementary school art classrooms, and introductory teaching experiences.

(4) 3 credit hours. Prerequisite: ARTE 504. Offered fall and spring.

ARTE 515: Curriculum in Art Education

Curriculum theory and development of art programs at elementary and secondary schools are identified, analyzed, and critiqued. Initiatives for site-specific curriculum development or revision are begun. Seminar.

3 credit hours. Prerequisite: consent of department chair. Offered fall.

ARTE 525: Graduate Student Teaching in Art Education

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.

10 credit hours. Prerequisite: 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 and spring.

ARTE 562: Graduate Seminar in Student Teaching in Art Education

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.

2 credit hours. Prerequisite: concurrent enrollment in ARTE 525. Offered fall and spring.

ARTE 591: Readings and Research in Art Education

Students select a topic and undertake concentrated research under the supervision of a faculty advisor.

3 credit hours. Prerequisite: consent of department chair. Offered as needed.

ARTE 613: Research and Evaluation in Art

Art research and evaluation are analyzed for design, methodology, and conceptual foundations. Emphasis is on interpreting, understanding, and critiquing original research or evaluation projects in art or art education.

3 credit hours. Prerequisite: consent of department chair. Offered as needed.

Art Media (ARTM)

ARTM 521: Electronic Media Production I

The fundamentals of multimedia production, including logical and intuitive approaches as applied to graphic design, photography, animation, audio, and video are covered. Studio. (Formerly ART 521.)

(6) 4 credit hours. Offered fall.

ARTM 522: Electronic Media Production II

Study is made of the hypermedia environment as an interactive synthesis of diverse elements, including text, sound, moving and still photography, video, and animation. Studio. (Formerly ART 522.)

(6) 4 credit hours. Prerequisite: ARTM 521. Offered spring.

ARTM 523: Digital Portfolio I

Students develop a personal vision and learn to conceive, design, and produce hypermedia projects. Various media models are tested against topics. Students also prepare their proposals for ARTM 524. Studio. (Formerly ART 523.)

(6) 4 credit hours. Prerequisite: ARTM 522. Offered fall.

ARTM 524: Digital Portfolio II

In this capstone course, students consolidate their skills, while focusing on a specific topic and format. Studio.

(6) 4 credit hours. Prerequisite: ARTM 523 and a written proposal submitted to and accepted by the instructor. Offered spring.

ARTM 532: Media Ethics

The ethical context of contemporary media is examined. (Formerly PHIL 532: Media Ethics: Law and Management.)

4 credit hours. Prerequisite: acceptance into the M.A. in art with concentration in media studies program or graduate status and consent of instructor and department chair. Undergraduates 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

The theoretical study of aesthetic principles and creative uses of media as art forms and not simply as transmission devices are presented. Students also examine theories governing the aesthetics of visual communication media.

4 credit hours. Prerequisite: acceptance into the M.A. in art with concentration in media studies program or graduate status and consent of instructor and department chair. Undergraduates 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

From a historico-theoretical foundation, students analyze new media and the transformations of traditional media into its recent electronic incarnations.

4 credit hours. Prerequisite: acceptance into the M.A. in art with concentration in media studies program or graduate status and consent of instructor and department chair. Undergraduates 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

From a theoretical foundation, students examine new media, evolving technologies, and the changes in culture, society, and media that have accompanied the rise of the computer and postmodernism.

4 credit hours. Prerequisite: acceptance into the M.A. in art with concentration in media studies program or graduate status and consent of instructor and department chair. Undergraduates 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

Students gain a more comprehensive understanding of electronic media through on-the-job training. Instruction, supervision, and practice in professional careers and specialties are provided. (Formerly COMM 579.)

1–4 credit hours. Prerequisite: acceptance into the M.A. in art with concentration in media studies program or graduate status and consent of instructor and department chair. Offered as needed.

ARTM 590: Directed Study in Media Studies

Students conduct independent research in new media and/or engage in independent electronic media production under the supervision of a faculty member.

4 credit hours. Prerequisite: acceptance into the M.A. in art with concentration in media studies program and consent of instructor and department chair. Offered as needed.

ARTM 691: Thesis in Media Studies

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.

4 credit hours. Prerequisite: acceptance into the M.A. in art with concentration in media studies program and consent of instructor and department chair. Offered as needed.

Bilingual-Bicultural Education (BLBC)**BLBC 515: Bilingual Education Issues**

Bilingual education and its application in the United States are examined. Recent major research is also examined, critiqued, and discussed. (Formerly BLBC 451.)

3 credit hours. Prerequisite: 6 credit hours of teacher education courses or consent of department chair. Offered spring.

BLBC 516: Methods and Materials in Bilingual-Bicultural Education

Methods and materials in bilingual-bicultural education are identified and analyzed. Materials on the national and international levels are discussed. (Formerly BLBC 416.)

3 credit hours. Prerequisite: 6 credit hours of teacher education courses or consent of department chair. Offered fall.

BLBC 517: Curriculum Issues in Bilingual-Bicultural Education

Curriculum issues relating to second-language acquisition at both the elementary and secondary levels are identified and analyzed. Curriculum models are researched and evaluated. (Formerly BLBC 517.)

3 credit hours. Prerequisite: BLBC 547 or TESL 546. Offered as needed.

BLBC 539: Language Acquisition and Learning

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. (Formerly BLBC 439.)

3 credit hours. Prerequisite: 6 credit hours of teacher education courses or consent of department chair. Offered as needed.

BLBC 547: Concepts in Bilingual-Bicultural Education

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. (Formerly BLBC 447.)

3 credit hours. Offered as needed.

BLBC 562: Seminar in Bilingual Education

Focus is on developing appropriate investigative skills and methodologies in conducting bilingual classroom-centered research. Students attend weekly seminar discussions.

3 credit hours. Prerequisite: graduate status and 24 credit hours of graduate courses, including BLBC 517 and 547. Offered as needed.

Biology (BIOL)

Prior to enrolling in any biology course, students must have completed the College Mathematics Requirement. A grade of C or better is required in BIOL 108, 109, or 112, in order to take any biology course at the 200-level and above.

BIOL 103: Human Biology

The fundamental principles and concepts of biology as they pertain to the human organism are introduced. This course is intended for students who are pursuing studies in areas other than the natural sciences. Lecture.

3 credit hours. Offered fall, spring, summer.

BIOL 108: Basic Principles of Biology

Basic biological principles are introduced. This course prepares students for courses in anatomy, physiology, and microbiology. Lecture and laboratory (dissection included). Not open to biology majors.

(6) 4 credit hours. Gen. Ed. category NS. Offered fall, spring, summer.

BIOL 109: Fundamental Concepts of Biology

Unifying concepts from various levels of biological organization are considered. This course is for students pursuing studies other than the natural sciences. Lecture and laboratory. Not open to biology and clinical laboratory science majors.

(6) 4 credit hours. Gen. Ed. category NS. Offered fall, spring, summer.

BIOL 111: Introductory Biology I

Emphasis is on the molecular and cellular nature of living systems. This course is intended for science majors and any student with an interest in science. Lecture and laboratory. (Formerly BIOL 101.)

(6) 4 credit hours. Gen. Ed. category NS. Offered fall, spring, summer.

BIOL 112: Introductory Biology II

Emphasis is on organismal and ecological levels of organization. This course is intended for science majors and any student with an interest in science. Lecture and laboratory (dissection included). (Formerly BIOL 102.)

(6) 4 credit hours. Prerequisite: BIOL 111 with a minimum grade of C-. Offered spring and summer.

BIOL 221: Genetics

A balanced treatment of classical Mendelian concepts, population topics, and the recent advances in molecular genetics are presented. Lecture and laboratory.

(6) 4 credit hours. Prerequisite: BIOL 111 and 112. Offered fall.

BIOL 231: Human Anatomy

By using a systematic approach, study is made of the human organism with respect to the histological and gross anatomy. Lecture and laboratory (dissection included). (Formerly BIOL 331.)

(6) 4 credit hours. Prerequisite: BIOL 111 and 112, or 108. Offered fall, spring, summer.

BIOL 241: Biology Research Colloquium

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.

0.5 credit hour. Prerequisite: BIOL 111 and 112, or 108. Offered fall and spring.

BIOL 261: The World's Forests

Interactions between people and their native trees are explored from historical, biological/environmental, humanitarian/aesthetic, and socioeconomic perspectives. Emphasis is on how trees are perceived and used by diverse cultures.

4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered as needed.

BIOL 300: Developmental Biology of Animals

A descriptive and experimental approach is applied to animal ontogeny, with consideration of cell fate determination, differentiation, morphogenesis, and pattern formation. Lecture and laboratory. (Formerly Developmental Biology.)

(6) 4 credit hours. Prerequisite: BIOL 111, 112, 221, and completion or concurrent enrollment in BIOL 320. Offered spring.

BIOL 318: Ecology

The ecosystem is introduced. Emphasis is on how the interaction of environmental factors has shaped, influenced, and controlled the distribution of biomes, communities, and populations. Lecture, laboratory, and field trips.

(6) 4 credit hours. Prerequisite: BIOL 111 and 112. Offered fall.

BIOL 320: Cell and Molecular Biology

The structure and function of cells as living units are presented. Cell metabolism, reproduction, and steady-state controls are discussed. The biochemical and ultrastructural nature of cells is examined. Lecture and laboratory.

(6) 4 credit hours. Prerequisite: BIOL 111, 112, 221; CHEM 205. Offered spring.

BIOL 321: Invertebrate Zoology

Study is made of common invertebrate types, their life histories, adaptive morphology, and physiology, with respect to their environment and to their phylogenetic position. Lecture and laboratory.

(6) 4 credit hours. Prerequisite: BIOL 111 and 112. Offered as needed.

BIOL 324: Vertebrate Zoology

The origin, evolution, life history, and adaptation of the subphylum vertebrata are studied. Local fauna is stressed in the laboratory. Lecture and laboratory.

(6) 4 credit hours. Prerequisite: BIOL 111 and 112. Offered as needed.

BIOL 329: Comparative Vertebrate Anatomy

Comparison of the anatomy and functions of the vertebrates from the evolutionary point of view is presented. Included is detailed dissection of selected representatives from five classes of vertebrates. Lecture and laboratory.

(6) 4 credit hours. Prerequisite: BIOL 111 and 112. Offered as needed.

BIOL 335: Human Physiology

Basic principles of physiology are introduced, with emphasis on homeostatic mechanisms. Attention is given to the functions of organ systems and coordination in the whole human organism. (Formerly Vertebrate Physiology.)

(6) 4 credit hours. Gen. Ed. category AQS. Prerequisite: BIOL 111 and 112, or 108 and 231. Offered fall, spring, summer.

BIOL 340: Histology

Structural characteristics of mammalian cells, tissues, and organs are examined in detail. At each of these levels of organization, functional correlates of microanatomical features are emphasized. Lecture and laboratory.

(6) 4 credit hours. Prerequisite: BIOL 111 and 112. Offered as needed.

BIOL 348: Microbiology

Microbial structure and metabolism, dynamics of microbial populations, disease causation, microbial genetics, and virology are presented. Lecture and laboratory.

(6) 4 credit hours. Prerequisite: BIOL 111 and 112, or 108. Offered fall, spring, summer.

BIOL 353: The Plant Kingdom

The major groups of plants are surveyed, with emphasis on evolutionary aspects, reproductive strategies, and ecological interrelationships. Structural features of plant cells, tissues, and organs are emphasized. Lecture and laboratory.

(6) 4 credit hours. Prerequisite: BIOL 111 and 112, or consent of instructor. Offered as needed.

BIOL 354: Plant Growth and Development

Topics include photophysiology, nitrogen metabolism, phytohormones, translocation, mineral nutrition, and the anatomical structures associated with these processes. Lecture and laboratory.

(6) 4 credit hours. Prerequisite: BIOL 111 and 112, or consent of instructor. Offered as needed.

BIOL 420: Biochemistry of Proteins and Nucleic Acids

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. (Formerly BIOL 410: Biochemistry I.)

3 credit hours. Prerequisite: CHEM 206 and either BIOL 320 or CHEM 310. Offered as needed.

BIOL 421: Biochemistry of Lipids and Carbohydrates

The physical and chemical properties of carbohydrates and lipids are presented. Students cannot receive credit for both BIOL 421 and CHEM 421. Lecture. (Formerly BIOL 411: Biochemistry II.)

3 credit hours. Prerequisite: CHEM 206 and either BIOL 320 or CHEM 310. Offered as needed.

BIOL 429: Medical Microbiology

This is a study of medically important microorganisms, with emphasis on the molecular mechanisms of pathogenicity. (Formerly Advanced Microbiology.)

(6) 4 credit hours. Prerequisite: BIOL 348; CHEM 205, 206. Offered as needed.

BIOL 431: Immunology

This is a study of animal immune responses, with emphasis on the properties of antigens and immunoglobulins, cellular communication, pathology, and the development and regulation of humoral and cellular immunity. Lecture.

3 credit hours. Prerequisite: BIOL 111, 112; CHEM 205, 206; or consent of department chair. Offered as needed.

BIOL 435: Comparative Animal Physiology

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.

3 credit hours. Prerequisite: BIOL 111, 112, and 221. Offered as needed.

BIOL 440: Evolution

An interdisciplinary approach is used to examine evolutionary trends of plants and animals, the origin of life, molecular evolution, and speciation. Lecture.

3 credit hours. Prerequisite: BIOL 221. Offered as needed.

BIOL 445: Behavioral Neuroscience

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) 4 credit hours. Prerequisite: PSYC 110, 221, 345. Offered annually.

BIOL 460: Biology Senior Seminar

Topics covering the breadth of biology content are synthesized in this capstone experience. Skills emphasized are writing and oral presentation in science. A content examination and literature review are required.

3 credit hours. Prerequisite: senior status (90 credit hours successfully completed), BIOL 111, 112, 221, 318, 320; or consent of department chair. Offered fall and spring.

BIOL 491–494: Problems in Biology

The experimental aspects and recent advances in different fields of biology are examined. Research projects and papers on the work accomplished are required. Not open to students enrolled in the M.A. program in biology.

1–4 credit hours. Prerequisite: two 300-level biology courses or consent of department chair. Offered fall, spring, summer.

BIOL 526: Molecular Cell Physiology

Topics may include solution chemistry, membrane structure, gene regulation, homeostasis, and cell organelle structure and function. Lecture. (Formerly Cell Morphology and Physiology.)

3 credit hours. Prerequisite: BIOL 320; CHEM 205, 206. Offered as needed.

BIOL 531: Mammalian Endocrinology

Topics include neuroendocrinology, hypothalamic-pituitary relationships, mechanisms of hormone action, endocrine aspects of reproduction, carbohydrate metabolism, calcium homeostasis, and water/electrolyte balance. Lecture.

3 credit hours. Prerequisite: two 300-level or above biology courses and consent of department chair. Offered as needed.

BIOL 532: Advanced Developmental Biology

The molecular regulation of development, differentiation, control of the cell cycle, and regeneration are examined, with emphasis on recent research. Lecture and laboratory.

(6) 4 credit hours. Prerequisite: BIOL 221, 300, 320, or equivalents. Offered as needed.

BIOL 533: Research Methods in Molecular Biology

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.

4 credit hours. Prerequisite: senior undergraduate or graduate status, with consent of department chair. Offered as needed.

BIOL 560: Graduate Seminar

Students investigate a current biological topic using primary literature and develop skills that contribute to effective oral and written presentations in science.

1 credit hour. Prerequisite: graduate status. Open to undergraduates with consent of department chair. Offered fall.

BIOL 651–654: Advanced Topics in Biology

Individual study is provided under the direction of a faculty member of the biology department. Topics vary.

1–4 credit hours. Prerequisite: normally only open to students enrolled in the M.A. program in biology. Offered fall, spring, summer.

BIOL 691–696: Directed Research

Students investigate an experimental question in biology under the direction of an advisor.

1–6 credit hours. Prerequisite: consent of advisor and department chair. Offered fall, spring, summer.

Career and Technical Education (CTE)

These courses are only open to students enrolled for career and technical education certification.

CTE 201: Principles and Practices of Career and Technical Education

Students gain an understanding of the organization and operation of career and technical education, with focus on current principles and practices. (Formerly CTE 301.)

3 credit hours. Prerequisite: CEP 315. Offered fall.

CTE 203: Organization and Management of Career and Technical Education Labs

Topics include layout and design, budgeting, safety, ordering of supplies, and current research in the planning, organizing, and managing of labs to meet today's technologies. (Formerly CTE 303.)

3 credit hours. Prerequisite: CTE 302. Offered fall.

CTE 300: Methods of Teaching Career and Technical Education

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.

4 credit hours. 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

Students develop the competencies needed to identify, write, and implement a curriculum in their occupational area.

3 credit hours. Prerequisite: CEP 315 and FNED 346. Offered spring.

CTE 323: Internship in Career and Technical Education

The first-year teacher in career and technical education is assigned a master teacher/mentor in his or her school to assist in the learning process during the first two semesters of employment.

9 credit hours. Prerequisite: CTE 300, 301, 302, 303; CEP 315; FNED 346. Offered fall and spring.

Chemistry (CHEM)**CHEM 103: General Chemistry I**

Topics include atomic theory, periodicity, bonding, reactions, stoichiometry, gas laws, and thermochemistry. Laboratory experiments illustrate these concepts and develop laboratory techniques. Lecture and laboratory.

(7) 4 credit hours. Gen. Ed. category NS. Offered fall, spring, summer.

CHEM 103H: Honors General Chemistry I

For students with a good background in science and mathematics. Topics are listed in and experiments are similar to CHEM 103, with increased emphasis on instrumentation and independent work. Lecture and laboratory.

(7) 4 credit hours. Gen. Ed. category NS. Offered fall.

CHEM 104: General Chemistry II

Topics include states of matter, solutions, kinetics, acids and bases, equilibrium theory, thermodynamics, and electrochemistry. Lecture and laboratory.

(7) 4 credit hours. Prerequisite: CHEM 103 or equivalent. Offered fall, spring, summer.

CHEM 104H: Honors General Chemistry II

For students with a good background in science and mathematics. Topics are listed in and experiments are similar to CHEM 104, with increased emphasis on instrumentation and independent work. Lecture and laboratory.

(7) 4 credit hours. Gen. Ed. category NS. Prerequisite: CHEM 103H or equivalent. Offered spring.

CHEM 105: General, Organic, and Biological Chemistry I

General chemistry in preparation for studying organic and biochemistry is introduced, including structure, bonding, energy, reactions, rates, equilibrium, acids, bases, and from organic chemistry, alkanes and alkenes. Lecture and laboratory.

(6) 4 credit hours. Gen. Ed. category NS. Offered fall, spring, summer.

CHEM 106: General, Organic, and Biological Chemistry II

Topics include alcohols, carbonyl compounds, amines, amides, carbohydrates, lipids, proteins, enzymes, bioenergetics, catabolism, biosynthesis, nucleic acids, hormones, and neurotransmitters. Lecture and laboratory.

(6) 4 credit hours. Prerequisite: CHEM 105. Offered fall, spring, summer.

CHEM 205: Organic Chemistry I

Topics include structure, stereochemistry, nomenclature, and chemistry of hydrocarbons and alkyl halides, spectroscopy, reaction mechanisms, and computational chemistry. Lecture and laboratory.

(7) 4 credit hours. Prerequisite: CHEM 104. Offered fall and summer.

CHEM 206: Organic Chemistry II

Topics include reactions of functional groups, synthesis and mechanism, spectroscopic identification, and topics in biochemistry and computational chemistry. Lecture and laboratory.

(7) 4 credit hours. Prerequisite: CHEM 205. Offered spring and summer.

CHEM 310: Biochemistry

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.

3 credit hours. Prerequisite: CHEM 206. Offered fall (even years).

CHEM 403: Inorganic Chemistry I

Topics include electronic structure of atoms, bonding, solids, coordination chemistry, acid-base theory, nonaqueous solvents, periodicity, and some main group chemistry.

3 credit hours. Prerequisite: prior or concurrent enrollment in CHEM 405, or consent of department chair. Offered fall.

CHEM 404: Analytical Chemistry

Topics include the principles and applications of volumetric, gravimetric, and selected instrumental methods of analysis, including potentiometric and spectroscopic methods. Lecture and laboratory.

(6) 4 credit hours. Prerequisite: CHEM 104, PHYS 102 or 201, or consent of department chair. Offered spring (even years).

CHEM 405: Physical Chemistry I

Through rigorous quantitative approaches, properties of gases, kinetic molecular theory, thermodynamics, statistical mechanics, and chemical and phase equilibrium are presented. Differential and integral calculus are used extensively. Lecture.

3 credit hours. Prerequisite: CHEM 104, MATH 314, and PHYS 102 or 201. Offered fall.

CHEM 406: Physical Chemistry II

Through rigorous quantitative approaches, quantum mechanics, atomic structure, atomic spectra, chemical bonding, molecular spectra, and chemical kinetics are presented. Differential and integral calculus are used extensively. Lecture.

3 credit hours. Prerequisite: CHEM 104, MATH 314, and PHYS 102 or 201. Offered spring.

CHEM 407: Physical Chemistry Laboratory I

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) 1 credit hour. Prerequisite or corequisite: CHEM 405. Offered fall.

CHEM 408: Physical Chemistry Laboratory II

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) 1 credit hour. Prerequisite or corequisite: CHEM 406. Offered spring.

CHEM 412: Inorganic Chemistry II

Topics include molecular orbital theory, symmetry, spectral and magnetic properties of coordination compounds, and selected main group and organometallic chemistry.

2 credit hours. Prerequisite: CHEM 403. Offered spring.

CHEM 413: Inorganic Chemistry Laboratory

Experiments illustrate main group periodicity, coordination and organometallic compounds' properties, and techniques, including the use of inert atmospheres and microwave acceleration of rates.

(3) 1 credit hour. Prerequisite: prior or concurrent enrollment in CHEM 406 and 412. Offered spring.

CHEM 414: Instrumental Methods of Analysis

Emphasis is on the areas of spectroscopy, electrochemistry, chromatography, and other identification and separation techniques using instrumental methods. Lecture and laboratory.

(6) 4 credit hours. Prerequisite: CHEM 404 and 405. Offered spring (odd years).

CHEM 416: Environmental Analytical Chemistry

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) 4 credit hours. Prerequisite: CHEM 104; PHYS 102 or 201. Offered fall (even years).

CHEM 417: Marine Environmental Chemistry

Students examine biogeochemical cycling of material in the marine environment. Topics include major and trace element distributions in seawater, oceanic chemical equilibria, and atmospheric and sediment exchange.

3 credit hours. Prerequisite CHEM 206 and PHYS 212. Offered spring (even years).

CHEM 420: Biochemistry of Proteins and Nucleic Acids

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. (Formerly CHEM 410: Intermediate Biochemistry.)

3 credit hours. Prerequisite: CHEM 206 and either BIOL 320 or CHEM 310. Offered fall and spring (odd years).

CHEM 421: Biochemistry of Lipids and Carbohydrates

The physical and chemical properties of carbohydrates and lipids are presented. Students cannot receive credit for both CHEM 421 and BIOL 421. Lecture. (Formerly CHEM 411: Advanced Biochemistry.)

3 credit hours. Prerequisite: CHEM 206 and either BIOL 320 or CHEM 310. Offered as needed.

CHEM 422: Biochemistry Laboratory

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.

3 credit hours. Prerequisite: CHEM 310 or consent of department chair. Offered fall (odd years).

CHEM 425: Advanced Organic Chemistry

Synthesis, structure determination, and mechanism are discussed in the context of natural product and bio-organic chemistry. Spectroscopic and computational methods are emphasized. Lecture and laboratory.

(6) 4 credit hours. Prerequisite: CHEM 206. Offered fall (odd years).

CHEM 435: Pharmacology and Toxicology

The relationship between the chemical structure and biological activity of organic compounds is studied. Historical and current drug development and use are emphasized in relation to the biochemistry of disease.

3 credit hours. Prerequisite: CHEM 205 and 206, or consent of department chair. Offered as needed.

CHEM 467: Honors Colloquium in Chemistry

Advanced level topics in science are examined through participation in department colloquia with outside speakers and through a series of seminars. This course may be repeated for credit with a change in content.

0.5 credit hour. Prerequisite: CHEM 206 or consent of department chair. Offered annually.

CHEM 490: Independent Study in Chemistry

Students study under the guidance of a member of the chemistry faculty. The particular area of chemistry is selected on the basis of the interest of the student and instructor.

3 credit hours. Prerequisite: consent of department chair. Offered as needed.

CHEM 491, 492, 493: Research in Chemistry

The student conducts original research in an area selected after consultation with the instructor and prepares a report on the work. A maximum of 6 credit hours may be earned in these courses.

1–3 credit hours. Prerequisite: consent of department chair. Offered as needed.

College Course (COLL)**COLL 101: The College Experience**

Through classroom instruction and academic advisement, students explore the meaning of higher education, the transition to college, academic organization and terminology, and time management.

1 credit hour. Offered fall.

COLL 125: College Learning Strategies

Skills necessary for success in 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) 3 credit hours. Offered fall and spring.

COLL 202: Open Books–Open Minds Peer Discussion Program

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. (Formerly Open Books–Open Minds Mentor Program.)

1 credit hour. Prerequisite: completion of 24 credit hours of courses and consent of instructor. Offered fall and spring.

Communication (COMM)**COMM 162: East Asian Popular Cinema**

East Asian culture, identity, gender, and communication patterns are explored through the examination of different genres in popular films and documentaries from Japan, Korea, Taiwan, Hong Kong, and China.

4 credit hours. Gen. Ed. Core 3. Offered as needed.

COMM 200: Research Methods in Communication

Topics include communication research, quantitative and qualitative methods, critiquing research from scholarly journals, and applying a selected method in an original research study. (Formerly Fundamentals of Research in Communication.)

4 credit hours. Prerequisite: completion of at least 24 college credits. Offered fall and spring.

COMM 208: Public Speaking

Students develop public-speaking skills through directed practice. Emphasis is on the selection and organization of material, the use of reasoning and evidence, speech construction, and methods of delivery.

3 credit hours. Offered fall and spring.

COMM 219: Vocal Improvement

Effective voice and articulation management are developed through theory and practice. Emphasis is on personal improvement for professional career objectives.

3 credit hours. Offered as needed.

COMM 220: Voice and Articulation

The fundamentals of voice production and diction are studied, including the physiological and phonetic bases of speech. Students work on vocal clarity, flexibility, range, force, and variety. 3 credit hours. Offered as needed.

COMM 223: Introduction to Sign Language

The basic vocabulary of Signed English and finger spelling are introduced. Discussion includes the needs and problems of the deaf community. A vocabulary of 600 signs should be attained at the completion of this course.

3 credit hours. Offered fall.

COMM 230: Making Sense of Rhetoric

This is a comparative study of the methods and criteria for analyzing communication. Traditional themes for speech criticism (situation, purpose, structure, and style) are introduced and selected contemporary critical approaches are presented.

3 credit hours. Offered fall.

COMM 240: Mass Media and Society

The institutions, history, and technology of the mass media are examined. Newspapers, film, and broadcasting media are studied in terms of social and personal impact.

4 credit hours. Offered fall, spring, summer.

COMM 241: Introduction to Film and Video

The industries, audiences, and content of film and video are analyzed and compared. Included are feature films and television programs.

(4) 3 credit hours. Gen. Ed. category A. Offered fall and spring.

COMM 242: Message, Media, and Meaning

Students are introduced to visual communication and how meaning is made. Topics include the theories about and critical interpretation of visual media. Media production projects and presentations are required.

4 credit hours. Offered fall and spring.

COMM 243: Writing 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.

4 credit hours. Offered fall and spring.

COMM 244: Digital Media Lab

Students gain the working knowledge required for the basic production of digital graphics, audio, video, and interactive media.

4 credit hours. Prerequisite: COMM 242 and 243. Offered fall and spring.

COMM 246: Television Production

The theoretical and practical aspects of television production, script preparation, and studio and control room operations and practice are presented. Included is a two-hour-per-week lab. *4 credit hours. Prerequisite: COMM 244. Offered fall and spring.*

COMM 255: Introduction to Language

The diversity and basic similarities of languages are explored, including their phonetic, phonological, morphological, syntactic, semantic, and social properties. (Formerly COMM 355: Language and Thought in Communication.) *3 credit hours. Prerequisite: COMM 208. Offered spring.*

COMM 261: Critical Inquiry into Free Speech

This is a critical inquiry into the issues of free speech and free speech "crimes" in the United States and in certain non-Western countries. *4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered as needed.*

COMM 262: Dialect: Identity, Variation, and Change

This course explores the variability within a human language as influenced by geography, social class, gender, age, ethnicity, and cultural identity. *4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered as needed.*

COMM 301: Public Relations

The field of public relations is surveyed, with emphasis on the role of the communication specialist as a practitioner. Topics include public relations history, ethics, campaign design, and media use. *4 credit hours. Prerequisite: completion of at least 45 college credits, including COMM 200, or consent of instructor. Offered fall and spring.*

COMM 302: Writing for News and Public Relations

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. *4 credit hours. Prerequisite: Writing 100 or completion of the College Writing Requirement. Offered fall and spring.*

COMM 305: Introduction to Communication Disorders

A variety of speech, language, and hearing problems that may exist in children and adults are examined. Normal processes, abnormalities, and treatment are also discussed. *3 credit hours. Prerequisite: COMM 200. Offered fall.*

COMM 311: Advanced Public Relations

Additional public relations skills are learned, with emphasis on writing. Formats and public relations methods are also reviewed and applied to case studies. *4 credit hours. Prerequisite: COMM 301 and 302. Offered fall.*

COMM 312: Advanced News and Public Relations Writing

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. *4 credits. Prerequisite: COMM 301 and 302. Offered fall and spring.*

COMM 319: Phonetics and Phonology

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. (Formerly Phonetics.) *4 credit hours. Prerequisite: COMM 255. Offered fall.*

COMM 320: Speech and Language Development

The theories and stages involved in the acquisition of speech and language skills from birth to adolescence are examined. Included are the subsystems of language and normal and abnormal speech and language development. *3 credit hours. Prerequisite: COMM 200 and 255. Offered fall.*

COMM 323: Introduction to Audiology

Acoustics, anatomy, and physiology of the ear are introduced. Included are basic hearing tests, hearing disorders, and rehabilitation. *3 credit hours. Prerequisite: COMM 200 and either COMM 255 or 305. Offered fall.*

COMM 325: Anatomy and Physiology: Speech and Hearing

Topics include the anatomy and physiology of the speech and hearing mechanism, and neurological, skeletal, and muscular functions involved in speech and hearing. (Formerly Auditory and Speech Mechanisms.)

3 credit hours. Prerequisite: COMM 200 and either COMM 255 or 305. Offered spring.

COMM 332: Gender and Communication

The differences and similarities of the communicative patterns and behaviors of women and men are studied.

3 credit hours. Prerequisite: COMM 358. Offered as needed.

COMM 333: Intercultural Communication

The communication problems, issues, and consequences that accompany interaction between people from diverse cultures are explored. Research dealing with intercultural communication is explored.

3 credit hours. Prerequisite: COMM 358. Offered as needed.

COMM 334: Advertising

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. (Formerly COMM 338.)

4 credit hours. Prerequisite: COMM 240. Offered fall and spring.

COMM 335: Advertising Research

Students explore the processes of acquisition, evaluation, and analysis of information needed for advertising planning. Secondary and primary research for advertising is introduced.

4 credit hours. Prerequisite: COMM 334. Offered fall.

COMM 337: Advertising Strategy

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.

4 credit hours. Prerequisite: COMM 334. Offered spring.

COMM 339: Advertising Creativity

The process of conceptualizing and preparing advertising for mass media is introduced. Emphasis is placed on creative thinking, strategic writing skills, and visualization.

4 credit hours. Prerequisite: COMM 337. Offered fall.

COMM 340: Mass Media Ethics

Focus is on contemporary ethical issues that arise in both traditional mass media and new media contexts. (Formerly Current Issues in Mass Media.)

4 credit hours. Prerequisite: COMM 200 and 240. Offered spring.

COMM 341: Music Video Production

Students examine the art, design, form, and creation of the music video. Preproduction, production, and postproduction techniques, including special effects, are used in several assignments.

4 credit hours. Prerequisite: COMM 246. Offered spring.

COMM 342: History and Development of Electronic Media

Emphasis is on the history and development of electronic media and its impact on political, cultural, and economic institutions in the United States.

4 credit hours. Prerequisite: COMM 200 and 240. Offered fall.

COMM 344: Broadcast Journalism

The preparation, writing, production, and editing of broadcast news are discussed. Emphasis is on local and special news events. An analysis of broadcast policies and principles of news management are presented.

4 credit hours. Prerequisite: COMM 246. Offered fall.

COMM 345: Nonfiction Video Production

Students explore the development, design, and creation of nonfiction video forms, such as the documentary, corporate videos, and instructional videos. (Formerly Digital Media Production.)

4 credit hours. Prerequisite: COMM 246. Offered spring.

COMM 347: Mass Media Law

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. (Formerly Communication Law and Regulation.)

4 credit hours. Prerequisite: COMM 200 and 240. Offered spring.

COMM 348: Global Communication

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. (Formerly International Telecommunications.)

4 credit hours. Prerequisite: COMM 200 and 240. Offered fall.

COMM 351: Persuasion

The classical and modern elements inherent in persuasion and the means by which individuals and audiences are influenced in predetermined ways are studied.

3 credit hours. Prerequisite: COMM 208. Offered fall and spring.

COMM 353: Political Rhetoric

Focus is on the rhetoric of elections and political communication within government institutions.

3 credit hours. Prerequisite: COMM 208. Offered as needed.

COMM 354: Communication and Civic Engagement

Communication research that supports student-designed learning experiences is used to develop positive citizen involvement.

4 credit hours. Prerequisite: completion of at least 45 college credits and COMM 208, or consent of instructor. Offered spring (odd years).

COMM 356: Discussion and Group Communication

The principles of group dynamics and discussion in task-oriented experiences are examined. Topics include group leadership skills and cooperative problem-solving methods.

3 credit hours. Prerequisite: COMM 208. Offered spring.

COMM 357: Public Opinion and Propaganda

The nature and influence of public opinion are explored. Topics include propaganda as a technique for persuasion. (Formerly Propaganda and Public Opinion.)

4 credit hours. Prerequisite: COMM 240 or POL 200. Offered spring.

COMM 358: Interpersonal Communication

By participating in a series of communication experiences, students explore principles, skills, and techniques essential for effective face-to-face communication and how to apply them to their daily lives. (Formerly COMM 258.)

3 credit hours. Prerequisite: completion of at least 30 college credits or sophomore standing. Offered fall.

COMM 359: Argumentation and Debate

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. (Formerly COMM 259.)

3 credit hours. Prerequisite: COMM 208. Offered fall.

COMM 376: Advertising Laboratory

Students synthesize and apply the skills and knowledge learned in previous advertising courses to design a complete advertising campaign to enhance professional development skills.

4 credit hours. Prerequisite: COMM 337, with a minimum grade of C. Offered spring.

COMM 377: Public Relations Laboratory

Working in teams, students research, plan, and implement a public relations campaign for not-for-profit groups within the community. Field experience may be required.

4 credit hours. Prerequisite: COMM 301 and 311, each with a minimum grade of C. Offered spring.

COMM 378: Forensics

With the approval of the forensics director, students may receive credit for participation in debate and other forensic activities. Admission to the activity does not, by itself, ensure credit. Credit may be awarded no more than four times.

1 credit hour. Prerequisite: completion of at least 30 college credits or sophomore standing. Offered fall and spring.

COMM 420: Applied Rhetorical Criticism

Different historical and contemporary rhetorical theories are used to evaluate artifacts, such as speeches, songs, photographs, and written texts.

3 credit hours. Prerequisite: COMM 230. Offered spring (even years).

COMM 421: Speech and Hearing Science

Basic acoustics, the acoustics of speech, speech production theory, psycho-acoustics, and speech perception are covered. Lecture and laboratory. (Formerly COMM 321.)

4 credit hours. Prerequisite: COMM 319. Offered spring.

COMM 422: Language Processes

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.

3 credit hours. Prerequisite: COMM 200 (or equivalent) and 255. Offered as needed.

COMM 429: Introduction to the Clinical Process

The clinical process and ethics in speech-language pathology and audiology are introduced. Students earn twenty-five observation hours and learn professional report writing. (Formerly COMM 329: Clinical Observation.)

3 credit hours. 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 445: Advanced Digital Media Lab

Advanced methods of producing and distributing digital media are presented. Focus is limited to one or two specific forms. Topics vary. This course may be repeated for credit with a change in content.

4 credit hours. Prerequisite: COMM 344 or 345 or consent of instructor. Offered as needed.

COMM 446: Critical Studies in Mass Media

An important genre of mass media is examined from the perspective of contemporary theories in the field. Topics vary. This course may be repeated for credit with a change in content.

4 credit hours. Prerequisite: COMM 342 or consent of the instructor. Offered as needed.

COMM 452: Conflict Resolution

Conflict is examined as a personal and societal challenge that can be managed by applying communication skills and knowledge. (Formerly COMM 352.)

3 credit hours. Prerequisite: COMM 358. Offered as needed.

COMM 454: Leadership and Management Communication

Organizational communication and methods for improving the communication of leaders and managers in organizations are studied. Simulations, role play, and case studies are used. (Formerly COMM 254.)

3 credit hours. Prerequisite: completion of at least 30 college credits or sophomore standing. Offered spring.

COMM 459: Debate Practicum

By applying theories and methods of argumentation, students debate on controversial topics in public venues, such as high schools.

3 credit hours. Prerequisite: COMM 359 or consent of department chair. Offered as needed.

COMM 460: Seminar in Communication

A topic not previously studied in communication is researched. *3 credit hours. Prerequisite: completion of at least 75 college credits, including COMM 200, 208, and 12 additional credit hours of communication courses. Offered as needed.*

COMM 479: Communication Internship

Students gain a more comprehensive understanding of communication fields through on-the-job training. This course may be repeated once for credit.

1–4 credit hours. Prerequisite: open to 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: Independent Study in Communication

Students select a topic and undertake concentrated research under the supervision of a faculty advisor. This course may be repeated once for credit with a change in content.

3 credit hours. Prerequisite: completion of at least 18 credit hours of communication courses, including COMM 200, and consent of instructor. Offered as needed.

COMM 491: Special Problems in Communication

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.

3 credit hours. Prerequisite: completion of at least 18 credit hours of communication courses, including COMM 200, and consent of instructor. Offered as needed.

COMM 492: Senior Portfolio

Students develop a professional-quality portfolio of media production projects. Emphasis is on conceptual design, clarity, aesthetics, content, effectiveness of communication to audience, and technical competence.

4 credit hours. Prerequisite: open only to communication majors and minors. Completion of at least 90 college credits, including COMM 200, 208, 240, 242, and 345. Offered fall and spring.

COMM 493: Senior Thesis

Students write a thesis and formally present findings on a major research project. Emphasis is on mass media theories and research methodologies.

4 credit hours. Prerequisite: open only to communication majors and minors. Completion of at least 90 college credits, including COMM 200, 208, 240, 242, and 342. Offered fall and spring.

Computed Tomography (CTSC)**CTSC 300: Principles of Computed Tomography**

The principles of computed tomography imaging are taught, including basic patient care, pharmacology and drug administration, and routine pediatric and emergency medical care procedures.

2 credit hours. Prerequisite: NMT 432. Offered as needed.

CTSC 301: Computed Tomography Physics and Radiation Protection

Topics include the physical principles and instrumentation involved in computed tomography. An overview is also given of radiation protection and responsibilities.

2 credit hours. Prerequisite: NMT 432. Offered as needed.

CTSC 407 Sectional Anatomy and Pathology

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.

2 credit hours. Prerequisite: NMT 432. Offered as needed.

CTSC 432 Computed Tomography Clinical Practice

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) 8 credit hours. Prerequisite: NMT 432. Offered as needed.

CTSC 438 Registry Review

This course prepares students for successful completion of the American Registry of Radiologic Technologists Advanced Certification Examination in Computed Tomography.

2 credit hours. Prerequisite: concurrent enrollment in CTSC 300. Offered as needed.

Computer Information Systems (CIS)

Prior to enrolling in any 300-level computer information systems course, all students must have junior standing.

CIS 251: Computers in Management

This is an intensive hands-on experience with microcomputers and their use with spreadsheets, word processing, and presentation graphics software.

3 credit hours. Offered fall, spring, summer.

CIS 255: Introduction to Java in Business

Java programming language and application development are studied in the context of realistic, real-world business programming examples and case studies.

3 credit hours. Prerequisite: CIS 251. Offered as needed.

CIS 256: Introduction to COBOL Programming

Topics include COBOL syntax, input/output statements, logic and arithmetic statements, basic sequential, and file processing. *3 credit hours. Prerequisite: CIS 251 or equivalent or consent of department chair. Offered as needed.*

CIS 257: Introduction to Visual Basic in Business

Business applications are designed and coded using a visual basic programming language. Emphasis is on object-oriented design and programming. (Formerly Object-Oriented Programming for Business.)

3 credit hours. Prerequisite: CIS 251 or equivalent or consent of department chair. Offered as needed.

CIS 320: Information Technology: Hardware and Software Systems

The evolution of the major subsystems of computer hardware, technical knowledge of the integration of hardware, and selected operating systems software are examined.

3 credit hours. Prerequisite: CIS 352 and one course from the following: CIS 255, 256, 257, or consent of department chair. Offered as needed.

CIS 324: Web Page Development

Students are introduced to the process of Web page development using rapid application software. Study includes HTML basics, the creation of Web objects, common Web page formats, and functions to create a personal Web page.

3 credit hours. Prerequisite: CIS 251 or equivalent or consent of department chair. Offered as needed.

CIS 350: Special Topics

New courses are offered by faculty to present latest computer information materials.

3 credit hours. Prerequisite: CIS 251 or equivalent or consent of department chair. Offered as needed.

CIS 351: Advanced Office Applications for Business

Advanced applications of Office Suite software are examined. Applications include database, spreadsheet, word processing, and presentation graphics. (Formerly CIS 252: Microcomputer Applications for Management.)

3 credit hours. Prerequisite: CIS 251 or equivalent or consent of department chair. Offered fall and spring.

CIS 352: Management Information Systems

The fundamentals of analysis, design, and the implementation of information systems for managerial decision making are examined, including use of the Internet.

3 credit hours. Prerequisite: CIS 251 or equivalent or consent of department chair. Offered fall and spring.

CIS 355: Advanced Business Applications in Java

Business applications using Java programming language are further developed. Topics include object-oriented design, object-oriented programming, and database connectivity.

3 credit hours. Prerequisite: CIS 255. Offered as needed.

CIS 357: Advanced Business Applications in Visual Basic

Students are introduced to a variety of sophisticated programming components of Visual Basic. These components include variable arrays, database creation and management, activeX components, and class modules.

3 credit hours. Prerequisite: CIS 257. Offered as needed.

CIS 421: Networks and Telecommunications

Data communication and networking requirements are presented, including networking and telecommunications technologies, hardware, and software. Emphasis is on the analysis, design, and implementation of a network system.

3 credit hours. Prerequisite: CIS 352 or consent of department chair. Offered fall and spring.

CIS 440: Issues in Computer Security

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.

3 credit hours. Prerequisite: CIS 352 or consent of department chair. Offered as needed.

CIS 453: Systems Analysis and Design

System design and analysis concepts that were introduced in prior courses are now applied. Topics include documentation, hardware/software selection, database development, system implementation, and post-implementation evaluation.

3 credit hours. Prerequisite: CIS 352 and one course from the following: CIS 255, 256, 257, or consent of department chair. Offered fall and spring.

CIS 455: Database Programming

The basic components of file and communication systems as they support information systems are surveyed. (Formerly CIS 355.)

3 credit hours. Prerequisite: CIS 352 and one course from the following: CIS 255, 256, 257, or consent of department chair. Offered fall and spring.

CIS 462: Applied Software Development Project

This is a practicum in the application of programming and systems-development concepts, resulting in a comprehensive systems-development project. (Formerly CIS 362.)

3 credit hours. Prerequisite: CIS 453 and 455, or consent of department chair. Offered fall and spring.

CIS 467: Directed Internship

Students are assigned to a business, an industrial organization, or a not-for-profit organization and supervised by a mentor. Students receive 1 credit hour for every four hours of work. A two-hour biweekly seminar is included.

3–9 credit hours. Prerequisite: major in computer information systems and completion of at least 60 college credits. Offered fall, spring, summer.

CIS 535: Data Management

Various techniques are explored for the management of the design and development of database systems. Issues in the creation and use of logical data models, database administration, and concurrent processing are explored.

3 credit hours. Prerequisite: senior standing or consent of department chair. Offered as needed.

CIS 541: Legal Aspects of Information Technology

The legal environment within which an organization must conduct its electronic commerce is reviewed. Legal liability for data transmission and exchange is also explored.

3 credit hours. Prerequisite: senior standing or consent of department chair. Offered as needed.

CIS 542: Electronic Commerce

The systems and management challenges and the opportunities and successful strategies required to develop and maintain electronic commerce are examined. Marketing, strategy, infrastructure design, and server management are also covered.

3 credit hours. Prerequisite: senior standing or consent of department chair. Offered as needed.

CIS 543: Decision Support Systems

The decision-making process is examined, with emphasis on dealing with incomplete and inexact data, including unstructured environments. The use of data management, modeling, and simulation are explored.

3 credit hours. Prerequisite: senior standing or consent of department chair. Offered as needed.

Computer Science (CSCI)

Prior to enrolling in any computer science course, all students must have completed the College Mathematics Requirement.

CSCI 101: Introduction to Computers

Topics include an overview of computer systems, hardware and software, algorithms, computer history, applications, and the impact of computers on society. Hands-on computer work.

3 credit hours. Offered fall, spring, summer.

CSCI 157: Introduction to Algorithmic Thinking

Algorithmic thinking (the study of step-by-step procedures for solving problems) is introduced, with simple applications from various disciplines. Topics include algorithms, flowcharts, top-down design, selection, repetition, and modularization.

3 credit hours. Prerequisite: completion of the College Mathematics Requirement. Offered fall and spring.

CSCI 201: Computer Programming I

The fundamentals of programming and algorithm development are taught using an object-oriented language, such as Java. Topics include classes, control structures, arrays, and inheritance. Lecture and laboratory.

(4) 3 credit hours. Prerequisite: successful completion of or concurrent enrollment in CSCI 157 or MATH 212, or consent of department chair. Offered fall and spring.

CSCI 221: Computer Programming II

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) 3 credit hours. Prerequisite: CSCI 201. Offered fall and spring.

CSCI 302: C++ Programming

The fundamental concepts and constructs of the C++ programming language are examined. Topics include expressions, input/output, control structures, classes, inheritance, arrays, strings, and templates.

3 credit hours. Prerequisite: CSCI 221. Offered spring.

CSCI 305: Functional Programming

Functional programming focuses on the design process from problems to well-organized solutions, using a functional language. Topics include, design recipes, functions, lists, self-referential data structures, and abstract design.

3 credit hours. Prerequisite: CSCI 201 or equivalent, or consent of department chair. Offered fall.

CSCI 312: Computer Organization and Architecture I

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.

4 credit hours. Prerequisite: CSCI 201. Offered fall and spring.

CSCI 313: Computer Organization and Architecture II

A continuation of CSCI 312. Topics include the central processing unit, memory access, input/output, and floating point operations.

3 credit hours. Prerequisite: CSCI 221 and 312. Offered fall and spring.

CSCI 315: Information Structures

Data structures are presented to represent and access information efficiently. Topics include time complexity, linked lists, stacks, queues, hashing, trees, heaps, searching, and sorting. *3 credit hours. Prerequisite: CSCI 221. Offered fall and spring.*

CSCI 325: Organization of Programming Language

Programming language constructs are presented, with emphasis on the run-time behavior of programs. Topics include language definition, data types and structures, and run-time considerations.

3 credit hours. Prerequisite: CSCI 315. Offered spring.

CSCI 401: Software Engineering

The software development process is examined from initial requirements analysis to operation and maintenance. Student teams develop a software system from requirements to delivery, using disciplined techniques.

3 credit hours. Prerequisite: CSCI 315 or consent of department chair. Offered spring.

CSCI 415: Software Testing

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.

4 credit hours. Prerequisite: CSCI 315 or consent of department chair. Offered fall (even years).

CSCI 422: Introduction to Computation Theory

Computation theory concepts are introduced, including finite state automata, pushdown automata, and Turing machines. Also covered are the applications of these concepts to lexical analysis, parsing, and algorithms.

3 credit hours. Prerequisite: CSCI 315 and either MATH 200 or 436. Offered spring (odd years).

CSCI 423: Analysis of Algorithms

Techniques to analyze and design efficient algorithms are presented. Topics include recurrence relations, "big oh" analysis, NP completeness, set operations, heaps, graphs, and trees.

3 credit hours. Prerequisite: CSCI 315, MATH 200 or 436, and one semester of calculus. Offered spring (even years).

CSCI 427: Introduction to Artificial Intelligence

Fundamental artificial intelligence methods are introduced, including search, inference, problem solving, and knowledge representation. AI applications, such as natural language understanding and expert systems, are introduced.

3 credit hours. Prerequisite: CSCI 315. Offered as needed.

CSCI 435: Operating Systems and Computer Architecture

Topics include instruction sets, I/O and interrupt structure, addressing schemes, memory management, process management, performance, and evaluation.

3 credit hours. Prerequisite: CSCI 313 and 315. Offered spring.

CSCI 437: Introduction to Data and Computer Communications

Data and computer communications are discussed through the topics of data transmission, data encoding, digital data communication techniques, data link control, multiplexing, and networking.

3 credit hours. Prerequisite: CSCI 315. Offered as needed.

CSCI 455: Introduction to Database Systems

Database structure, organization, languages, and implementation are introduced, including data modeling, relational and object-oriented systems, query languages, and query processing.

3 credit hours. Prerequisite: CSCI 315. Offered fall (odd years).

CSCI 467: Computer Science Internship

Students work at a business or nonprofit organization integrating classroom study with work-based learning, supervised by a faculty member.

4 credit hours. 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.

Counseling and Educational Psychology (CEP)

CEP 315: Educational Psychology

Learner-centered psychological principles and research findings are analyzed. Emphasis is on the characteristics of the learner and the nature of developmentally responsive pedagogy. (Formerly CEP 215.)

4 credit hours. Prerequisite: admission to a teacher education program or consent of department chair. Offered fall, spring, summer.

CEP 509: Ethical and Legal Issues in Counseling

Standards of practice, ethical codes, and applicable laws related to the counseling profession are reviewed. Emphasis is on developing an ethical decision-making model applicable to counseling issues. (Formerly CEP 609.)

3 credit hours. Prerequisite: CEP 538 or consent of department chair. Offered fall.

CEP 519: Supervision of Field-Based Work

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.

1 credit hour. Prerequisite: consent of department chair. Offered as needed.

CEP 531: Human Development across Cultures

Focus is on human development theories across cultures as they relate to the field of human services and on life cycle stages, the exploration of child, adolescence, and adult issues.

3 credit hours. Prerequisite: graduate status or consent of department chair. Offered fall, spring, summer.

CEP 532: Theories and Methods of Counseling

The nature of the counseling process and theories of counseling are considered. Included are techniques of interviewing and an examination of common and special counseling problems in various school and agency settings.

3 credit hours. Prerequisite: graduate status or consent of department chair. Offered fall, spring, summer.

CEP 533: Psychology of Students with Exceptionalities

The symptoms, causes, and treatment of developmental, learning, and social-emotional problems of children are covered. Educational classification criteria, services, interventions, and collaboration are reviewed. Observations are required.

3 credit hours. Prerequisite: graduate status or consent of department chair. Offered spring.

CEP 534: Quantitative Measurement and Test Interpretation

Students develop techniques for the effective use of test results in counseling, including statistical and data analysis techniques.

3 credit hours. Prerequisite: matriculation into the counseling or school psychology and CEP 532, or consent of department chair. Offered fall and summer.

CEP 535: Vocational Counseling and Placement

Counseling theories are explored, including the assessment of individual aptitudes, interests, and abilities. Also examined are occupational information sources and opportunities.

3 credit hours. Prerequisite: graduate status or consent of department chair. Offered spring and summer.

CEP 536: Biological Perspectives in Mental Health

Students are introduced to the neuroscience perspective of studying human behavior, including the biology of mental illness and the role of psychopharmacology.

3 credit hours. Prerequisite: CEP 532 and matriculation into the counseling or school psychology program, or consent of department chair. Offered fall and summer.

CEP 537: Introduction to Group Counseling

The dynamics of group process, an analysis of current modalities, and the principles and techniques of group counseling are covered. Students participate in a time-limited group.

3 credit hours. Prerequisite: CEP 538 and matriculation into the counseling or school psychology program, or consent of department chair. Offered fall, spring, summer.

CEP 538: Practicum I: Introduction to Counseling Skills

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. (Formerly Clinical Practicum I.)

3 credit hours. Prerequisite: CEP 531, 532, and matriculation into the counseling or school psychology program. Offered fall, spring, summer.

CEP 539: Practicum II: Clinical Interviewing and Treatment Planning

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. (Formerly Clinical Practicum II.)

3 credit hours. Prerequisite: CEP 538, with minimum grade of B, and prior or concurrent enrollment in CEP 509 and 543. Offered fall and spring.

CEP 540: Clinical Practicum with Children in Schools

Attention is given to developing skill in counseling children and youth, while working with clients under controlled supervisory conditions. Supervised school-based experiences are required.

3 credit hours. Prerequisite: CEP 538, with minimum grade of B. Offered spring.

CEP 541: Clinical Internship in School Counseling I

Students complete 150 hours of supervised school counseling in a school setting.

3 credit hours. Prerequisite: CEP 540, with minimum grade of B. Offered fall.

CEP 542: Clinical Internship in School Counseling II

This is a continuation of CEP 541.

3 credit hours. Prerequisite: CEP 541, with minimum grade of B. Offered spring.

CEP 543: Clinical Assessment and Case Problems

This is an introduction to clinical decision making, diagnostic assessment, and treatment planning. Students also learn how to conduct intakes and mental status examinations and how to diagnose various psychiatric conditions.

3 credit hours. Prerequisite: prior or concurrent enrollment in CEP 536, or consent of department chair. Offered spring and summer.

CEP 544: Family Counseling Theory and Practice

Current family counseling theories and methods are introduced. Class instruction includes lectures, demonstrations, and family simulations.

3 credit hours. Prerequisite: CEP 537 and 538. Offered spring.

CEP 546: Assessment of Addiction and Co-Occurring Disorders

Topics include concurrent mental health issues, the interactive nature between substance use and co-occurring mental health issues, assessment typologies, and treatment implications. (Formerly Rehabilitation of the Chemically Dependent Person.)

3 credit hours. Prerequisite: CEP 536 and 538. Offered fall.

CEP 547: Treatment of Addiction and Co-Occurring Disorders

Students develop clinical skills to assess, diagnose, and engage chemically dependent individuals in counseling and recovery processes. Interacting mental health issues are explored. (Formerly Treatment of the Chemically Dependent Person.)

3 credit hours. Prerequisite: CEP 546. Offered spring.

CEP 548: Clinical Procedures in Family Counseling

Building on current concepts and models, students explore and practice intervention procedures to acquire their own preferred style of helping families.

3 credit hours. Prerequisite: CEP 544 or consent of department chair. Offered as needed.

CEP 549: Foundations in School Counseling

This is an introduction to the historical foundations, roles and functions, and professional standards and ethics in the practice of school counseling.

3 credit hours. Prerequisite: CEP 531, 532, and matriculation into the school counseling program. Offered fall.

CEP 551: Behavioral Assessment and Intervention

Current theory, research, and applications of behavioral assessment and intervention are reviewed. Emphasis is on behavioral approaches to school-related problems.

3 credit hours. Prerequisite: matriculation into the school psychology program or consent of department chair. Offered spring.

CEP 552: Psychological Perspectives on Learning and Teaching

This is a systematic study of students and teachers and their interactions in classroom settings. Emphasis is on understanding typical and exceptional learners. A field component is required. *3 credit hours. Prerequisite: graduate status or consent of department chair. Offered fall, spring, summer.*

CEP 553: Counseling Children and Adolescents

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. *3 credit hours. Prerequisite: CEP 531 and 532. Offered spring and summer.*

CEP 554: Research Methods in Applied Settings

Nonexperimental, experimental, and single-subject designs are explored, along with the use of inferential statistics. A research proposal relevant to human service settings is also developed. *3 credit hours. Prerequisite: graduate status and a measurement and/or research course (CEP 534, PSYC 520, or equivalent). Offered spring and summer.*

CEP 601: Cognitive Assessment

Lab experiences are provided in the administration, scoring, and interpretation of individual cognitive tests, with emphasis on the application of tests. Psychological report writing is also introduced. *3 credit hours. Prerequisite: matriculation into the school psychology program. Offered fall.*

CEP 602: Social-Emotional Assessment and Intervention

Objective and projective techniques in the assessment of child and adolescent personalities are studied. Lab experiences are provided in test administration, scoring, and interpretation. *3 credit hours. Prerequisite: CEP 534 and 551. Offered fall.*

CEP 603: Professional School Psychology

This course covers the foundations of school psychology, roles and functions of psychologists in schools, professional standards and ethics, realities of practice, and vital issues for the profession. *3 credit hours. Prerequisite: matriculation into the school psychology program. Offered spring.*

CEP 604: Psychoeducational Assessment and Response-to-Intervention

The neuropsychological process in learning is reviewed, with lab work in the use of psychoeducational tests to identify learning problems. Remedial instructional strategies are also examined. *3 credit hours. Prerequisite: prior or concurrent enrollment in CEP 601. Offered spring.*

CEP 605: School Psychology Practicum

This is a yearlong, 400-hour practicum experience. Emphasis is on supervised practice in the problem-solving approach to school psychological service. *6 credit hours. Prerequisite: CEP 601, 603, and 604, each with minimum grade of B. Offered fall and spring.*

CEP 610: Advanced Clinical Internship I

A work-setting placement is provided under the supervision of a field supervisor and department faculty member. Besides weekly meetings with the faculty member, the student logs fifty work-setting hours for each credit hour to be earned. *6 credit hours. Prerequisite: CEP 684, with minimum grade of B, or consent of department chair. Offered fall.*

CEP 611: Advanced Clinical Internship II

Advanced field experience is provided under the joint direction of field supervisors and department faculty. Internship includes a two-hour seminar each week. Fifty hours of field experience per semester equals 1 credit hour earned. *6 credit hours. Prerequisite: CEP 610, with a minimum grade of B, or consent of department chair. Offered spring.*

CEP 612: Cross-Cultural Counseling

Issues in counseling diverse groups are presented. Current counseling models are adapted to meet these groups' specific needs. *3 credit hours. Prerequisite: CEP 539 or consent of department chair. Offered spring.*

CEP 613: Psychopharmacology and Mental Health

The neuroscience perspective of human behavior and the mechanisms of drug action are studied. Attention is given to principles of psychopharmacology and the biology and treatment of mental illness. *3 credit hours. Prerequisite: CEP 536 or consent of department chair. Offered as needed.*

CEP 629: Internship in School Psychology

This internship consists of a 1,200-hour, one-year placement in a cooperating school system under the supervision of a certified school psychologist and a college faculty member. A weekly seminar is required.

12 credit hours. Prerequisite: CEP 604 and 605. Offered fall and spring.

CEP 656: Crisis Assessment and Intervention

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.

3 credit hours. Prerequisite: CEP 539 or consent of department chair. Offered fall.

CEP 675: Consultation and Collaboration in School and Community Settings

For graduate students in school psychology, school counselors, special educators, and administrators interested in collaboration. Emphasis is on direct and indirect support-service delivery in schools.

3 credit hours. Prerequisite: matriculation into the counseling, educational leadership, or school psychology program; or consent of department chair. Offered fall.

CEP 682: Advanced Theory and Practice of Group Counseling

Theories of group counseling are presented and supervision is provided as students conduct requisite group counseling sessions in the field.

3 credit hours. Prerequisite: matriculation into a C.A.G.S. program, CEP 537 or equivalent, or consent of department chair. Offered spring.

CEP 683: Practicum III: Advanced Counseling Skills

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. (Formerly Advanced Practicum in Counseling I.)

3 credit hours. Prerequisite: CEP 539, with a minimum grade of B, or consent of department chair. Offered fall.

CEP 684: Practicum IV: Advanced Clinical Interventions

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. (Formerly Advanced Clinical Practicum in Counseling II.)

3 credit hours. Prerequisite: CEP 683, with a minimum grade of B. Offered spring

CEP 686: Supervision in Counseling

Theoretical concepts and applied skills in the supervision of counseling are presented. Students develop their teaching, supervision, and consultation skills.

3 credit hours. Prerequisite: matriculation into a C.A.G.S. program or consent of department chair. Offered as needed.

CEP 690: Independent Study

Research is conducted under the supervision of a faculty advisor.

3 credit hours. Prerequisite: matriculation into a C.A.G.S. program and consent of department chair. Offered as needed.

Curriculum (CURR)**CURR 130: Work Experience Seminar**

Provides a framework through which youth service providers integrate course theory and work experiences with youth.

1 credit hour. Prerequisite: concurrent enrollment in PSYC 230, SWRK 324 and 326. Offered fall, spring, summer.

CURR 347: Service Learning in Educational Contexts

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.

1 credit hour. Prerequisite: FNED 346 or consent of department chair, and concurrent enrollment in FNED 352. Offered fall and spring.

CURR 501: Media Literacy, Popular Culture, and Education

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.

3 credit hours. Prerequisite: graduate status or consent of department chair. Offered summer.

CURR 505: Learning Theory and Curriculum Research

Students examine how learning theory informs various approaches to curriculum. Included are behavioral, cognitive, developmental, humanistic, and interactionist theories of learning.

3 credit hours. Prerequisite: graduate status or consent of department chair. Offered spring (odd years).

CURR 532: Curriculum Theory and Research

The rationale for curriculum construction is examined. Research in curriculum is reviewed as it pertains to the development of theory.

3 credit hours. Prerequisite: graduate status or consent of department chair. Offered fall.

CURR 558: Internship in Curriculum I

This is a 150-hour field-based experience under the supervision of a curriculum director and a faculty advisor.

2 credit hours. Prerequisite: graduate status or consent of department chair. Offered fall.

CURR 560: Seminar in Curriculum

Topics vary.

3 credit hours. Prerequisite: consent of department chair. Offered as needed.

Dance (DANC)

DANC 110: Introductory Ballet

Ballet technique and the classical tradition in dance are introduced through an intensive studio experience, related readings, and attendance at ballet performances. (Formerly DANC 100: Fundamentals of Ballet.)

(4) 2 credit hours. Offered fall.

DANC 112: Introductory Jazz

The technique, rhythms, styles, and historical background of jazz dance are introduced through an intensive studio experience, related readings, and films. (Formerly DANC 101: Fundamentals of Jazz.)

(4) 2 credit hours. Offered fall.

DANC 114: Introductory Tap Dance

The technique, style, and vocabulary of tap dance are introduced through studio experience, related readings, and films. Emphasis is on the development of a strong fundamental technique.

(4) 2 credit hours. Offered fall (odd years).

DANC 181: Dance Company I

Credit is available to all qualified students who participate for the full academic year.

1 credit hour. Prerequisite: membership in the Rhode Island College Dance Company and consent of instructor. Offered spring.

DANC 210: Intermediate Ballet

Intermediate ballet technique and the classical tradition are studied through studio experience, related readings, and ballet performances. Emphasis is on the refinement of technique and elements of performance. (Formerly DANC 227: Ballet.)

(4) 2 credit hours. Prerequisite: DANC 110. Offered spring.

DANC 212: Intermediate Jazz

Intermediate jazz technique and the history of jazz dance are examined through studio experience, related readings, and films. Emphasis is on the refinement of technique and elements of performance. (Formerly DANC 237: Jazz Dance.)

(4) 2 credit hours. Prerequisite: DANC 112. Offered spring.

DANC 214: Intermediate Tap Dance

Intermediate tap technique and the history of tap dance are explored through studio experience, related readings, and films. Emphasis is on the refinement of technique and elements of performance.

(4) 2 credit hours. Prerequisite: DANC 114. Offered fall (even years).

DANC 215: Contemporary Dance and Culture

Students are introduced to the fundamentals of contemporary technique, improvisation, choreography, and performance. Studio and lecture. (Formerly DANC 116: Introductory Modern Dance.)

(5) 3 credit hours. Gen. Ed. category A. Offered fall and spring.

DANC 216: Intermediate Modern Dance

Intermediate modern dance technique is provided in a studio experience. Emphasis is on the refinement of technique and elements of performance. (Formerly DANC 207.)

(4) 2 credit hours. Prerequisite: DANC 215. Offered fall.

DANC 281: Dance Company II

Credit is available to all qualified students who participate for the full academic year.

1 credit hour. Prerequisite: membership in the Rhode Island College Dance Company and consent of instructor. Offered spring.

DANC 302: Musical Resources for Dance

Study includes taking rhythmic dictation, composing rhythmic scores, and analyzing musical forms. Criteria are developed for the selection of music to support, supplement, or contrast with dance.

3 credit hours. Prerequisite: DANC 215. Offered as needed.

DANC 303: Dance Production

The fundamentals of technical production are studied. Emphasis is on scenic design for dance and the technical aspects of lighting design. A minimum of twenty hours of laboratory work in a production is required. Lecture and laboratory.

(6) 3 credit hours. Prerequisite: DANC 181 (one year in dance company). Offered as needed.

DANC 304: Choreography I

Binary and ternary dance forms are reviewed. Rondo, theme and variations, sonata, and other forms are choreographed. Dance history is summarized and exemplary performing artists are introduced.

(5) 3 credit hours. Prerequisite: consent of instructor. Offered fall (even years).

DANC 309: Dance History

The development of dance as a performing art in Europe, Russia, and America is examined. Attention is given to the cultural context of dance events. (Formerly DANC 319.)

3 credit hours. Prerequisite: DANC 215 or consent of dance director. Offered spring (odd years).

DANC 316: Advanced Modern Dance

Advanced modern dance technique is provided in a studio experience. Emphasis is on the refinement of technique and elements of performance through the mastery of complex movement sequences. (Formerly DANC 307.)

(4) 2 credit hours. Prerequisite: DANC 216. Offered spring (even years).

DANC 320: Touring Dance

Students participate in all aspects of the creation of a touring program for children. Programming includes repertory selection, analysis, rehearsal, performance, script development, and assessment of and responsibility for technical support.

(6) 3 credit hours. Prerequisite: DANC 216. Offered spring (even years).

DANC 321: Dance for Musical Theatre

The performance of dance for musical theatre is studied in its theatrical context. Emphasis is on performance techniques and the characteristics of style. This course may be taken twice for credit.

(6) 3 credit hours. Prerequisite: 9 credit hours of dance technique courses and consent of department chair. Offered spring.

DANC 322: Repertory Performance

Performance and style is examined through repertory experience. New or existing dance works are prepared for formal and informal performances. (Formerly DANC 317: Dance Performance.)

(6) 3 credit hours. Prerequisite: 9 credit hours of dance technique courses and consent of department chair. Offered fall (odd years).

DANC 324: Improvisation/Performance

Students refine their facility for generating dance as a spontaneous response to movement structures and various stimuli. Included are frequent informal and occasional formal performances. This course may be taken twice for credit.

(4) 2 credit hours. Prerequisite: DANC 216. Offered as needed.

DANC 360: Seminar in Dance

This course builds on the student's experiences in dance. Topics are announced in advance and allow the student to pursue investigations into select theories and problems.

3 credit hours. Prerequisite: 6 credit hours of dance courses and consent of instructor. Offered as needed.

DANC 381: Dance Company III

Credit is available to all qualified students who participate for the full academic year.

1 credit hour. Prerequisite: membership in the Rhode Island College Dance Company and consent of instructor. Offered spring.

DANC 405: Choreography II

Dancers apply the fundamentals of choreography to create examples of preclassical and modern dance. These dances are presented in a demonstration workshop at the end of the semester.

3 credit hours. Prerequisite: DANC 304. Offered as needed.

DANC 491: Independent Study in Dance

Students select a topic and undertake concentrated research under the supervision of a faculty advisor.

1–3 credit hours. Prerequisite: demonstration of superior ability and initiative in previous dance courses; and consent of instructor, department chair, and dean. Offered as needed.

DANC 492: Independent Performance in Dance

The student, working with a faculty advisor, selects a specific form or style in dance to which the work is restricted. Evidence of performance is presented during the student choreography showcase.

3 credit hours. Prerequisite: demonstration of superior ability and initiative in previous dance courses; and consent of instructor, department chair, and dean. Offered as needed.

Diagnostic Medical Sonography (DMS)**DMS 303: Abdominal Sonography I**

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.

1 credit hour. Prerequisite: admission into the diagnostic medical sonography concentration. Offered summer.

DMS 305: Obstetrical and Gynecological Sonography I

Students gain knowledge of the menstrual cycle and sonographic anatomy of the female pelvis. Emphasis is on normal pelvic anatomy and an introduction to early pregnancy and its complications.

1 credit hour. Prerequisite: admission into the diagnostic medical sonography concentration. Offered summer.

DMS 307: Sonographic Principles and Instrumentation I

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.

1 credit hour. Prerequisite: DMS 303. Offered fall.

DMS 310: Clinical Practice I

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.

(24) 8 credit hours. Prerequisite: admission into the diagnostic medical sonography concentration. Offered summer.

DMS 311: Clinical Lab I

Students learn the fundamentals of ultrasound equipment, scanning techniques, and school scanning protocols pertinent to the field of diagnostic medical sonography.

0.5 credit hour. Prerequisite: admission into the diagnostic medical sonography concentration. Offered summer.

DMS 330: Clinical Practice II

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.

(24) 8 credit hours. Prerequisite: DMS 310. Offered fall.

DMS 331: Clinical Lab II

This is a continuation of DMS 311. Students perform mock sonographic examinations on models, using the latest clinical protocols. Previously studied theory is applied in practical applications.

0.5 credit hour. Prerequisite: DMS 311. Offered fall.

DMS 333: Abdominal Sonography II

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.

1 credit hour. Prerequisite: DMS 303. Offered fall.

DMS 335: Obstetrical and Gynecological Sonography II

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.

1 credit hour. Prerequisite: DMS 305. Offered fall.

DMS 337: Sonographic Principles and Instrumentation II

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.

1 credit hour. Prerequisite: DMS 307. Offered spring.

DMS 403: Abdominal Sonography III

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.

1 credit hour. Prerequisite: DMS 333. Offered spring.

DMS 405: Obstetrical and Gynecological Sonography III

This is a continuation of DMS 335. Focus is on the sonographic examination of congenital fetal anomalies, their etiologies, and their sonographic appearance.

1 credit hour. Prerequisite: DMS 335. Offered spring.

DMS 410: Clinical Practice III

This is a continuation of DMS 330.

(24) 8 credit hours. Prerequisite: DMS 330. Offered spring.

DMS 411: Clinical Lab III

This is a continuation of DMS 331.

0.5 credit hour. Prerequisite: DMS 311. Offered spring.

DMS 430: Clinical Practice IV

This is a continuation of DMS 410.

(24) 8 credit hours. Prerequisite: DMS 410. Offered summer.

DMS 433: Abdominal Sonography IV

This is a continuation of DMS 403. Students are tested in their mastery of abdominal anatomy, physiology, pathophysiology, sonographic presentation, and the clinical presentation of multiple disease states.

1 credit hour. Prerequisite: DMS 403. Offered summer.

DMS 435: Obstetrical and Gynecological Sonography IV

This is a continuation of DMS 405. Included is the sonographic examination of fetal anomalies and preparation for the obstetrics and gynecology specialty examination (American Registry of Diagnostic Medical Sonographers).

1 credit hour. Prerequisite: DMS 405. Offered summer.

DMS 438: Registry Review

Students receive in-depth preparation for the Ultrasound Physics and Instrumentation (UPI), Abdominal, and Ob/Gyn specialty examinations offered by the American Registry of Diagnostic Medical Sonographers.

1.5 credit hours. Prerequisite: DMS 410. Offered summer.

Early Childhood Education (ECED)**ECED 290: Early Childhood Education and Social Work**

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.

3 credit hours. Offered fall.

ECED 301: Developmental Approaches to Teaching and Learning

Developmentally appropriate approaches and teaching models for all early childhood education students, including atypical/exceptional, are learned through supervised practice. Observations and a multicultural/urban practicum are required.

(5) 3 credit hours. Prerequisite: minimum GPA of 2.50 in all previous courses and admission to the early childhood education teacher preparation program, or consent of department chair. Offered fall.

ECED 302: Early Childhood Development, Birth to Eight

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.

3 credit hours. 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

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.

3 credit hours. Prerequisite: CEP 315; ECED 301, 302; SPED 310; and admission to the early childhood education teacher preparation program. Offered spring.

ECED 332: Building Family, School, and Community Partnerships

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.

3 credit hours. Prerequisite: ECED 301, 302, 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

Students create and maintain positive learning activities for infant-toddler group care. (Formerly ELED 419: Early Childhood Education: Day Care for Children from Birth to Three.)

(5) 3 credit 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

Mathematics education in prekindergarten through second grade is examined. Also explored are the development of appropriate teaching/learning strategies, content, and materials related to teaching all young children. Practicum required.

(5) 3 credit hours. Prerequisite: ECED 301 or equivalent and 419, each with minimum grade of B-; MATH 143 and 144, each with minimum grade of C; admission to the early childhood education teacher preparation program; or consent of department chair. Offered spring.

ECED 423: Developmental Literacy and the Language Arts I

Developmentally appropriate methods and materials for promoting literacy and language skills, strategies, and dispositions for young children are explored, including children's literature. Practicum: kindergarten and grade one.

(6) 4 credit hours. Prerequisite: ECED 301; 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

Teacher candidates work with infants, toddlers, and preschoolers from diverse populations. Study includes managing classroom literacy programs through grade two. Practicum: infants through grade two.

(6) 4 credit hours. Prerequisite: ECED 301; ECED 419, 420, 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: Social Studies and Science

Students use developmentally appropriate methods, content, and materials to establish positive learning environments. Practicum: prekindergarten and grade one. (Formerly ELED 429: Early Childhood Education: Social Studies and Science.)

(7) 4 credit hours. Prerequisite: BIOL 109, with minimum grade of C; ECED 301 or equivalent, with minimum grade of B-; ECED 419, 420, 423; prior or concurrent enrollment in ECED 425; PSCI 103 and POL 201, with minimum grade of C; admission to the early childhood education teacher preparation program; or consent of department chair. Offered fall.

ECED 439: Student Teaching in Early Childhood Settings

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. This is a full-semester assignment.

10 credit hours. Prerequisite: concurrent enrollment in ECED 469 and satisfactory completion of all major and professional courses. Offered spring.

ECED 469: Best Practices in Early Childhood Settings

Candidates analyze the teaching profession and current issues and practices in early childhood teaching in order to understand collaborations among school personnel, families, community agencies, assessment, and classroom management.

3 credit hours. Prerequisite: concurrent enrollment in ECED 439. Offered spring.

ECED 502: Curriculum, Developmental Play, and Programs

Development and content of curriculum and trends in research for early care and education through primary grades are examined. (Formerly ELED 502: Curriculum and Methods in Early Childhood Education.)

3 credit hours. Prerequisite: graduate status or consent of instructor. Offered fall.

ECED 503: Infants and Toddlers in Early Care and Education Programs

Components of quality group-care situations for infants and toddlers are analyzed. Topics include professional responsibilities and health and safety routines. (Formerly ELED 503: Infants/Toddlers in Group Care.)

3 credit hours. Prerequisite: graduate status or consent of instructor. Offered fall and summer.

ECED 505: Early Childhood Education and Development Issues

This course fosters an understanding of various theoretical perspectives, issues of young children's educational, physical, social, emotional, and cognitive development, focusing on typical and atypical growth, multicultural contexts and characteristics.

3 credit hours. Prerequisite: graduate status or consent of instructor. Offered spring.

ECED 509: Emergent Literacy—Infants through Grade Two

Students learn how to help young children acquire an interest in reading and learn the necessary concepts concerning print and books. (Formerly ELED 509: Emergent Literacy—Infants through Grade Two.)

3 credit hours. Prerequisite: graduate status or consent of instructor. Offered fall.

ECED 512: Working with Families: Building Home-School Partnerships

Students develop an understanding of parenting, of working with families within diverse contexts, and of building school, community, and family partnerships. Relevant National Board for Professional Teaching standards are reviewed.

3 credit hours. Prerequisite: graduate status or consent of instructor. Offered spring.

ECED 661: Directing Early Care and Education Programs

Quality day care and preschool programs are analyzed and the administrative functions necessary to maintain them. (Formerly ELED 661: Seminar in Education: Designing and Directing Preschool and Day Care Programs.)

3 credit hours. Prerequisite: graduate status or consent of instructor. Offered spring.

ECED 662: Seminar in Early Childhood Education Research

Students gain increased professional knowledge and competencies in finding, assessing, applying, and presenting data related to selected major topics in the field of early childhood education. (Formerly ELED 662.)

3 credit hours. Prerequisite: graduate status or consent of instructor. Offered fall.

Economics (ECON)**ECON 200: Introduction to Economics**

This course fosters an understanding of contemporary economic problems, such as economic growth and inflation. Students cannot receive credit for ECON 200 if they have successfully completed or are currently enrolled in ECON 214.

3 credit hours. Gen. Ed. category SB. Offered fall, spring, summer.

ECON 214: Principles of Microeconomics

Microeconomics is introduced, including such areas of decision making as individual demand theory, cost theory, production theory, and the structure of markets.

3 credit hours. Prerequisite: completion of College Mathematics Requirement. Offered fall, spring, summer.

ECON 215: Principles of Macroeconomics

The U.S. economy as a whole is considered and problems of inflation and recession are explored by examining aggregate demand, aggregate supply, national product and income, and the influence of money and interest rates on the economy.

3 credit hours. Prerequisite: ECON 214. Offered fall, spring, summer.

ECON 313: Managerial Economics

Economic analysis is applied to managerial decisions. Topics include techniques for analyzing and estimating revenue, cost, and profit; and pricing and profit-maximizing strategies within different market structures.

3 credit hours. Prerequisite: ECON 214 and either MATH 240 or 248. Offered fall and spring.

ECON 314: Intermediate Microeconomic Theory and Applications

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.

3 credit hours. Prerequisite: ECON 214, 215; MATH 238. Offered fall and spring.

ECON 315: Intermediate Macroeconomic Theory and Analysis

Macroeconomic models are used to analyze economic growth, unemployment, and inflation. Also examined are the effectiveness of fiscal and monetary policies, using models depicting the interactions of product, resource, and financial markets.

3 credit hours. Prerequisite: ECON 214, 215; MATH 238. Offered spring.

ECON 421: International Economics

The theory of international trade is analyzed. Topics include the benefits of trade and the effects of tariffs, quotas, and customs unions. Also covered are the theories of international monetary relations, capital flows, and exchange rates.

3 credit hours. Prerequisite: ECON 214, 215; MATH 177. Offered as needed.

ECON 422: Economics of Developing Countries

The characteristics of developing countries and the process of economic development are examined. Topics include poverty, inequality, unemployment, capital formation in industry and agriculture, and the effects of foreign trade and aid.

3 credit hours. Prerequisite: ECON 214, 215; MATH 177. Offered as needed.

ECON 423: Financial Markets and Institutions

Students examine the markets in which securities are traded and the institutions that participate in these markets. Students cannot receive credit for both ECON 423 and FIN 423.

3 credit hours. Prerequisite: FIN 301. Offered fall and spring.

ECON 431: Labor Economics

The structures and operations of human resource markets are analyzed, including pricing and allocation of labor resources, wage differentials, income distribution, discrimination, and unemployment. (Formerly Human Resources Economics.)

3 credit hours. Prerequisite: ECON 214, 215; MATH 177. Offered as needed.

ECON 433: Economics of Government

The role of the public sector in the United States and its effect on the economy are studied. Discussion includes the impact of federal, state, and local government expenditure and revenue. (Formerly Public Finance.)

3 credit hours. Prerequisite: ECON 214, 215; MATH 177. Offered as needed.

ECON 435: Urban Economics

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.

3 credit hours. Prerequisite: ECON 214, 215; MATH 177. Offered as needed.

ECON 436: Industrial Organization and Market Structure

The economics of industrial organization and the organization of firms and industries are analyzed using microeconomic theories and empirical data. Public policy issues are assessed, including antitrust and regulatory mechanisms.

3 credit hours. Prerequisite: ECON 214, 215; MATH 177. Offered as needed.

ECON 437: Environmental Economics

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.

3 credit hours. Prerequisite: ECON 214, 215; MATH 177. Offered as needed.

ECON 449: Applied Forecasting Techniques

The quantitative methods used in testing theoretical propositions in economics and business are presented. Emphasis is on the use of regression, time-series models, and other econometric methods.

3 credit hours. Prerequisite: ECON 214, 215; MGT 249; MATH 248. Offered fall and spring.

ECON 461: History of Economic Thought

The development of economic thought is examined from the prescholastics through the middle of the twentieth century. This seminar is the first part of a two-semester capstone experience in economics.

3 credit hours. Prerequisite: ECON 314, 315, and at least one additional economics course at the 300-level or above. Offered fall.

ECON 462: Seminar in Economic Research

Students integrate their experience in economic theories, methodologies, concepts, and applications. Literature in a variety of fields of economics is analyzed. A research paper and presentation are also required.

3 credit hours. Prerequisite: ECON 449, 461, and at least two additional economics courses at the 300-level or above. Offered spring.

Education Doctoral Program (EDP)**EDP 610–611: Core Seminar I: Issues and Problems in Educational Inquiry and Foundations**

Issues and problems are presented related to the philosophical and historical aspects of educational thought and the role of the school in society. Emphasis is on empirical analysis of classroom settings.

6 credit hours. Prerequisite: admission to the Ph.D. in education program. EDP 610 is prerequisite to EDP 611. Offered fall and spring.

EDP 612: Introduction to Qualitative Research

Qualitative methods of educational research, including terminology, historical development, assumptions, and models of inquiry, are examined.

3 credit hours. Prerequisite: admission to the Ph.D. in education program. Offered fall.

EDP 613: Introduction to Quantitative Research

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.

4 credit hours. Prerequisite: admission to the Ph.D. in education program. Offered spring.

EDP 620–621: Core Seminar II: Issues and Problems in Human Development, Learning, and Teaching

Issues and problems related to human development, curriculum, teaching, and learning are examined, with emphasis on the ways of gathering and evaluating evidence about school and curricula effectiveness.

6 credit hours. Prerequisite: EDP 610–611. EDP 620 is prerequisite to EDP 621. Offered fall and spring.

EDP 622: Community Service Learning

Focusing on the school, students examine theory and define problems related to community service and service learning.

2 credit hours. Prerequisite: EDP 610–611. Offered as needed.

EDP 623: Research Design

Students develop problem statements, research questions, hypotheses, and literature reviews, and identify appropriate methodology (qualitative, quantitative, mixed methods).

3 credit hours. Prerequisite: EDP 610–611, 612, 613, or consent of codirector. Offered fall.

EDP 630–631: Core Seminar III: Issues and Problems in Organizational Theory, Leadership, and Policy Analysis

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.

6 credit hours. Prerequisite: EDP 620–621. EDP 630 is prerequisite to EDP 631. Offered fall and spring.

EDP 641: Field Research Seminar

Second- and third-year students research questions and empirical designs and present them in biweekly forums. Discussion and feedback refine their research plans.

1 credit hour. Prerequisite: admission to the Ph.D. in education program. Offered fall and spring.

EDP 661: Language and Thinking in Schools

Students consider language and thinking as they relate theoretically and practically to curricula in schools. Focus is on a variety of seminal perspectives in the professional literature.

3 credit hours. Prerequisite: EDP 610–611 or consent of codirector. Offered as needed.

EDP 662: Culture, Discourse, and Education

Students examine teaching and learning in relation to culture and discourse in social activity contexts of schools, classrooms, families, and community sites. Focus is on theories, methods, and findings of research.

3 credit hours. Prerequisite: EDP 610–611 or consent of co-director. Offered as needed.

EDP 663: Discourse Analysis in Education Research

Students examine and practice the analysis of discourse methodology in educational research. Various analyses of discourse samples are conducted and a variety of analytic research frameworks are explored.

3 credit hours. Prerequisite: EDP 662 or consent of instructor. Offered as needed.

EDP 664: Social Justice in Higher Education

Through course readings, discussions, and assignments, students examine the theoretical and historical circumstances, current research, and practical applications of social justice issues in higher education.

3 credit hours. Prerequisite: EDP 610–611 or consent of co-director. Offered as needed.

EDP 692–693: Directed Readings and Research Problems

Students undertake directed readings and advanced research work under the supervision of their major instructor.

1–3 credit hours. Prerequisite: EDP 623 and consent of instructor. Offered as needed.

EDP 699: Doctoral Dissertation Research

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.

1–6 credit hours. Prerequisite: admission to the Ph.D. in education program and consent of major instructor and RIC co-director. Offered as needed.

Educational Leadership (LEAD)**LEAD 500: Developing Leaders for Learning**

Effective leadership skills and dispositions are examined. Emphasis is on understanding human learning processes, developing an educational vision, and becoming a reflective leader. The role of values in leadership is also introduced.

3 credit hours. Prerequisite: graduate status and concurrent enrollment in LEAD 501, or consent of department chair. Offered fall.

LEAD 501: Developing Inquiry for Reflective Leadership

The roles of critical inquiry, research, and evaluation in reflective leadership are explored. A field research project that focuses on school system structures and processes is required.

1 credit hour. Prerequisite: graduate status and concurrent enrollment in LEAD 500, or consent of department chair. Offered fall.

LEAD 502: Building Connections: External Contexts of Leadership

Students explore methods of communicating with and influencing decision makers outside the school community to promote equitable access in learning. Emphasis is on building sociopolitical and fiscal resources to support learning.

3 credit hours. Prerequisite: admission to the M.Ed. in educational leadership program, LEAD 500, and concurrent enrollment in LEAD 503. Offered spring.

LEAD 503: Building Connections in Diverse Contexts

Students develop skill in communication, organization, and collaboration in diverse contexts. A fifty-hour field experience in an urban agency, or in a family- or youth-serving agency or school, is required. Performance-based assessments are expected.

1 credit hour. Prerequisite: admission to the M.Ed. in educational leadership program and concurrent enrollment in LEAD 502. Offered spring.

LEAD 504: Leading Learning I: Planning, Instruction, Assessment

Students develop skills and dispositions needed for instructional and transformational leadership. Emphasis is on articulating an equitable vision for learning through critical reflection and on advocating data-based decision making and accountability.

4 credit hours. Prerequisite: LEAD 502. Offered fall.

LEAD 505: Leading Learning II: Collaboration, Supervision, Technology

Students enact an equitable educational platform for learning characterized by collaborative instructional teams, effective supervision, and systematic monitoring of learning outcomes. The role of information technology is examined.

2 credit hours. Prerequisite: LEAD 504 and concurrent enrollment in LEAD 511. Offered spring.

LEAD 506: Creating Learning Structures: Equity, Law, Practice

Policy making and legislation at the local, state, and federal levels to advance learning are reviewed. Emphasis is on creating and managing structures for safe, equitable, and effective learning organizations.

4 credit hours. Prerequisite: LEAD 505. Offered summer.

LEAD 507: Leading Change I: Challenges, Capacity, Transformation

Models, strategies, and research on change and conflict resolution to improve school culture are examined. Emphasis is on the use of problem-framing, outcome monitoring, and data analysis in building capacity.

4 credit hours. Prerequisite: LEAD 506. Offered fall.

LEAD 508: Leading Change II: Research, Accountability, Ethics

This course synthesizes the research, examines ethical practice, and promotes individual and group reflective practice for leading change. Accountability through critical inquiry and evidence-based decision making is emphasized.

2 credit hours. Prerequisite: LEAD 507 and concurrent enrollment in LEAD 512. Offered spring.

LEAD 511: Leadership Internship I

This initial 150-hour, school-based experience nurtures entry-level competencies in promoting positive school culture and best practice for leading learning. Competency-focused work samples and dispositional assessments are expected.

2 credit hours. Prerequisite: concurrent enrollment in LEAD 505. Offered spring.

LEAD 512: Leadership Internship II

This final 150-hour, school-based experience focuses on consolidating entry-level competencies in promoting positive school culture and leading change. Submission of a competency-focused performance-based portfolio is required.

2 credit hours. Prerequisite: concurrent enrollment in LEAD 508. Offered spring.

LEAD 520: Courts, Laws, and Schools

This course is designed for educators with limited knowledge of or experience with the legal system. Students develop a basic understanding of the judicial system in Rhode Island.

3 credit hours. Offered summer.

LEAD 521: Family Court and Schools

Focus is on family court and the increasing number of difficult family and juvenile situations. School leaders work with the judicial system to find proactive solutions to problems facing juveniles.

3 credit hours. Offered summer.

LEAD 522: Classroom to Courtroom

Educators develop a mock trial to highlight the consequences for youth charged with serious legal offenses.

3 credit hours. Offered summer.

LEAD 523: Leadership, Law, and School Practices

Educators develop cutting-edge leadership skills to enhance their leadership practice. This course is sponsored by RILEP and the Rhode Island Supreme Court.

3 credit hours. Offered summer.

LEAD 530: Teacher Leadership—Foundation Seminar

An overview is given of theories and research in educational leadership. Students participate in self-assessment activities, using information for setting strategic goals for their own professional development while pursuing the CGS-TL goals.

2 credit hours. Offered summer.

LEAD 531: Teacher Leaders as Coaches

Core beliefs and guiding principles are reviewed concerning instructional coaching, providing content, modeling segments, and tools to assist educational leaders as they support the professional growth of teachers.

2 credit hours. Offered summer.

LEAD 532: Teacher Leadership Practicum

Students actualize an action research project and plan for implementing a change in their work environment through coaching. In addition, participants examine selected topics and current issues in educational leadership.

2 credit hours. Prerequisite: completion of all other CGS-TL course work. Offered spring.

Elementary Education (ELED)

ELED 261: Disability Viewed through Cross-Cultural Lenses

Beyond official definitions, disability is a relative condition subject to different interpretations within given sociocultural contexts. Focus is on Western and non-Western cultures and their views of disability.

4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered fall.

ELED 300: Concepts of Teaching

The technical skills of teaching; a repertoire of teaching models; and classroom management strategies for all children, including the atypical/exceptional are presented. Observations and multicultural/urban laboratory experiences are required.

(5) 3 credit hours. Prerequisite: FNED 346, with minimum grade of B-; minimum GPA of 2.50 in all previous courses; and admission to the elementary education teacher preparation program; or consent of department chair. Offered fall and spring.

ELED 410: Education in Great Britain

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.

3 credit hours. 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 422: Teaching Developmental Reading I

This field-based experience is concerned with reading instruction from a developmental perspective. Instructional implications for teaching special populations are covered. Focus is on the elements of a balanced program in reading and writing.

(5) 3 credit hours. Prerequisite: ELED 300, with minimum grade of B-; admission to the elementary education teacher preparation program; or consent of department chair. Offered fall and spring.

ELED 424: Teaching Developmental Reading II

In this second elementary reading methods course, students investigate alternative teaching methods and materials for diverse populations and are responsible for managing and organizing a classroom for reading instruction.

(5) 3 credit hours. Prerequisite: ELED 300, 422, and 435, each with minimum grade of B-; admission to the elementary education teacher preparation program; or consent of department chair. Offered fall and spring.

ELED 435: Teaching Language Arts in the Elementary School

The role of language arts in elementary schools and the development of teaching/learning strategies are examined, including teaching language arts to special populations. Laboratory/conference required.

(5) 3 credit hours. Prerequisite: ELED 300, with minimum grade of B-; admission to the elementary education teacher preparation program; or consent of department chair. Offered fall and spring.

ELED 436: Teaching Elementary School Social Studies

The role of social studies in elementary schools and the development of teaching/learning strategies are examined, including teaching social studies to special populations. Laboratory/conference required.

(5) 3 credit hours. Prerequisite: ELED 300, with minimum grade of B-; ELED 422 and 435, each with minimum grade of B-; POL 201, with minimum grade of C; admission to the elementary education teacher preparation program; or consent of department chair. Offered fall and spring.

ELED 437: Teaching Elementary School Science

The role of science in elementary schools and the development of teaching/learning strategies are examined, including teaching science to special populations. Laboratory/conference required.

(5) 3 credit hours. Prerequisite: BIOL 109 and PSCI 103, each with minimum grade of C, except for students electing a content major in general science; ELED 300, with minimum grade of B-; ELED 422 and 435, each with minimum grade of B-; admission to the elementary education teacher preparation program; or consent of department chair. Offered fall and spring.

ELED 438: Teaching Elementary School Mathematics

The role of mathematics in elementary schools and the development of teaching/learning strategies are examined, including teaching mathematics to special populations. Laboratory/conference required.

(5) 3 credit hours. Prerequisite: ELED 300, with minimum grade of B-; ELED 422 and 435, each with minimum grade of B-; MATH 143 and 144, each with minimum grade of C; admission to the elementary education teacher preparation program; or consent of department chair. Offered fall and spring.

ELED 439: Student Teaching in the Elementary School

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.

10 credit hours. 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; completion of the community service requirement; and a negative result from the required tuberculin test. Offered fall. Offered spring only for candidates in early childhood education.

ELED 469: Best Practices: Instruction, Assessment, Classroom Management

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. (Formerly Student Teaching Seminar in Elementary Education.)

3 credit hours. Prerequisite: concurrent enrollment in ELED 439. Offered fall. Offered spring only for candidates in early childhood education.

ELED 490: Directed Study

Students select a topic and undertake concentrated research under the supervision of a faculty advisor.

3 credit hours. Prerequisite: consent of department chair. Offered as needed.

ELED 500: Reflections: The Art and Science of Teaching

Focus is on elements that contribute to the making of an effective teacher, such as general pedagogical knowledge, knowledge of educational contexts, and knowledge of self as teacher. Field work and observations are required.

3 credit hours. Prerequisite: prior or concurrent enrollment in CEP 552 and matriculation into M.A.T. program. Offered fall and spring.

ELED 504: Mathematics in the Elementary School

Focus is on the content and approach to modern mathematics programs, particularly current research and curriculum trends. *3 credit hours. Prerequisite: graduate status and elementary school teaching experience, or consent of instructor. Offered fall and spring.*

ELED 506: Elementary Mathematics: Geometry, Measurement, Data, Statistics

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.

3 credit hours. Prerequisite: graduate status and elementary school teaching experience, or consent of instructor. Offered as needed.

ELED 507: Teaching Reading and Writing to English-as-a-Second-Language Students

Focus is on second-language literacy in reading and writing for limited-English-proficient students. Students cannot receive credit for both ELED 507 and TESL 507.

3 credit hours. Prerequisite: graduate status and TESL 539 or 541 or 549. Offered spring.

ELED 508: Language Arts in the Elementary School

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.

3 credit hours. Prerequisite: graduate status or consent of instructor. Offered summer.

ELED 510: Research Methods, Analysis, and Applications

Practitioners and consumers of research literature examine the process, products, and application of educational inquiry. Topics include research design, data collection, and analysis.

3 credit hours. Prerequisite: graduate status and prior work in research methods or applied research, or tests and measurements, or statistics; or consent of instructor. Offered fall, spring, summer.

ELED 512: Theoretical Perspectives on How Students Learn

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.

3 credit hours. Prerequisite: graduate status. Offered annually.

ELED 513: Designing and Assessing Teaching and Learning

Students examine the theory and strategies for designing and assessing instruction, considering the diversity of learners, the nature of content, and ways of knowing.

3 credit hours. Prerequisite: ELED 512. Offered annually.

ELED 514: Educational Change

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.

3 credit hours. Prerequisite: ELED 513 and matriculation into the M.Ed. program. Offered annually.

ELED 515: Literature in the Elementary School

The development of various patterns of literature instruction in the elementary school are studied. Emphasis is on the development and enrichment of children's literary taste and appreciation. Laboratory experiences are included.

3 credit hours. Prerequisite: elementary school teaching experience or consent of instructor. Offered as needed.

ELED 518: Science in the Elementary School

Emphasis is on recent research and curriculum trends in science education. Individual and group laboratory experiences employ various science processes.

3 credit hours. Prerequisite: one year of college-level science or consent of instructor. Offered fall and spring.

ELED 519: Professional Development for Cooperating Teachers

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.

3 credit hours. 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

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) 3 credit hours. Prerequisite: admission to the M.A.T. program, CEP 552, ELED 500, FNED 546, minimum GPA of 3.0, or consent of department chair. Offered as needed.

ELED 524: Developmental Reading: M.A.T. Practicum II

Focus is on advanced research and theory in organizing and managing reading programs. Emphasis is on investigating alternative teaching materials and methods for diverse populations in a practicum setting.

(5) 3 credit hours. Prerequisite: admission to the M.A.T. program; CEP 552; ELED 500, 522; FNED 546; minimum GPA of 3.0; or consent of department chair. Offered as needed.

ELED 527: Language Arts M.A.T. Practicum

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) 3 credit hours. Prerequisite: admission to the M.A.T. program, CEP 552, ELED 500, FNED 546, minimum GPA of 3.0, or consent of department chair. Offered as needed.

ELED 528: Social Studies in the Elementary School

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.

3 credit hours. Prerequisite: elementary school teaching experience or consent of instructor. Offered fall and spring.

ELED 535: The Newspaper in the Classroom

Elementary, middle, junior high, and high school teachers learn to use the newspaper as an instructional tool. A field trip to the Providence Journal is included. (Formerly Using the Newspaper to Teach Basic Skills.)

3 credit hours. Prerequisite: graduate status. Offered as needed.

ELED 536: Social Studies M.A.T. Practicum

Research and theory as it applies to social studies and associated teaching methods are examined. Emphasis is on application and authentic assessment in practicum settings with diverse populations.

(5) 3 credit hours. Prerequisite: admission to the M.A.T. program, CEP 552, ELED 500, FNED 546, minimum GPA of 3.0, or consent of department chair. Offered as needed.

ELED 537: Science M.A.T. Practicum

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) 3 credit hours. Prerequisite: admission to the M.A.T. program, CEP 552, ELED 500, FNED 546, minimum GPA of 3.0, or consent of department chair. Offered as needed.

ELED 538: Mathematics M.A.T. Practicum

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) 3 credit hours. Prerequisite: admission to the M.A.T. program, CEP 552, ELED 500, FNED 546, minimum GPA of 3.0, or consent of department chair. Offered as needed.

ELED 540: Curriculum and Assessment

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.

3 credit hours. 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

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.

3 credit hours. Prerequisite: graduate status and a Teach For America corps member, or consent of department chair. Offered as needed.

ELED 542: Educating All Students

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.

3 credit hours. Prerequisite: graduate status and a Teach For America corps member, or consent of department chair. Offered as needed.

ELED 543: Integrating Theory and Methods

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.

3 credit hours. Prerequisite: graduate status and a Teach For America corps member, or consent of department chair. Offered as needed.

ELED 558: Teaching and Learning Writing

Focus is on the nature of composition, text types, and genre, including narration, exposition, description, and persuasion. (Formerly Developing Composition and Creative Writing Skills in the Elementary School.)

3 credit hours. Prerequisite: graduate status and ELED 508, or consent of instructor. Offered summer (as needed).

ELED 559: Student Teaching in the Elementary School

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.

10 credit hours. 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 C+ 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, approved Preparing to Teach Portfolio; and a negative result from the required tuberculin test. Offered fall and spring.

ELED 569: Student Teaching Seminar in Elementary Education

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.

2 credit hours. Prerequisite: concurrent enrollment in ELED 559. Offered fall and spring.

ELED 605: Elementary School Curriculum

Significant trends in the development of American society, current emphasis on the disciplines of knowledge, focus on processes, and recent research in pedagogy are linked to the curriculum of the elementary school.

3 credit hours. Offered as needed.

ELED 619: Elementary Mathematics Assessment and Remediation Clinic

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.

(16) 6 credit hours. ELED 504 and 506. Offered as needed.

ELED 664: Seminar in Education

Topics vary.

3 credit hours. Offered as needed.

ELED 691–694: Directed Research

Students initiate a formal inquiry into an area of concern associated with their present professional responsibilities under the direction of a faculty member. A maximum of 4 credit hours may be earned in these courses.

1–4 credit hours. Prerequisite: enrollment in the M.Ed. program in secondary education or the educational specialist programs and consent of department chair. Offered as needed.

English (ENGL)

Unless otherwise noted, prior to enrolling in any 200-level English course, all students must complete the College Writing Requirement (or WRTG 100) and ENGL 100. Also note, ENGL 201 must be completed before ENGL 202, and ENGL 202 must be completed before taking any 300- or 400-level English course.

ENGL 010: Basic Writing Skills

Basic writers develop effective short essays. Concurrent enrollment in COLL 101 is required, along with four hours a semester in the Writing Center. Grading is S or U.

3 credit hours (this credit does not apply toward the 120-credit-hour graduation requirement, but counts toward full-time enrollment and is recorded on the student's transcript). Offered fall, spring, summer.

ENGL 100: Studies in Literature

This course provides students with a rich experience of literature from a variety of periods and genres, exploring the questions of what literature is and how texts make meaning.

4 credit hours. Gen. Ed. category L. Offered fall, spring, summer.

ENGL 113: Approaches to Drama

Dramatic literature, past and present, is studied through analysis of selected plays.

4 credit hours. Gen. Ed. category A. Offered fall and spring.

ENGL 163: Introduction to Non-Western Literary Cultures

Various literary writings are used to introduce students to selected themes and topics in relation to the history and culture of one or more non-Western societies. Sections of this course are titled: (1) African Narrative and (2) Modern India: A Crisis of Identity and Direction.

4 credit hours. Gen. Ed. Core 3. Offered fall, spring, summer.

ENGL 201: Introduction to Literary Study I

The principles that define form and meaning in a literary text are examined. Emphasis is on close reading and on acquiring a critical vocabulary and methodology.

4 credit hours. Prerequisite: ENGL 100 and WRTG 100 (or completion of the College Writing Requirement). Offered fall and spring.

ENGL 202: Introduction to Literary Study II

The assumptions we make when we read and write about a literary text are examined. Fundamental issues of literary interpretation and various contemporary contexts for studying literature are considered.

4 credit hours. Prerequisite: ENGL 201. Offered fall and spring.

ENGL 205: Backgrounds in British Literature to 1800

Representative works of British literature from the Middle Ages through the eighteenth century are studied.

4 credit hours. Prerequisite: ENGL 100 and WRTG 100 (or completion of College Writing Requirement). Offered fall, spring, summer.

ENGL 206: Backgrounds in British Literature 1800 to Present

Representative works of British literature of the 19th and 20th centuries are studied.

4 credit hours. Prerequisite: ENGL 100 and WRTG 100 (or completion of College Writing Requirement). Offered fall and spring.

ENGL 207: Backgrounds in American Literature

Major authors and literary movements of American literature from the beginning to the present are studied.

4 credit hours. Prerequisite: ENGL 100 and WRTG 100 (or completion of College Writing Requirement). Offered fall, spring, summer.

ENGL 210: Children's Literature

Students read material from early folklore to current literature in order to develop discrimination in the selection of books for children at the elementary school level. Focus is on methods of interpreting and evaluating children's literature.

4 credit hours. Offered fall, spring, summer.

ENGL 212: Adolescent Literature

Themes appropriate to adolescence are explored in various genres. Resource material is included on adolescent literature.

4 credit hours. Offered fall, spring, summer.

ENGL 220: Introduction to Creative Writing

Basic techniques of writing fiction and poetry are introduced. Emphasis is on fundamental methods and forms basic to contemporary fiction and poetry.

4 credit hours. Prerequisite: WRTG 100 or completion of College Writing Requirement. Offered fall and spring.

ENGL 230: Writing for Professional Settings

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. (Formerly Business Writing.)

4 credit hours. Prerequisite: WRTG 100 or completion of College Writing Requirement. Offered fall, spring, summer.

ENGL 231: Writing for Digital and Multimedia Environments

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. (Formerly Expository Writing.)

4 credit hours. Prerequisite: WRTG 100 or completion of College Writing Requirement. Offered as needed.

ENGL 232: Writing for the Public Sphere

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.

4 credit hours. Prerequisite: WRTG 100 or completion of College Writing Requirement. Offered as needed.

ENGL 261: Northern Exposures: Arctic Imagination, Postcolonial Context

Students examine cultural contact narratives, both "factual" and "fictional," between European "explorers" of the Arctic and native peoples in the comparative context of European colonialism and emergent native literatures.

4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered as needed.

ENGL 262: Women, Crime, and Representation

Representations are examined in fiction, nonfiction, film, and television of women as criminals, as crime victims, and as detectives. Emphasis is on twentieth-century Western and non-Western texts.

4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered as needed.

ENGL 263: Zen and the Literary Experience

Students explore Zen and its way of mindful "unknowing" in Eastern and Western expressions. Literary works, the works of Zen Buddhism, and Catholic mysticism are examined to discover the "negative way" in the literary experience.

4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered as needed.

ENGL 265: Women's Stories across Cultures

Contemporary narratives by women from various Western and non-Western cultures are examined. Focus is on women's struggles for identity and agency within a global context and their diverse strategies for finding and telling their stories.

4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered as needed.

ENGL 301: American Literature to 1860

The poetry, nonfiction prose, and short fiction of American literature to 1860 are studied.

4 credit hours. Offered as needed.

ENGL 302: American Literature from 1860 to 1914

The poetry, nonfiction prose, and short fiction of American literature from 1860 to 1914 are studied.

4 credit hours. Offered as needed.

ENGL 303: The American Novel to 1914

The beginnings and the development of the American novel up to World War I.

4 credit hours. Offered as needed.

ENGL 321: Modern Poetry

Emphasis is on major contributions in British and American poetry from 1900 to midcentury.

4 credit hours. Offered as needed.

ENGL 322: Modern Drama

Focus is on the innovators of modern drama and the American, British, and European playwrights they influenced until midcentury.

4 credit hours. Offered as needed.

ENGL 323: Modern British Novel

Focus is on the twentieth-century British novel, with emphasis on its development to midcentury.

4 credit hours. Offered as needed.

ENGL 324: Literature by Women

Works by British and American women writers are studied. Included are issues of gender, tradition, and canon.

4 credit hours. Offered as needed.

ENGL 325: Literature and Film

The role of the motion picture as a major literary and social force of the twentieth century is examined. Topics include the major genres of the feature film and their relationships to other literary and visual forms.

4 credit hours. Offered as needed.

ENGL 326: Studies in African American Literature

African American literature in English is studied. This course may be repeated for credit with a change in content.

4 credit hours. Offered as needed.

ENGL 327: Ethnic-American Literatures

Issues of race, ethnicity, and canon are explored through the study of several American literatures, such as African American, Asian American, Hispanic American, and Native American.

4 credit hours. Offered as needed.

ENGL 328: Modern American Fiction

Significant fiction from World War I to midcentury is studied.

4 credit hours. Offered as needed.

ENGL 329: Contemporary American Fiction

Significant American fiction from midcentury to the present is studied.

4 credit hours. Offered as needed.

ENGL 335: Studies in World Literature

Subjects are drawn from various historical periods, such as classical Greek, modern European, or contemporary African. This course may be repeated for credit with a change in content.

4 credit hours. Offered as needed.

ENGL 336: Non-Western Literatures

Various literary genres from Asia, Africa, and other regions that might be defined as non-Western are studied.

4 credit hours. Offered as needed.

ENGL 337: Topics in the Aesthetics of Film

Emphasis is on the nature of film technique, the vision of reality that distinguishes film from other creative forms, and the language of film and film criticism.

4 credit hours. Offered as needed.

ENGL 340: Contemporary Poetry

Major trends, movements, and figures from midcentury to the present are studied.

4 credit hours. Offered as needed.

ENGL 342: Contemporary Drama

Landmarks in dramatic literature from midcentury to the present are analyzed. Emphasis is on American, British, and European playwrights who experiment with language and technique.

4 credit hours. Offered as needed.

ENGL 343: Recent Fiction

Significant fiction of the last twenty years, without national restriction, is studied.

4 credit hours. Offered as needed.

ENGL 344: Chaucer

The Canterbury Tales, *Troilus and Criseyde*, and a number of Chaucer's short poems are studied. All are read in the original late Middle English.

4 credit hours. Offered as needed.

ENGL 345: Shakespeare: The Histories and Comedies

The major Shakespearean histories and comedies are examined, including the theatrical, literary, and social background of Shakespeare's age.

4 credit hours. Offered as needed.

ENGL 346: Shakespeare: The Tragedies

Shakespeare's major tragedies are analyzed and the theatrical tradition to which they belong. Emphasis is on the nature of tragedy as a literary genre and the role it plays in the Shakespearean canon.

4 credit hours. Offered as needed.

ENGL 347: British Literature to 1500

Works such as *Beowulf*, Anglo-Saxon lyrics, the works of the Pearl Poet, *Piers Plowman*, and Malory's *Morte D'Arthur* are studied.

4 credit hours. Offered as needed.

ENGL 348: British Literature from 1500 to 1603

Readings from the English Renaissance are studied, including Spenser, Sidney, the sonneteers, the nondramatic poetry of Shakespeare, and Marlowe.

4 credit hours. Offered as needed.

ENGL 351: British Literature from 1603 to 1674

Readings include the works of Donne, the metaphysical poets, Jonson, and Milton, among others.

4 credit hours. Offered as needed.

ENGL 352: British Literature from 1660 to 1784

Readings include the works of Dryden, Pope, Swift, and Johnson, among others.

4 credit hours. Offered as needed.

ENGL 354: British Literature from 1784 to 1832

The English romantic movement is explored through the works of Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats.

4 credit hours. Offered as needed.

ENGL 355: British Literature from 1832 to 1900

The Victorian period is studied, including Hopkins, Tennyson, Browning, the Pre-Raphaelites, and Arnold.

4 credit hours. Offered as needed.

ENGL 356: British Drama to 1642, Excluding Shakespeare

The development of British drama is traced from its beginnings in the Middle Ages to the closing of the theatres in 1642. Emphasis is on major Elizabethan and Jacobean dramatists other than Shakespeare.

4 credit hours. Offered as needed.

ENGL 357: Restoration and Eighteenth-Century Drama

This is a historical and critical analysis of the major dramatists in England from 1660 to 1784, including Etherege, Congreve, Gay, and Sheridan.

4 credit hours. Offered as needed.

ENGL 358: The Eighteenth-Century British Novel

The novels of such writers as Defoe, Richardson, Fielding, Smollett, Sterne, and Austen are studied.

4 credit hours. Offered as needed.

ENGL 359: The Nineteenth-Century British Novel

The novels of such writers as Thackeray, C. Bronte, E. Bronte, Dickens, Eliot, and Hardy are studied.

4 credit hours. Offered as needed.

ENGL 371: Advanced Creative Writing, Fiction

Students write, discuss, and revise a number of original works and study the work of established writers. This course may be repeated for credit.

4 credit hours. Prerequisite: ENGL 220. Offered fall and spring.

ENGL 372: Advanced Creative Writing, Poetry

Students write, discuss, and revise a number of poems and analyze the works of established poets. This course may be repeated for credit.

4 credit hours. Prerequisite: ENGL 220. Offered fall and spring.

ENGL 373: Advanced Creative Writing, Nonfiction Prose

Focus is on the production and revision of literary prose, which may include the nonfiction narrative, the personal essay, the prose meditation, or the autobiography. This course may be repeated for credit.

4 credit hours. Prerequisite: ENGL 220. Offered as needed.

ENGL 375: Shoreline Production I

Students learn the basic principles of producing a literary magazine, *Shoreline*, including manuscript solicitation, selection, and editing.

2 credit hours. Prerequisite: ENGL 220. Offered fall.

ENGL 376: Shoreline Production II

Students learn the basic principles of producing a literary magazine, *Shoreline*, including copy editing, design, and distribution.

2 credit hours. Prerequisite: ENGL 220 and 375 (or consent of department chair). Offered spring.

ENGL 378: Studies in Composition

Students are introduced to the current themes and questions that animate the field of composition studies.

4 credit hours. Prerequisite: ENGL 202 or consent of department chair. Offered as needed.

ENGL 379: Studies in Rhetoric

Students are introduced to the principles, histories, and theories of ancient and contemporary rhetoric.

4 credit hours. Prerequisite: ENGL 202 or consent of department chair. Offered as needed.

ENGL 432: History of the English Language

Students analyze the phonological, morphological, and syntactic changes affecting the growth and structure of Old, Middle, and modern English, including the political and social factors that influenced the development of the language.

4 credit hours. Offered as needed.

ENGL 433: Modern English Grammar

The structure of modern English is examined: its phonology, morphology, and syntax; its personal, social, and communicative purposes; its historical development and variations; and language acquisition.

4 credit hours. Offered as needed.

ENGL 434: Studies in Theory and Criticism

Topics are selected from contemporary theory or the history of criticism. This course may be repeated for credit with a change in content.

4 credit hours. Offered as needed.

ENGL 460: Seminar in Major Authors and Themes

Close analysis is made of a limited number of works by a major author or of a single topic. A research-based seminar paper is required.

4 credit hours. Prerequisite: four 300-level English courses. Offered fall and spring.

ENGL 477: Internship in Rhetoric and Writing

Students apply general writing knowledge in a workplace setting. Students also attend a weekly seminar.

4 credit 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

Students produce original works of fiction, poetry, or nonfiction prose that is of publishable quality. Enrollment is limited to fifteen students.

4 credit hours. Prerequisite: completion of at least 6 credit hours of creative writing courses at the 300-level and consent of instructor. Offered as needed.

ENGL 490: Directed Study

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.

4 credit hours. Prerequisite: consent of instructor, department chair, and dean. Offered as needed.

ENGL 491: Directed Study

This course is open to students whose topic in ENGL 490 may be more fully realized by an additional semester's work.

4 credit hours. Prerequisite: ENGL 490; and consent of instructor, department chair, and dean. Offered as needed.

ENGL 501: Introduction to Graduate Study

Students are introduced to the advanced study of literature and to current critical theories and methodologies.

3 credit hours. Prerequisite: graduate status and consent of department chair. Offered fall.

ENGL 520: Topics in Composition Theory, Rhetoric, and Language Study

Various approaches to language and composition studies are offered. Topics vary and may include the history of the language, linguistics, rhetoric, or the current state of composition theory and pedagogy.

3 credit hours. Prerequisite: graduate status and consent of department chair. Offered fall.

ENGL 521: Topics in Cultural Studies

Students view texts as cultural products and as forms of cultural practice in the context of such issues as racial, sexual, and class politics.

3 credit hours. Prerequisite: graduate status and consent of department chair. Offered as needed.

ENGL 522: Topics in Feminist Theory and Literature

Focus is on one or more areas of contemporary feminist theory in conjunction with literature by women and/or representations of women in literature.

3 credit hours. Prerequisite: graduate status and consent of department chair. Offered as needed.

ENGL 523: Topics in Ethnic American and/or African American Literatures

Issues of culture, identity, race, and power are considered in the literature of one or more ethnic groups and/or of African Americans.

3 credit hours. Prerequisite: graduate status and consent of department chair. Offered as needed.

ENGL 524: Topics in Postcolonial Literatures

Students examine representative ideas found in African, South Asian, and Caribbean postcolonial literatures and their contributions to Western discourses on race, ethnicity, and gender and on debates about literary form and canon formation.

3 credit hours. Prerequisite: graduate status and consent of department chair. Offered as needed.

ENGL 525: Topics in Genre

Focus is on the theory and practice of a particular genre or on a comparative cross-genre approach.

3 credit hours. Prerequisite: graduate status and consent of department chair. Offered as needed.

ENGL 530: Topics in British Literature before 1660

Achievements of British writers from the medieval and Renaissance periods are considered within their cultural contexts. Periods, topics, and approaches vary with instructor.

3 credit hours. Prerequisite: graduate status and consent of department chair. Offered as needed.

ENGL 531: Topics in British Literature from 1660 to 1900

Achievements of Restoration and eighteenth-century, romantic and Victorian British writers are considered within their cultural contexts. Periods, topics, and approaches vary with instructor.

3 credit hours. Prerequisite: graduate status and consent of department chair. Offered as needed.

ENGL 532: Topics in British Literature since 1900

Achievements of modern and contemporary British writers are considered within their cultural contexts. Periods, topics, and approaches vary with instructor.

3 credit hours. Prerequisite: graduate status and consent of department chair. Offered as needed.

ENGL 540: Topics in American Literature before 1900

Achievements of American writers from the beginning through the nineteenth century are explored within their cultural contexts. Periods, topics, and approaches vary with instructor.

3 credit hours. Prerequisite: graduate status and consent of department chair. Offered as needed.

ENGL 541: Topics in American Literature since 1900

Achievements of American writers of the past century are examined within their cultural contexts. Periods, topics, and approaches vary with instructor.

3 credit hours. Prerequisite: graduate status and consent of department chair. Offered as needed.

ENGL 560: Seminar in Literary Theory

Significant issues in literary and cultural theory are considered. 3 credit hours. Prerequisite: graduate status and consent of department chair. Offered as needed.

ENGL 581: Workshop in Creative Writing

Students write, revise, and present original work to be discussed and critiqued by workshop members under the direction of the instructor. Work of publishable quality is the goal. 3 credit hours. Prerequisite: graduate status and consent of department chair. Offered as needed.

ENGL 591: Directed Reading

After consulting an advisor, the student pursues a program of reading. This course may be repeated for credit with a change in content. 3 credit hours. Prerequisite: consent of the Department of English Graduate Committee. Offered as needed.

ENGL 592: Master's Thesis

Students write either a substantial critical paper or a substantial portfolio of creative work under the supervision of a faculty member. 3 credit hours. Prerequisite: approval of thesis proposal by the Department of English Graduate Committee. Offered as needed.

English as a Second Language (ESL)

The courses listed below are intended for nonnative speakers of English.

ESL 101: Intensive Basic English as a Second Language

This is the initial course for students who are proficient in a language other than English. English fluency in basic interpersonal communication is increased by listening, speaking, reading, and writing. A laboratory component is required. (8) 4 credit hours. Prerequisite: department placement examination. Offered fall and spring.

ESL 102: Intensive Intermediate English as a Second Language

Students develop intermediate-level English skills in listening, speaking, reading, and writing as they apply to interpersonal communication and academic areas. A laboratory component is required. (8) 4 credit hours. Prerequisite: ESL 101 or department placement examination. Offered fall and spring.

ESL 201: Intensive Advanced English as a Second Language

Advanced-level communication skills are developed in listening, speaking, reading, and writing. Activities include essay writing, debates, and discussions on academic topics. A laboratory component is required. (8) 4 credit hours. Prerequisite: ESL 102 or a department placement examination. Offered fall and spring.

Film Studies (FILM)**FILM 116: Approaches to Film and Film Criticism**

Film as an art form is studied through viewing and analyzing representative films and by reading and writing essays on the aesthetics of film. (Formerly ENGL 116.) 4 credit hours. Gen. Ed. category A. Offered fall and spring.

FILM 162: Studies in Non-Western Film

The film industry and culture of a geographic location is examined with respect to its regional significance, e.g., the cinema of South America, Africa, or South Asia. (Formerly The Afro-Brazilian Experience and Brazilian Cinema.) 4 credit hours. Gen. Ed. Core 3. Offered annually.

FILM 219: Methods of Film Analysis

Major concepts and methodologies in film studies are introduced. Emphasis is on critical readings and writings of film. 4 credit hours. Prerequisite: FILM 116 or consent of program director. Offered as needed.

FILM 220: History of Film I

The history of silent film is traced from 1896 to 1926. Major theoretical statements from the period are also considered. 4 credit hours. Prerequisite: FILM 116 or consent of program director. Offered fall.

FILM 221: History of Film II

Focus is on the development of sound film from the late 1920s to the present. It is strongly recommended that students take FILM 220 before enrolling in this course. 4 credit hours. Prerequisite: FILM 116 or consent of program director. Offered spring.

FILM 262: Film and Representation: Cross-Cultural Projections

Focus is on cross-cultural representation in film. Students analyze the way American cinema has represented other cultures and the ways other cultures have represented themselves through film.

4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered as needed.

FILM 305: Exploring Ethnographic Film

A broad perspective is given on the ethnographic category of documentary film. Students cannot receive credit for both ANTH 305 and FILM 305.

4 credit hours. Prerequisite: ANTH 101 or FILM 116 or 220. Offered as needed.

FILM 351: Major Directors

The work of directors who have made major contributions to film is examined. Focus is limited to one or two directors. This course may be repeated for credit with a change in content.

4 credit hours. Prerequisite: FILM 219 or consent of program director. Offered as needed.

FILM 352: Film Genres

An important film genre is traced. Topic varies. This course may be repeated for credit with a change in content.

4 credit hours. Prerequisite: FILM 219 or consent of program director. Offered as needed.

FILM 353: National Cinemas

Movements in national cinemas are analyzed. Topics vary. This course may be repeated for credit with a change in content.

4 credit hours. Prerequisite: FILM 219 or consent of program director. Offered as needed.

FILM 370: Screenwriting I

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.

4 credit hours. Prerequisite: FILM 219. Offered fall.

FILM 371: Screenwriting II

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.

4 credit hours. Prerequisite: FILM 370. Offered spring.

FILM 372: Preproduction: Word to Moving Image

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.

4 credit hours. Prerequisite: FILM 219. Offered fall.

FILM 373: Introduction to Film Production

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.

4 credit hours. Prerequisite: FILM 372. Offered spring.

FILM 374: Film Production: Narrative Form

Building on an understanding of the techniques of narrative film form, students conceptualize, script, cast, shoot, and edit multiple narrative short films

4 credit hours. Prerequisite: FILM 373. Offered fall.

FILM 375: Film Production: Documentary Form

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.

4 credit hours. Prerequisite: FILM 373. Offered spring.

FILM 376: Film Production: Experimental

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.

4 credit hours. Prerequisite: FILM 373. Offered as needed

FILM 377: Film Production: 2D Animation

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.

4 credit hours. Prerequisite: FILM 373. Offered as needed.

FILM 378: Film Production: 3D Animation

Students are introduced to 3D digital animation tools, with emphasis on modeling and animating scenes. Short projects are created.

4 credit hours. Prerequisite: FILM 377. Offered as needed.

FILM 379: Digital Audio Production

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.

4 credit hours. Prerequisite: FILM 373. Offered as needed.

FILM 454: Film Theory

Through extensive readings, students examine issues in contemporary film theory, particularly the language and concepts of semiotics, models of psychoanalytic and feminist film theory, and the relationship between textuality and ideology.

4 credit hours. Prerequisite: FILM 220, 221; at least two 300-level film courses; or consent of program director. Offered as needed.

FILM 479: Film Studies Internship

Students gain a more comprehensive understanding of career possibilities in the film studies arena. This course may be repeated once for credit.

4 credit hours. 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

Students select a topic and undertake concentrated research under the supervision of a faculty advisor.

4 credit hours. Prerequisite: consent of program director. Offered as needed.

FILM 491: Directed Study

This course is open to students whose topic in FILM 490 may be more fully realized by an additional semester's work.

4 credit hours. Prerequisite: consent of program director. Offered as needed.

Finance (FIN)**FIN 230: Personal Finance**

Students examine the markets and institutions they will deal with throughout their financial lives. Topics include borrowing money, real estate, banking, insurance, investing, and retirement planning.

3 credit hours. Offered as needed.

FIN 241: Fundamentals of Health and Life Insurance

Emphasis is on the principal risk management products and strategies developed by the life and health insurance industries and their application to different personal and business planning situations.

3 credit hours. Offered as needed.

FIN 242: Fundamentals of Property and Liability Insurance

Students are introduced to personal and commercial insurance coverages, including homeowners, automobile, commercial, general liability, business owners, and workers' compensation. Theoretical, technical, and practical elements are explored.

3 credit hours. Offered as needed.

FIN 301: Managerial Finance and Control

Concepts of financial management are introduced. Topics include the financial environment of firms, the time value of money, risk and return, techniques of capital budgeting, cost of capital, and capital structure. Lecture and laboratory. (Formerly FIN 330.)

(4) 3 credit hours. Prerequisite: ACCT 201; ECON 214, 215; MATH 177. Offered fall, spring, summer.

FIN 335: Financial Statement Analysis

Financial statements are analyzed and their use in assessing the value of a company's stock. Students learn how different accounting methods can alter a company's financial disclosures.

3 credit hours. Prerequisite: FIN 301. Offered fall and spring.

FIN 423: Financial Markets and Institutions

Students examine the markets in which securities are traded and the institutions that participate in these markets. Students cannot receive credit for both ECON 423 and FIN 423.

3 credit hours. Prerequisite: FIN 301. Offered fall and spring.

FIN 431: Intermediate Finance

Selected topics from FIN 301 are studied in greater detail, with emphasis on problems associated with managing a firm's asset and financial structures. Substantial use is made of case studies.

3 credit hours. Prerequisite: FIN 301 and MGT 249. Offered fall and spring.

FIN 432: Theory of Investment

This course builds on risk and return analysis and the Efficient Market Hypothesis. Emphasis is on modern portfolio theory, capital asset pricing theories, and developing synthetic positions via derivative markets.

3 credit hours. Prerequisite: FIN 301 and MGT 249. Offered fall and spring.

FIN 434: International Financial Management

Corporate finance issues faced by multinational firms are studied. Topics include foreign exchange exposure, currency risk management, international financial markets, currency derivatives, and capital budgeting.

3 credit hours. Prerequisite: FIN 301 and MGT 249. Offered fall and spring.

FIN 436: Fixed Income Analysis

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.

3 credit hours. Prerequisite: FIN 301 and MGT 249. Offered as needed.

FIN 441: Financial Derivatives and Risk Management

Students understand how financial derivative contracts, such as option, forwards, futures, and swaps, work. Emphasis is on the use of derivatives for risk management. Derivative pricing models are also introduced.

3 credit hours. Prerequisite: FIN 432. Offered as needed.

FIN 461: Seminar in Finance

This is an integrating experience in finance and investment-related theories, concepts, and practices. Case analysis (integrating the finance function with other functional management) is used. Related literature is examined.

3 credit hours. Prerequisite: ECON 449; FIN 431, 432. Offered fall and spring.

FIN 463: Seminar in Portfolio Management

The portfolio management process is examined. Topics include investment policy statement, asset allocation, and rebalancing portfolios. Use of a student-managed fund blends theory with practice of money management.

3 credit hours. Prerequisite: ECON 449; FIN 431, 432; and approval by a faculty selection committee. Offered as needed.

FIN 467: Directed Internship

Students are assigned to a business, an industrial organization, or a not-for-profit organization and supervised by a mentor. Students receive 1 credit hour for every four hours of work. A two-hour biweekly seminar is included.

3–9 credit hours. Prerequisite: junior standing, a major or minor in a School of Management program, and consent of internship director and appropriate faculty member. Offered fall, spring, summer.

FIN 556: Mutual Funds for Income and Retirement

The role of mutual fund investing for the achievement of the goals of the client is reviewed. Focus is on the need for ongoing portfolio realignment and risk management. Various funds and reporting services are also explored.

3 credit hours. Prerequisite: ACCT 533 or consent of instructor. Offered as needed.

FIN 558: Asset Allocation

Determination of the optimum portfolio to meet the needs of specific clients is examined. Focus is on risk considerations, diversification, and strategy development within the context of client expectations and goals.

3 credit hours. Prerequisite: consent of chair. Offered as needed.

FIN 559: Insurance Planning and Risk Management

Topics include the best insurance products available, risks to being insured, policy provisions, and adequacy of insurance coverage.

3 credit hours. Prerequisite: ACCT 533 or consent of chair. Offered as needed.

First Year Seminar**FYS 100: First Year Seminar**

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.

4 credit hours. Gen. Ed. category FYS. Offered fall and spring.

Foundations of Education (FNED)

FNED 346: Schooling in a Democratic Society

The social and cultural forces that affect schools are examined. Fifteen hours of field-based experience is required. *4 credit hours. Prerequisite: 12 credit hours of course work and completion of the College Writing Requirement, or consent of department chair. Offered fall, spring, summer.*

FNED 352: Seminar in Youth Development

This foundational seminar in the youth development program provides a framework to integrate the multidisciplinary approaches of education, social work, and nonprofit studies. *3 credit hours. Prerequisite: FNED 346, SWRK 240, and concurrent enrollment in CURR 347. Offered fall and spring.*

FNED 502: Social Issues in Education

The social and cultural foundations of education are explored. Topics include historical, political, global, and legal perspectives on contemporary schooling. *3 credit hours. Prerequisite: graduate status or consent of department chair. Offered fall, spring, summer.*

FNED 520: Cultural Foundations of Education

The matrices of cultural influences on formal and informal educational processes are examined. Topics include the effects of cultural pluralism and bilingualism on American education. *3 credit hours. Prerequisite: graduate status or consent of department chair. Offered as needed.*

FNED 541: Comparative Philosophies of Education

Philosophical perspectives that have been brought to bear on educational concerns are compared, particularly the role of schooling in a democratic society. *3 credit hours. Prerequisite: graduate status or consent of department chair. Offered as needed.*

FNED 546: Contexts of Schooling

Integrating class work and a fifteen-hour field component, students examine the social and cultural forces that affect schools. *4 credit hours. Prerequisite: graduate status or consent of department chair. Offered fall and spring.*

FNED 547: Introduction to Classroom Research

Preservice and in-service teachers are introduced to qualitative and quantitative research in education through the interpretation of published studies and through the initiation of a study in a classroom. *3 credit hours. Prerequisite: graduate status or consent of department chair. Offered fall and spring.*

FNED 561: Latinos in the United States

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, FNED 561, or SSCI 561. *3 credit hours. Prerequisite: graduate status and any 300-level social or behavioral science course, or consent of department chair. Offered as needed.*

French (FREN)

FREN 101: Elementary French I

Students learn to understand, speak, read, and write in French and gain an understanding of French life and character. Language laboratory is required. Not open to students who have admission credit in French. *4 credit hours. Offered fall and spring.*

FREN 102: Elementary French II

Four skills in elementary French: listening, speaking, reading, and writing are further developed within the context of French culture. Language laboratory is required. *4 credit hours. Prerequisite: FREN 101 or one year of secondary school French, or consent of department chair. Offered fall and spring.*

FREN 110: Review of Basic French

Four skills: listening, speaking, reading, and writing are reviewed. Language laboratory is required. *4 credit hours. Prerequisite: two years of secondary school French or consent of department chair. Not open to students who have completed FREN 101 or 102. Offered fall and spring.*

FREN 113: Intermediate French I

The cultural heritage of the French-speaking world is examined through selected cultural readings. Grammar and vocabulary are reviewed through a communicative approach. Language laboratory is required.

4 credit hours. Prerequisite: FREN 102 or 110, or three years of secondary school French, or a score of 500–549 on the CEEB Achievement Test in French. Offered fall.

FREN 114: Intermediate French II

Through selected readings, literature as a reflection of the French-speaking world is examined. The development of language skills is continued through a communicative approach. Language laboratory is required.

4 credit hours. Prerequisite: FREN 113 or equivalent, or a score of 550–599 on the CEEB Achievement Test in French, or consent of department chair. Offered spring.

FREN 115: Literature of the French-Speaking World

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.

4 credit hours. Gen. Ed. category L. Prerequisite: FREN 113 or equivalent, or consent of department chair. Offered fall and spring.

FREN 201: Advanced French: Conversation and Composition

Through contextualized activities, idiomatic spoken French and the structures required for written communication are studied. Modern France is discussed. Language laboratory is required.

4 credit hours. Prerequisite: FREN 114 or equivalent, or a score of 600 or above on the CEEB Achievement Test in French, or consent of department chair. Offered fall.

FREN 202: Advanced French: Composition and Conversation

Writing skills, style, and content are developed. Current issues in France and the Francophone world are discussed. Language laboratory is required.

4 credit hours. Prerequisite: FREN 201 or consent of department chair. Offered spring.

FREN 313: Modern France and the Francophone World

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. (Formerly FREN 301: French Civilization.)

4 credit hours. Prerequisite: FREN 202 or consent of department chair. Offered alternate years.

FREN 323: Survey of French Literature from the Middle Ages to 1789

Major writers and literary movements are studied in their historical and social context. Course activities include *explications de texte*, short papers, and discussion in French.

4 credit hours. 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

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.

4 credit hours. Prerequisite: prior or concurrent enrollment in FREN 202 or consent of the department chair. Offered alternate years.

FREN 390: Directed Study

Students select a topic and undertake concentrated research under the supervision of a faculty advisor.

1–3 credit hours. Prerequisite: consent of department chair. Offered as needed.

FREN 400: Applied Linguistics

The meaning and nature of language and its application to the teaching of French is studied. Emphasis is on the planning and presentation of basic audio-lingual structures. Language laboratory is included.

3 credit hours. Prerequisite: completion of two of the following: FREN 313, 323, 324; or consent of department chair. Offered as needed.

FREN 416: Studies in the Seventeenth Century

Representative works of the seventeenth century are studied against the historical and social background of the period.

3 credit hours. Prerequisite: FREN 323 and 324, or consent of department chair. Offered as needed.

FREN 417: Studies in the Eighteenth Century

Representative works of the eighteenth century are studied against the historical and social background of the period. *3 credit hours. Prerequisite: FREN 323 and 324, or consent of department chair. Offered as needed.*

FREN 418: Studies in the Nineteenth Century

Representative works of the nineteenth century are studied against the historical and social background of the period. *3 credit hours. Prerequisite: FREN 323 and 324, or consent of department chair. Offered as needed.*

FREN 419: Studies in the Twentieth Century

Representative works of the twentieth century are studied against the historical and social background of the period. *3 credit hours. Prerequisite: FREN 323 and 324, or consent of department chair. Offered as needed.*

FREN 420: Applied Grammar

The practical application of grammar in both oral and written forms is exercised. Included is an intensive study of construction and idiomatic expressions. *3 credit hours. Prerequisite: FREN 202 or equivalent. Offered alternate years.*

FREN 460: Seminar in French

This course involves individual and group study of a major author, movement, or period in French literature. A major paper is required. Topics are announced in advance. This course may be repeated for credit with a change in content. *3 credit hours. Prerequisite: open to seniors majoring in French. Offered spring.*

FREN 520: Grammar, Composition, and Stylistics

Precision of diction and accuracy and clarity of expression are the goals of this course. Oral and written exercises are used extensively and grammar is studied pragmatically. *3 credit hours. Prerequisite: graduate status. Offered as needed.*

FREN 560: Graduate Seminar in French

Individual and group study is made of a major author or an important period in French literature and is directed toward the writing of a major paper in thesis form. This course may be repeated for credit with a change in content. *3 credit hours. Prerequisite: graduate status. Offered spring.*

FREN 590: Directed Study

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.

3 credit hours. Prerequisite: consent of department chair. Offered as needed.

FREN 595: Master's Thesis

Credit is assigned in the semester that the thesis is completed and approved. No grade is given in this course.

6 credit hours. Prerequisite: open only to students enrolled in the M.A. program in French. Offered as needed.

Gender and Women's Studies (GEND)**GEND 200: Gender and Society**

Students analyze the lives of women and men, using the lenses of feminism and emphasizing the legal, economic, political, and social constructions of race, class, gender, and sexuality. *4 credit hours. Gen. Ed. category SB. Offered fall and spring.*

GEND 201: Introduction to Feminist Inquiry

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.

4 credit hours. Prerequisite: GEND 200. Offered spring.

GEND 300: Field Experience in Gender and Women's Studies

Students engage in experiential learning and participate in a selected public or private agency/organization. Each student formulates specific learning objectives under the direction of an instructor. (Formerly Field Experience in Women's Studies.) *3 credit hours. Prerequisite: GEND 200, junior or senior standing, and consent of program director following an interview. Offered as needed.*

GEND 352: Feminist Theory

Building on the concepts introduced in GEND 200, students study contemporary feminist theory in depth and explore a range of interdisciplinary approaches.

3 credit hours. Prerequisite: GEND 201 or consent of director. Offered as needed.

GEND 353: The Holocaust: Women and Resistance

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.

3 credit hours. Prerequisite: completion of at least 45 college credits or consent of director. Offered fall.

GEND 354: Teenagers in/and the Media

Students explore and challenge representations of teenagers in the media and examine how teenagers use media culture to represent themselves.

4 credit hours. Prerequisite: GEND 200 or consent of director. Offered annually.

GEND 356: Class Matters

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.

4 credit hours. Prerequisite: GEND 200 or consent of director. Offered fall.

GEND 357: Gender and Sexuality

Students examine how the social construction of gender and issues of power, dominance, and resistance affect the practice and regulation of sexuality.

4 credit hours. Prerequisite: GEND 200 or consent of director. Offered fall.

GEND 360: Women and the Professions

Focus is on the economic roles of women, including their participation in the labor force and their career options. Students design a project that integrates their academic backgrounds with their professional interests.

4 credit hours. Prerequisite: GEND 200 and senior standing. Offered as needed.

GEND 458: Gender and Education

Students explore how gender impacts the experiences of boys/men and girls/women in educational settings. (Formerly GEND 358.)

4 credit hours. Prerequisite: GEND 200 and consent of director. Offered as needed.

GEND 461: Seminar in Race, Gender, and Class

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.

4 credit hours. Prerequisite: 60 credit hours; major in Africana studies or gender and women's studies; or consent of program director. Offered as needed.

GEND 490: Directed Study

In the first semester of their senior year students undertake concentrated research under the supervision of a faculty advisor.

4 credit hours. Prerequisite: admission into the honors program and consent of instructor and program director. Offered as needed.

GEND 491: Directed Study

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.

4 credit hours. Prerequisite: GEND 490. Offered as needed.

General Education (GEN)

GEN 261: Intercultural Encounters: Judaism, Christianity, Islam

The intersection of world cultures in historical and/or contemporary contexts is studied. Students cannot receive credit for both GEN 261 and ANTH 261.

4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered as needed.

GEN 263: The Holocaust and Other Genocides

The Holocaust as a watershed event in the history of humanity is studied along with connections between the Holocaust and other genocides.

4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered as needed.

GEN 264: Multicultural Views: Same-Sex Orientation and Transsexuality

This is an exploration of the sociocultural factors at work in the patterning of and acceptance of individuals with same-sex orientation and transsexuals in Western and non-Western societies.

4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered fall and spring.

Geography (GEOG)

Unless otherwise noted: prior to enrolling in any 300-level geography course, all students must have completed a 100- or 200-level geography course or have the consent of the department chair.

GEOG 100: Introduction to Environmental Studies

Focus is on the nature and extent of human modification of the earth's natural environments. (Formerly The Changing Environment of Man.)

3 credit hours. Gen. Ed. category SB. Offered fall, spring, summer.

GEOG 101: Introduction to Geography

Cultural and physical elements of geography are considered individually, in interrelationship, and as these elements are found in areal patterns of political, cultural, and economic associations.

3 credit hours. Gen. Ed. category SB. Offered fall, spring, summer.

GEOG 201: Mapping Our Changing World

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.

4 credit hours. Offered fall.

GEOG 202: Geographic Information Systems I

Introductory concepts and techniques, with hands-on laboratory experience, enable students to produce their own GIS maps of human and environmental phenomena.

4 credit hours. Prerequisite: GEOG 201. Offered spring.

GEOG 205: Earth's Physical Environments

Atmospheric, oceanic, and landform processes are studied as they shape and give character to the surface of the earth. Students cannot receive credit for both GEOG 205 and PSCI 205. *3 credit hours. Offered fall, spring, summer.*

GEOG 261: The New Global Village: The Future of the World's Great Cities

The processes and consequences of the migration of people to the great cities of the West and non-West are studied. Emphasis is on the diversity of histories and cultural legacies and the commonalities of the urbanization experience.

4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered fall or spring (alternate years).

GEOG 300: Disaster Management

Focus is on societal responses to disasters and the systems created to deal with such phenomena. Included are causes of disasters and plans formulated to cope with them. (Formerly GEOG 313.)

4 credit hours. Offered as needed.

GEOG 301: Natural Resource Management

The extent and variety of natural resource use is examined, the environmental impacts thereof, and the management philosophies and efforts to regulate this use for the benefit of contemporary and future populations.

4 credit hours. Offered as needed.

GEOG 303: Historical Geography of the United States

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. (Formerly GEOG 312.)

4 credit hours. Offered as needed.

GEOG 304: Geography of Rhode Island

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. (Formerly GEOG 305.)

4 credit hours. Offered as needed.

GEOG 307: Coastal Geography

The diverse geographic aspects of the land-sea interface are analyzed. Topics include coastal geomorphology and climate, fisheries, and other natural resources, patterns of land use, and coastal regionalism. (Formerly GEOG 320.)

4 credit hours. Offered as needed.

GEOG 308: Geographic Information Systems II

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.

4 credit hours. Prerequisite: GEOG 202. Offered as needed.

GEOG 309: New England Landscapes Pre-1900

New England's rich legacy of historical landscapes form the basis for this field-trip course. Topics include urbanization, traditional land uses, industrialization, leisure landscapes, maritime activities, and the evolution of landscape architecture. (Formerly GEOG 407.)

3 credit hours. Prerequisite: completion of any course in a social science or consent of department chair. Offered summer.

GEOG 310: New England Landscapes since 1900

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. (Formerly GEOG 408.)

3 credit hours. Prerequisite: completion of any course in a social science or consent of department chair. Offered summer.

GEOG 337: Urban Political Geography

Geographic and political analyses are used to study the growth of cities. Discussion includes the role of cities on local, national, and world scales. Students cannot receive credit for both GEOG 337 and POL 337.

3 credit hours. 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

City planning and housing development are studied within the context of how and why neighborhoods change over time. Attention is given to land use plans, zoning maps, and the city building process.

3 credit hours. Offered as needed.

GEOG 339: Metropolitan Providence: Past, Present, and Future

The historic growth, subsequent decline, and modern renaissance of Providence are examined. Topics include local politics, public policies, and major public building projects.

3 credit hours. Offered as needed.

GEOG 400: Regional Geography

The geographic elements of major world areas are assessed. Focus is on physical and cultural elements in a comparative context.

3 credit hours. Prerequisite: completion of any 100- or 200-level course in a social science or consent of department chair. Offered fall and spring.

GEOG 460: Senior Seminar: Theory and Research

The evolution of geographic theories and philosophies is examined, along with their application to contemporary research problems. (Formerly Seminar in Geography.)

4 credit hours. Prerequisite: completion of at least 15 credit hours of geography courses. Offered spring.

GEOG 463: Internship in Geography

This internship, normally taken in the senior year, provides on-the-job experience in applied professional geography. Normally this involves a negotiated number of hours per week working in either a private firm or public agency.

4–6 credit hours. Prerequisite: consent of instructor. Offered fall, spring, summer.

GEOG 470: Reading Course in Geography

Directed reading under the guidance of a geographer is determined on the basis of the student's and the instructor's interests.

1–4 credit hours. Prerequisite: consent of program director. Offered fall, spring, summer.

GEOG 490: Directed Study in Geography

Students select a topic and undertake concentrated research under the supervision of a faculty advisor.

1–4 credit hours. Prerequisite: consent of department chair, instructor with whom student wishes to work, and dean. Offered as needed.

German (GRMN)

GRMN 101: Elementary German I

Students learn to understand, speak, read, and write in German and gain an understanding of German life and character. Language laboratory is required. Not open to students who have admission credit in German.

4 credit hours. Offered fall.

GRMN 102: Elementary German II

Four skills in elementary German: listening, speaking, reading, and writing are further developed within the context of German culture. Language laboratory is required.

4 credit hours. Prerequisite: GRMN 101 or one year of secondary school German, or consent of department chair. Offered spring.

GRMN 113: Intermediate German

The cultural and linguistic heritage of Germany is examined through selected readings. Grammar is reviewed and basic oral and written skills developed. Language laboratory is required. *4 credit hours. Prerequisite: GRMN 102, or three years of secondary school German, or a score of 500–549 on the CEEB Achievement Test in German. Offered as needed.*

GRMN 114: Readings in Intermediate German

Literature as a reflection of the German-speaking world is examined through selected readings. The development of language skills continues through a communicative approach. Language laboratory is required.

4 credit hours. Prerequisite: GRMN 113 or equivalent, or a score of 550–599 on the CEEB Achievement Test in German, or consent of department chair. Offered as needed.

Gerontology (GRTL)**GRTL 314: Health and Aging**

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.

4 credit hours. Prerequisite: completion of at least 45 credit hours. Offered fall and spring.

Greek (GRK)**GRK 101: Introduction to Attic Greek**

This is an introduction to Attic Greek, with focus on grammar, syntax, and translation of basic texts in ancient Greek.

4 credit hours. Offered fall.

Health Care Administration (HCA)**HCA 461: Seminar in Strategic Health Care Management**

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.

3 credit hours. 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

Students receive on-the-job training, applying concepts learned in the health care administration program to a real-world health care environment.

3 credit hours. Prerequisite: senior standing, a major or minor in health care administration, and consent of internship director. Offered fall, spring, summer.

Health Education (HED)**HED 101: Human Sexuality**

This is an introduction to human sexuality through multidisciplinary research and theory. Attention is given to sociological perspectives. Guest lectures and films add to the breadth of approach.

3 credit hours. Offered fall, spring, summer.

HED 102: Personal Health

Students are introduced to personal health and wellness through lecture, discussion, and class projects. Focus is on basic health issues, problems, and associated health behaviors.

3 credit hours. Offered fall, spring, summer.

HED 110: Mind-Body Stress Reduction

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) 1 credit hour. Offered fall and spring.

HED 115: Fundamentals of First Aid and Cardiopulmonary Resuscitation

Fundamental principles and skills of basic first aid and cardiopulmonary resuscitation (CPR) are presented. Upon satisfactory completion of each unit, appropriate certification is available. This is an eight-week course.

(4) 2 credit hours. Offered fall, spring, summer.

HED 202: Principles of Health Education

The basic principles of health education in school and community settings are studied. Focus is on professional and personal philosophy, the influence of technology, entry-level responsibilities, and the future of the profession.

3 credit hours. Prerequisite: HED 102 or consent of department chair. Offered fall and spring.

HED 221: Nutrition

The fundamental principles of human nutrition are presented, with application to the planning of dietaries.

3 credit hours. Prerequisite: HED 102 or consent of department chair. Offered fall and spring.

HED 233: Social Perspectives of Health

Issues of diversity, family living, violence, aging, and death and their role in contemporary society are surveyed. Discussions include the factors that affect attitudes and behavior on society.

3 credit hours. Prerequisite: HED 102 or consent of department chair. Offered fall and spring.

HED 300: Concepts of Teaching

This is the analytical study of teaching health education. Included are teaching models, the technical skills of teaching, instructional planning, classroom management strategies, and several observational techniques. School visits are required.

4 credit hours. Prerequisite: minimum cumulative GPA of 2.50 and admission into the health education teacher preparation program, or consent of department chair. Offered fall and spring.

HED 303: Community Health

Readings, discussions, and presentations are given on the critical issues of community health. Included are an interpretation of vital statistics, special populations, and communicable diseases. (Formerly Community Health and Safety.)

3 credit hours. Prerequisite: admission to the Feinsein School of Education and Human Development or consent of department chair. Offered fall and spring.

HED 307: Dynamics and Determinants of Disease

Focus is on the causes and impact of selected chronic and infectious diseases in specific human populations and environments. Included are prevention strategies and resources for health care.

3 credit hours. Prerequisite: HED 233 and 303, or consent of department chair. Offered fall.

HED 325: Assessment in Health and Physical Education

Construction, administration, and interpretation of measuring devices for classroom and program assessment are covered. Student performance, achievement, and program status are also evaluated and discussed.

3 credit hours. Prerequisite: HED 300 or PED 301, or consent of department chair. Offered fall.

HED 335: Consumer Health

Issues and problems affecting health consumerism are covered. Emphasis is on selecting health services, examining the appropriateness of wellness and health promotional activities, and interpreting and evaluating claims.

3 credit hours. Prerequisite: HED 102 or consent of department chair. Offered as needed.

HED 346: Methods and Materials in Elementary School Health Education and Physical Education

Basic principles of comprehensive health education and physical education programs for elementary schools are addressed. Students cannot receive credit for both PED 346 and HED 346.

(4) 3 credit hours. Prerequisite: 60 credit hours of undergraduate courses and admission into the elementary education teacher preparation program. Offered fall.

HED 404: Organization and Administration of School Health Education Programs

The organizational and administrative relationships of coordinated school health education programs are presented. School health education issues are discussed in regard to specific administrative concerns.

3 credit hours. Prerequisite: HED 300, admission into the health education teacher preparation program, and minimum cumulative GPA of 2.50, or consent of department chair. Offered spring.

HED 406: Advanced Issues and Concerns in Community and Public Health

Students analyze further the etiology of various community health issues. Program planning, implementation, and evaluation are applied to a diversity of community and public health problems.

3 credit hours. Prerequisite: HED 303 or consent of department chair. Offered fall.

HED 410: Stress Management

Students explore connections between mental and physical health as related to managing stress. Activities include identifying sources, identifying the impact of stress on health, and the implementation of stress management techniques.

3 credit hours. Prerequisite: HED 300 or PED 301 or consent of department chair. Offered fall and spring.

HED 417: Advanced Issues in School and Community Health

Students develop skills in program planning, implementation, and evaluation regarding specific health promotion issues in both school and community settings.

3 credit hours. Prerequisite: HED 300 and 303, or consent of department chair. Offered spring.

HED 418: Practicum in Health Education

Students learn to enhance the preparation and presentation of comprehensive health education in the K–12 classroom. Included is the development of lesson and unit plans and a supervised teaching experience.

4 credit hours. Prerequisite: HED 300, admission into the health education teacher preparation program, and minimum cumulative GPA of 2.50, or consent of department chair. Offered fall.

HED 419: Practicum in Community Health

Under the guidance of 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.

3 credit hours. Prerequisite: BIO 231, 335; HED 300; prior or concurrent enrollment in HED 406; a minimum cumulative GPA of 2.50; or consent of department chair. Offered fall.

HED 426: Internship in Community Health

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. (Formerly Community Health: Field Placement.)

10 credit hours. Prerequisite: HED 419, minimum cumulative GPA of 2.50, an approved Preparing for Internship Portfolio, and completion of all required courses. Offered fall, spring, summer.

HED 427: Student Teaching in Health Education

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.

10 credit hours. Prerequisite: concurrent enrollment in HED 428; satisfactory completion of all major, cognate, and professional courses required prior to student teaching; 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 and spring.

HED 428: Student Teaching Seminar in Health and Physical Education

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.

2 credit hours. Prerequisite: concurrent enrollment in HED 427. Offered fall and spring.

HED 429: Seminar in Community Health

Students are provided a professional learning community to analyze, reflect, and share internship experiences. Responsibilities and competencies of the profession are explored and developed. (Formerly Seminar in Community Health Field Placement.)

2 credit hours. Prerequisite: concurrent enrollment in HED 426. Offered fall, spring, summer.

HED 431: Drug Education

A foundation in substance abuse is presented from which students create and present unit plans on a variety of drug issues. Aspects of professional ethics versus obligations to the community are included in discussions and presentations. *3 credit hours. Prerequisite: HED 300 or PED 301 or consent of department chair. Offered fall and spring.*

HED 500: Introduction to Health Education and Health Promotion

Focus is on the basic principles of health education and health promotion in school and nonschool settings. Included are the philosophy, ethics, responsibilities, and practice of health education.

3 credit hours. Prerequisite: graduate status. Offered fall.

HED 501: Curriculum Design in Health Education

The development of curriculum in health education programs is considered with regard to individual and social needs.

3 credit hours. Prerequisite: HED 500 or consent of instructor. Offered fall.

HED 505: Principles of Program Development in Health Education

Focus is on techniques, processes, and models of developing health education programs in schools, communities, and work sites. Emphasis is on planning, implementation, and evaluation strategies.

3 credit hours. Prerequisite: graduate status or consent of instructor. Offered spring.

HED 507: Epidemiology and Biostatistics

Topics covered include statistical concepts, evaluation of health research literature, outcome measurements, health surveillance, and determinants of health. Students cannot receive credit for both HED 507 and NURS 507.

3 credit hours. Prerequisite: graduate status or consent of instructor. Offered spring.

HED 519: Professional Development for Cooperating Teachers

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.

3 credit hours. Prerequisite: graduate status and currently serving as a cooperating teacher, or consent of department chair. Offered as needed.

HED 530: Family Life and Sexuality Education

Human sexuality issues and sexuality education principles are studied. Students develop those skills necessary for implementing school-based sexuality education programs.

3 credit hours. Prerequisite: graduate status or consent of department chair. Offered as needed.

HED 531: Methods and Procedures for School Nurse Teachers

Students examine the scope, principles, and practices required of certified school nurse teachers in an educational setting. This course meets state certification requirements for school nurse teachers.

3 credit hours. Prerequisite: registered nurse, with B.S. degree. Offered spring.

HED 562: Seminar in Health Education

Focus is on research in health education. This is a capstone experience for graduate students in health education and should be among the last 6 credit hours taken in the program.

3 credit hours. Prerequisite: HED 500, 501, 505, 507. Offered fall.

HED 563: Professional Ethics and Social Health Issues

Current social health issues and the ethical codes of the profession are investigated and discussed. Sensitive, diverse, global issues are analyzed from the school and community health education perspective.

3 credit hours. Prerequisite: graduate status or consent of instructor. Offered spring.

HED 590: Directed Study in Health Education

Under faculty supervision, students initiate a formal inquiry into a significant health issue or problem.

3 credit hours. Prerequisite: HED 562; consent of advisor, department chair, and dean. Offered as needed.

HED 591: Directed Reading in Health Education

Under faculty supervision, students engage in intensive reading on a specific health issue.

3 credit hours. Prerequisite: HED 500, 501; consent of advisor, department chair, and dean. Offered as needed.

Health Sciences (HSCI)

HSCI 232: Human Genetics

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. *4 credit hours. Gen. Ed. category AQSR. Prerequisite: BIOL 108. Offered annually.*

HSCI 401: Topics in Respiratory Therapy

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.

4 credit hours. Prerequisite: enrollment in the respiratory therapy completion concentration of the B.S. in health sciences. Offered fall.

HSCI 402: Current Topics in Dental Hygiene

This course familiarizes dental hygiene students with evolving professional trends related to the dental hygiene process of care in private or public practice.

4 credit hours. Prerequisite: enrollment in the dental hygiene completion concentration of the B.S. in health sciences. Offered as needed.

HSCI 465: Directed Reading in Respiratory Therapy

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.

4 credit hours. Prerequisite: MATH 240 or consent of instructor. Offered spring.

HSCI 466: Evidence-Based Decision Making for Dental Hygienists

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.

4 credit hours. Prerequisite: HSCI 402. Offered as needed.

HSCI 494: Independent Study in Health Sciences

Students choose a topic for a research project under the supervision of faculty.

4 credit hours. Prerequisite: consent of advisor. Offered as needed.

History (HIST)

HIST 101: Multiple Voices: Africa in the World

Students examine the historian's craft by studying pivotal events highlighting the historical relationship between Africa and the world.

4 credit hours. Gen. Ed. category H. Offered fall, spring, summer.

HIST 102: Multiple Voices: Asia in the World

Students examine the historian's craft by studying pivotal events highlighting the historical relationship between Asia and the world.

4 credit hours. Gen. Ed. category H. Offered fall, spring, summer.

HIST 103: Multiple Voices: Europe in the World to 1600

Students examine the historian's craft by studying pivotal events highlighting the historical relationship between Europe and the world to 1600.

4 credit hours. Gen. Ed. category H. Offered fall, spring, summer.

HIST 104: Multiple Voices: Europe in the World Since 1600

Students examine the historian's craft by studying pivotal events highlighting the historical relationship between Europe and the world since 1600.

4 credit hours. Gen. Ed. category H. Offered fall, spring, summer.

HIST 105: Multiple Voices: Latin America in the World

Students examine the historian's craft by studying pivotal events highlighting the historical relationship between Latin America and the world.

4 credit hours. Gen. Ed. category H. Offered fall, spring, summer.

HIST 106: Multiple Voices: Muslim People in the World

Students examine the historian's craft by studying pivotal events highlighting the historical relationship between Muslim peoples and the world.

4 credit hours. Gen. Ed. category H. Offered fall, spring, summer.

HIST 107: Multiple Voices: The United States in the World

Students examine the historian's craft by studying pivotal events highlighting the historical relationship between the United States and the world.

4 credit hours. Gen. Ed. category H. Offered fall, spring, summer.

HIST 162: Perspectives on East Asia

East Asian civilization, from antiquity to the present, is introduced. Focus is on China and Japan. Included are significant thematic elements of culture, society, politics, literature, and art that distinguish East Asian from Western civilization.

4 credit hours. Gen. Ed. Core 3. Offered fall, spring, summer.

HIST 163: Perspectives on Africa

Africa, from the earliest times through the colonial era and the modern era, is examined. Topics include origins, myths and stereotypes, artistic and cultural values, sociopolitical and economic development, and colonial experience.

4 credit hours. Gen. Ed. Core 3. Offered fall, spring, summer.

HIST 164: Perspectives on Muslim History and Civilization

The origins and historical development of Muslim culture are introduced. Focus is on the cultural values, social life, artistic achievements, and contemporary concerns of the world's more than one billion Muslims.

4 credit hours. Gen. Ed. Core 3. Offered fall and spring.

HIST 165: Amerindian Peasants in Latin American History

This course explores the political, religious, and cultural features of Latin America's Amerindian peasants and their efforts in precontact, colonial, and modern periods to preserve their cultural identity and autonomy.

4 credit hours. Gen. Ed. Core 3. Offered fall and spring.

HIST 200: The Nature of Historical Inquiry

This first course in the major introduces students to the tools of historical inquiry, the nature and evaluation of sources and evidence, and the conceptual framework of historical interpretation.

4 credit hours. Prerequisite: completion of one of the following: HIST 101, 102, 103, 104, 105, 106, 107, or 161; or consent of department chair. Offered fall and spring.

HIST 201: U.S. History to 1877

The development of the United States from its colonial origins to the end of Reconstruction is surveyed.

3 credit hours. Offered fall, spring, summer.

HIST 202: U.S. History from 1877 to the Present

The development of the United States from the rise of industrialization to the present is surveyed.

3 credit hours. Offered fall, spring, summer.

HIST 204: Global History since 1500

Global history from 1500 to the present is surveyed. Identities and contributions of diverse world civilizations are explored, highlighting issues in the economic, political, social, cultural, and environmental domains.

4 credit hours. Prerequisite: completion of one of the following: HIST 101, 102, 103, 104, 105, 106, 107, or 161; or consent of department chair. Offered fall and spring.

HIST 261: Russian Identity: Between East and West

The problematic construction of Russian national identity over the past millennium is analyzed. Emphasis is on the tensions among Russian, Western, and other conceptions of identity, and the Russian response to modernization.

4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered fall, spring, summer.

HIST 263: Christianity in Global Perspective

Christianity is explored from its origin to the present. Emphasis is on the interaction of religion and culture, society, and institutions as Christianity expanded beyond the Mideast through Western culture and other cultures.

4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered fall and spring.

HIST 265: Conflict Resolution: Africa and the World

Conflict and conflict resolution in Africa and various parts of the world since 1945 are compared. Political, economic, social, cultural, and environmental dimensions of violent strife are explored.

4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered as needed.

HIST 266: Globalization in Historical Perspective since 1500

This course critically examines the traditional approach to the “rise of the West” as an inevitable historical process by exploring the essential contributions of diverse world civilizations to contemporary globalization.

4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered fall, spring, summer.

HIST 300: History of Greece

The development of the city-state from the archaic period to the death of Alexander the Great is examined. Topics include constitutional development, colonization, the Persian and Peloponnesian wars, and slavery.

3 credit hours. Prerequisite: completion of one of the following: HIST 101, 102, 103, 104, 105, 106, 107, or 161; or consent of department chair. Offered as needed.

HIST 301: Alexander and the Hellenistic World

This is an examination of the political, economic, social, and philosophical changes that took place in Greece, the eastern Mediterranean, and Asia Minor in the period from the unification of Macedon to the Roman conquest.

3 credit hours. Prerequisite: completion of one of the following: HIST 101, 102, 103, 104, 105, 106, 107, or 161; or consent of department chair. Offered as needed.

HIST 302: The Roman Republic

The development of Rome is explored from its eighth-century B.C. founding to the end of the Roman Republic, with emphasis on constitutional development, imperial expansion, and changing economic and social conditions.

3 credit hours. Prerequisite: completion of one of the following: HIST 101, 102, 103, 104, 105, 106, 107, or 161; or consent of department chair. Offered as needed.

HIST 303: The Roman Empire

The development of the Roman Empire is explored from the founding of the Julio-Claudian dynasty to the end of Roman rule in the West.

3 credit hours. Prerequisite: completion of one of the following: HIST 101, 102, 103, 104, 105, 106, 107, or 161; or consent of department chair. Offered as needed.

HIST 304: Medieval History

Western civilization is explored from the breakup of the Roman Empire to the beginning of the fourteenth century. Topics include the rise of Christianity, feudalism, and economic and technological developments.

3 credit hours. Prerequisite: completion of one of the following: HIST 101, 102, 103, 104, 105, 106, 107, or 161; or consent of department chair. Offered as needed.

HIST 305: The Age of the Renaissance

Europe’s transition from the Middle Ages to the early modern period is studied. Focus is on changing patterns of thought and art forms that occur in the Italian city-states of the fourteenth and fifteenth centuries.

3 credit hours. Prerequisite: completion of one of the following: HIST 101, 102, 103, 104, 105, 106, 107, or 161; or consent of department chair. Offered fall.

HIST 306: The Age of the Reformation

The religious crisis of the sixteenth century is studied, including the political, economic, and intellectual context within which the Reformation occurred.

3 credit hours. Prerequisite: completion of one of the following: HIST 101, 102, 103, 104, 105, 106, 107, or 161; or consent of department chair. Offered spring.

HIST 307: Europe in the Age of Enlightenment

Essential themes, from the Peace of Westphalia to the eve of the French Revolution, are examined. Topics include absolutism, the Age of Louis XIV, the scientific revolution, and the Enlightenment.

3 credit hours. Prerequisite: completion of one of the following: HIST 101, 102, 103, 104, 105, 106, 107, or 161; or consent of department chair. Offered as needed.

HIST 308: Europe in the Age of Revolution, 1789 to 1850

The political and industrial revolutions of the era are examined for their social and economic impact. Included are the roots of liberalism, nationalism, and socialism.

3 credit hours. Prerequisite: completion of one of the following: HIST 101, 102, 103, 104, 105, 106, 107, or 161; or consent of department chair. Offered as needed.

HIST 309: Europe in the Age of Nationalism, 1850 to 1914

This is an examination of the unification of Germany and Italy, the political institutions of the European nation-states, and the emergence of nationalism and imperialism.

3 credit hours. Prerequisite: completion of one of the following: HIST 101, 102, 103, 104, 105, 106, 107, or 161; or consent of department chair. Offered as needed.

HIST 310: Twentieth-Century Europe

Beginning with the First World War, students explore such topics as the Treaty of Versailles, the Roaring Twenties, the rise of communism and fascism, the Second World War, and the Cold War.

3 credit hours. Prerequisite: completion of one of the following: HIST 101, 102, 103, 104, 105, 106, 107, or 161; or consent of department chair. Offered as needed.

HIST 311: The Origins of Russia to 1700

Students explore the histories and cultures of peoples inhabiting the territories of the former U.S.S.R. from antiquity to Peter the Great. Topics include state formation, social institutions and practices, and territorial expansion.

3 credit hours. Prerequisite: completion of one of the following: HIST 101, 102, 103, 104, 105, 106, 107, or 161; or consent of department chair. Offered alternate years.

HIST 312: Russia from Peter to Lenin

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.

3 credit hours. Prerequisite: completion of one of the following: HIST 101, 102, 103, 104, 105, 106, 107, or 161; or consent of department chair. Offered alternate years.

HIST 313: The Soviet Union and After

Major issues and events of Soviet and post-Soviet history are discussed, including 1917 and the Bolsheviks, Stalin's revolution, World War II and the Cold War, and the Soviet Union's collapse.

3 credit hours. Prerequisite: completion of one of the following: HIST 101, 102, 103, 104, 105, 106, 107, or 161; or consent of department chair. Offered alternate years.

HIST 314: Women in European History

European women's political roles, economic activities, and social and cultural contributions are examined. This course may be repeated for credit with a change in content.

3 credit hours. Prerequisite: completion of one of the following: HIST 101, 102, 103, 104, 105, 106, 107, or 161; or consent of department chair. Offered as needed.

HIST 315: Western Legal Systems

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.

3 credit hours. Prerequisite: completion of one of the following: HIST 101, 102, 103, 104, 105, 106, 107, or 161; or consent of department chair. Offered as needed.

HIST 316: Modern Western Political Thought

The ideas of major Western political thinkers, including the Greeks, Machiavelli, Hobbes, Locke, Rousseau, Hume, Hegel, and Marx, are reviewed. Students cannot receive credit for both HIST 316 and POL 316.

3 credit hours. Prerequisite: completion of one of the following: HIST 101, 102, 103, 104, 105, 106, 107, or 161; or consent of department chair. Offered fall.

HIST 317: Politics and Society

Relationships of power and authority and their social foundations are examined. Students cannot receive credit for more than one of the following: HIST 317, POL 317, and SOC 317.

3 credit hours. Prerequisite: completion of one of the following: HIST 101, 102, 103, 104, 105, 106, 107, or 161; or consent of department chair. Offered spring.

HIST 318: Tudor-Stuart England

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.

3 credit hours. Prerequisite: completion of one of the following: HIST 101, 102, 103, 104, 105, 106, 107, or 161; or consent of department chair. Offered as needed.

HIST 320: American Colonial History

The colonial era is examined as a formative period in American history. Emphasis is on how the colonial experience contributed to the development of American social, religious, and political customs and institutions.

3 credit hours. Prerequisite: completion of one of the following: HIST 101, 102, 103, 104, 105, 106, 107, or 161; or consent of department chair. Offered annually.

HIST 321: The American Revolution

Emphasis is on the origins and development of the revolution, its critical role in the formation of American nationhood, and its legacy for the early nineteenth century.

3 credit hours. Prerequisite: completion of one of the following: HIST 101, 102, 103, 104, 105, 106, 107, or 161; or consent of department chair. Offered annually.

HIST 322: The Early American Republic

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. (Formerly The Era of American Expansion and Civil War.)

3 credit hours. Prerequisite: completion of one of the following: HIST 101, 102, 103, 104, 105, 106, 107, or 161; or consent of department chair. Offered annually.

HIST 323: The Emergence of Modern America

Major developments in U.S. history from 1865 to 1920 are studied. Reconstruction, industrialization, urbanization, reform movements, and American foreign policy through World War I are considered.

3 credit hours. Prerequisite: completion of one of the following: HIST 101, 102, 103, 104, 105, 106, 107, or 161; or consent of department chair. Offered as needed.

HIST 324: America, 1914 to 1945

The beginning of World War I to the end of World War II was a period of significant change for America. This is an examination of major social, economic, political, and foreign policy events and trends that contributed to that change.

3 credit hours. Prerequisite: completion of one of the following: HIST 101, 102, 103, 104, 105, 106, 107, or 161; or consent of department chair. Offered fall.

HIST 325: America since 1945

Major post-World War II developments are examined, with particular focus on political, social, and economic issues, and the historical importance of people, events, and trends.

3 credit hours. Prerequisite: completion of one of the following: HIST 101, 102, 103, 104, 105, 106, 107, or 161; or consent of department chair. Offered spring.

HIST 326: American Cultural History: The Nineteenth Century

The development of American culture from the Revolution to the end of the nineteenth century is studied. Topics include nationalism, religious movements, social reform, and popular culture.

3 credit hours. Prerequisite: completion of one of the following: HIST 101, 102, 103, 104, 105, 106, 107, or 161; or consent of department chair. Offered as needed.

HIST 327: American Cultural History: The Twentieth Century

The development of American culture from the turn-of-the-century to the present is explored. Topics include pluralism, popular culture, feminism, working-class movements, and competing social and political ideologies.

3 credit hours. Prerequisite: completion of one of the following: HIST 101, 102, 103, 104, 105, 106, 107, or 161; or consent of department chair. Offered as needed.

HIST 328: History of the American West

Themes in American Western history are examined, including cross-cultural encounters, social and class conflict, environmental use and misuse, and the significance of the west and "frontier" in American politics, society, and popular culture.

3 credit hours. Prerequisite: completion of one of the following: HIST 101, 102, 103, 104, 105, 106, 107, or 161; or consent of department chair. Offered as needed.

HIST 329: Civil War and Reconstruction

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.

3 credit hours. Prerequisite: completion of one of the following: HIST 101, 102, 103, 104, 105, 106, 107, or 161; or consent of department chair. Offered as needed.

HIST 330: History of American Immigration

The role of immigrants and ethnic groups in the development of the United States is examined. Topics include the causes of immigration, nativism, impact on the city, cultural conflict, and assimilation.

3 credit hours. Prerequisite: completion of one of the following: HIST 101, 102, 103, 104, 105, 106, 107, or 161; or consent of department chair. Offered as needed.

HIST 331: Rhode Island History

Rhode Island's colonial and revolutionary origins, the problems of nineteenth- and twentieth-century industrial growth and social change, and other topics are surveyed.

3 credit hours. Prerequisite: completion of one of the following: HIST 101, 102, 103, 104, 105, 106, 107, or 161; or consent of department chair. Offered spring.

HIST 332: The American Presidency

The evolution of the institution and function of the presidency is examined. Students cannot receive credit for both HIST 332 and POL 357.

3 credit hours. Prerequisite: completion of one of the following: HIST 101, 102, 103, 104, 105, 106, 107, or 161; or consent of department chair. Offered annually.

HIST 333: Women in American History

Focus is on the social, cultural, and public role of women in the United States. Topics include women's political roles, economic activities, and social and cultural experiences.

3 credit hours. Prerequisite: completion of one of the following: HIST 101, 102, 103, 104, 105, 106, 107, or 161; or consent of department chair. Offered as needed.

HIST 334: The Black Experience in America

Topics include the African background of Black Americans, the development of slavery, the abolitionist movement, the legislative and judicial drive to equality, and the social and cultural contributions of Black Americans.

3 credit hours. Prerequisite: completion of one of the following: HIST 101, 102, 103, 104, 105, 106, 107, or 161; or consent of department chair. Offered fall.

HIST 335: American Foreign Policy: 1945 to the Present

American foreign policy from 1945 to the present is surveyed. Topics include the Cold War, relationships among international organizations, decolonization, and theories of modernization.

3 credit hours. Prerequisite: completion of one of the following: HIST 101, 102, 103, 104, 105, 106, 107, or 161; or consent of department chair. Offered fall.

HIST 336: The United States and the Emerging World

American diplomacy directed at a specific region or a certain time frame is examined. Topics may include the Vietnam era, demise of the Soviet Empire, and problems of modernization.

3 credit hours. Prerequisite: completion of one of the following: HIST 101, 102, 103, 104, 105, 106, 107, or 161; or consent of department chair. Offered spring.

HIST 340: The Muslim World from the Age of Muhammad to 1800

The emergence of Islamic civilization in the Middle East is traced from the appearance of Islam in the seventh century to the nineteenth century, with particular emphasis on the diversity of cultural phenomena.

3 credit hours. Prerequisite: completion of one of the following: HIST 101, 102, 103, 104, 105, 106, 107, or 161; or consent of department chair. Offered alternate years.

HIST 341: The Muslim World in Modern Times, 1800 to the Present

The Middle East and the Muslim areas of Central Asia from the nineteenth century to the present are surveyed, with emphasis on the breakdown of traditional societies and the emergence of a regional state system.

3 credit hours. Prerequisite: completion of one of the following: HIST 101, 102, 103, 104, 105, 106, 107, or 161; or consent of department chair. Offered alternate years.

HIST 342: Islam and Politics in Modern History

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.

3 credit hours. Prerequisite: completion of one of the following: HIST 101, 102, 103, 104, 105, 106, 107, or 161; or consent of department chair. Offered alternate years.

HIST 344: History of East Asia to 1600

The traditional culture and history of East Asia is examined. Emphasis is on major systems of thought, such as Confucianism, Taoism, and Buddhism; traditional social institutions; and the imperial system.

3 credit hours. Prerequisite: completion of one of the following: HIST 101, 102, 103, 104, 105, 106, 107, or 161; or consent of department chair. Offered as needed.

HIST 345: History of China in Modern Times

Focus is on the Ch'ing dynasty; the impact of the West; the ensuing conflict between traditionalists, reformers, and revolutionaries; and the rise of nationalism and communism.

3 credit hours. Prerequisite: completion of one of the following: HIST 101, 102, 103, 104, 105, 106, 107, or 161; or consent of department chair. Offered as needed.

HIST 346: History of Japan in Modern Times

The Tokugawa Shogunate and the Meiji Restoration are examined. Emphasis is on the development of democracy, militarism, the Japanese Empire through World War II, and the rise of the new Japan.

3 credit hours. Prerequisite: completion of one of the following: HIST 101, 102, 103, 104, 105, 106, 107, or 161; or consent of department chair. Offered as needed.

HIST 347: Foreign Relations of East Asia in Modern Times

Focus is on diplomacy and foreign relations in East Asia from the early nineteenth century to the present. Topics include the Opium War, the opening of Japan, the two Sino-Japanese Wars, the Boxer Rebellion, and the Russo-Japanese War.

3 credit hours. Prerequisite: completion of one of the following: HIST 101, 102, 103, 104, 105, 106, 107, or 161; or consent of department chair. Offered as needed.

HIST 348: Africa under Colonial Rule

African societies and institutions of the early nineteenth century are examined. Topics include imperialism, the intrusion of European powers, the African response, and African nationalism and independence.

3 credit hours. Prerequisite: completion of one of the following: HIST 101, 102, 103, 104, 105, 106, 107, or 161; or consent of department chair. Offered annually.

HIST 349: History of Contemporary Africa

Africa from 1960 to the present is examined. Topics include the nature of independence, Africa in world affairs, problems of nation building, and the search for unity, stability, and regional cooperation.

3 credit hours. Prerequisite: completion of one of the following: HIST 101, 102, 103, 104, 105, 106, 107, or 161; or consent of department chair. Offered annually.

HIST 352: Colonial Latin America

The period from 1492 to independence's eve is examined. Topics include Amerindian culture, Iberian colonization, forced labor systems, and women's roles in the development of multiethnic societies in the post-conquest period.

3 credit hours. Prerequisite: completion of one of the following: HIST 101, 102, 103, 104, 105, 106, 107, or 161; or consent of department chair. Offered spring.

HIST 353: Modern Latin America

Topics in Latin American history are surveyed, including Wars of independence, state building, neocolonialism, labor and agrarian conflicts, immigration, revolutionary movements, human rights, and democratization.

3 credit hours. Prerequisite: completion of one of the following: HIST 101, 102, 103, 104, 105, 106, 107, or 161; or consent of department chair. Offered fall.

HIST 354: Nationalism and National Identities

The factors that shaped national identities, such as language, culture, religion, education, labor, and regionalism, are explored. This course may be repeated for credit with a change in content.

3 credit hours. Prerequisite: completion of one of the following: HIST 101, 102, 103, 104, 105, 106, 107, or 161; or consent of department chair. Offered as needed.

HIST 355: Everyday Life History

Traditional and modern societies are examined from the bottom up. Attention is given to material well-being; sexuality, marriage, family, and childhood; crime, disease, and death; and leisure and escapism.

3 credit hours. Prerequisite: completion of one of the following: HIST 101, 102, 103, 104, 105, 106, 107, or 161; or consent of department chair. Offered as needed.

HIST 357: Public History

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.

4 credit hours. Prerequisite: completion of one of the following: HIST 101, 102, 103, 104, 105, 106, 107, or 161; or consent of department chair. Offered annually.

HIST 361: Seminar in History

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.

4 credit hours. Prerequisite: HIST 200 and 15 additional credit hours of history courses. Offered fall and spring.

HIST 362: Reading Seminar in History

Building on history and social science courses, this seminar involves extensive reading and discussion of selected historical themes. Focus is on historiographical issues.

4 credit hours. Prerequisite: HIST 200, 15 additional credit hours of history courses, and 12 credit hours of social sciences courses. Offered fall and spring (as needed).

HIST 363: Internship in Applied History

This independent study places students in organizations appropriate to their studies, such as historical museums and societies, archives, preservation organizations, government agencies, and private businesses.

3–6 credit hours. Prerequisite: HIST 200; three additional 300-level history courses; minimum overall GPA of 2.75; and a written proposal listing objectives, program of study, and evaluation criteria approved by faculty advisor, faculty supervisor, and department chair. Offered annually.

HIST 371: Reading Course in History

In this independent study, students read selected materials under the careful guidance of a historian.

3 credit hours. Prerequisite: only open to seniors who have had suitable course work and who have the consent of the instructor and department chair. Offered annually.

HIST 381: Workshop: History and the Elementary Education Teacher

Students visit historic sites and museums around Rhode Island and discuss how to prepare elementary school students for field trips to these sites to enhance the learning experience.

1 credit hour. Prerequisite: HIST 200, 201, 202. Offered fall.

HIST 390: Directed Study

Students in the first semester of their senior year undertake concentrated research under the supervision of a faculty advisor.

4 credit hours. Prerequisite: admission to the honors program. Offered as needed.

HIST 391: Directed Study

Honors candidates in the second semester of their senior year prepare a final draft of the honors essay and submit it to the department for acceptance.

4 credit hours. Prerequisite: HIST 390. Offered as needed.

HIST 501: Historiography

This is an introduction to the theories and types of history and the various schools of historical thought.

3 credit hours. Prerequisite: consent of department chair and graduate advisor. Offered fall.

HIST 521: Topics in Comparative History

Aimed at providing a theoretical and practical appreciation of historical comparison and generalization, the methodological basis of comparative history is examined.

3 credit hours. Prerequisite: consent of department chair and graduate advisor. Offered spring.

HIST 550: Topics in American History

Focus is on varying topics in American history, from the Colonial Era to the present.

3 credit hours. Prerequisite: consent of department chair and graduate dean. Offered as needed.

HIST 551: Topics in Western History

Focus is on varying topics in Western history, from the Ancient World to the present.

3 credit hours. Prerequisite: consent of department chair and graduate dean. Offered as needed.

HIST 552: Topics in Non-Western History

Focus is on varying topics in non-Western history. Africa, Asia, and the Middle East are investigated.

3 credit hours. Prerequisite: consent of department chair and graduate dean. Offered as needed.

HIST 561: Graduate Seminar in History

Students develop a greater knowledge of materials for history, methods of research, and skill in solving problems of analysis and exposition.

3 credit hours. Prerequisite: HIST 501 and consent of graduate advisor. Offered fall.

HIST 562: Graduate Reading Seminar

Through a wide variety of readings, students explore the content and extended bibliography of a select topic. Analysis, critical thinking, and comparative study are developed. This course may be repeated for credit with a change in content.

3 credit hours. Prerequisite: graduate status and consent of graduate advisor and department chair. Offered spring.

HIST 571: Graduate Reading Course in History

Students engage in independent study under the guidance of a historian.

3 credit hours. Prerequisite: 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

This course is for M.A. and M.A.T. candidates who are preparing a thesis or field paper under the supervision of a faculty member. Credit is assigned in the semester that the paper is completed and approved. No grade is given.

3–6 credit hours. Offered as needed.

Honors (HONR)**HONR 100: First Year Seminar**

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

4 credit hours. Gen. Ed. category FYS. Prerequisite: acceptance into the General Education Honors Program or consent of director of honors. Offered fall.

HONR 163: Seminar in Non-Western Cultures

Issues and developments in non-Western cultures are examined from various disciplinary and interdisciplinary perspectives. (Formerly Studies in Non-Western Cultures.)

4 credit hours. Prerequisite: admission to General Education Honors or consent of program director. Offered fall.

HONR 264: Seminar in Critical Inquiry into Cultural Issues

Topics of cross-cultural interest are studied from various disciplinary and interdisciplinary perspectives using primary texts. (Formerly Critical Inquiry into Cultural Issues.)

4 credit hours. Prerequisite: admission to General Education Honors or consent of program director. Offered spring.

HONR 351: Honors Colloquium

Students examine the framework of undergraduate research or creative work in preparation for their honors projects. This course may be taken twice for credit. (Formerly Junior Year Colloquium.)

(1.5) 2 credit hours. Prerequisite: cumulative GPA of 3.00 and consent of program director. Offered fall and spring.

Instructional Technology (INST)**INST 251: Introduction to Emerging Technologies**

The basic skills and knowledge of using technology to achieve teaching and learning goals are developed. Theoretical and practical knowledge are directed toward integrating technology into the instructional process.

3 credit hours. Offered fall and spring.

INST 404: Preparing and Using Instructional Materials

Students produce a variety of instructional materials using appropriate technologies and software. Demonstrations and instruction focus on how to effectively use digital technologies for diverse audiences.

3 credit hours. Prerequisite: 6 credit hours of teacher preparation courses or consent of department chair. Offered as needed.

INST 516: Integrating Technology into Instruction

Students prepare lessons that demonstrate full integration of technology into instruction. Projects incorporate techniques reflecting current application of technology, instructional theory, and professional standards.

3 credit hours. Prerequisite: graduate status or consent of department chair. Offered annually.

INST 520: Introduction to Online Learning and Teaching

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.

3 credit hours. Prerequisite: graduate status or consent of department chair and at least intermediate technology skill. Offered as needed.

INST 521: Content, Communication, and Collaboration in Online Learning and Teaching

Focus is on building online content and understanding the importance of and methodologies for communication and collaboration in online teaching and learning. Hybrid course.

3 credit hours. Prerequisite: graduate status and successful completion of INST 520, or consent of instructor. Offered as needed.

INST 522: Design in Online Teaching and Learning

Focus is on the design of online instruction and the design and delivery of online assessments. Online course.

3 credit hours. Prerequisite: graduate status and successful completion of INST 520 or 521, or consent of instructor. Offered as needed.

INST 523: Building an Online/Blended Course

This capstone course is offered as an independent study. Students construct a ten-to-fourteen week online course in their content area. Online course.

3 credit hours. Prerequisite: graduate status and successful completion of INST 520 or 521, and 522, or consent of instructor. Offered as needed.

International Nongovernmental Organizations Studies (INGO)

INGO 300: International Nongovernmental Organizations

From an interdisciplinary perspective, the various roles of international nongovernmental organizations are examined. Students cannot receive credit for both INGO 300 and POL 345. (Formerly INGO 400.)

4 credit hours. Prerequisite: POL 203 or consent of program director. Offered fall.

INGO 301: Applied Development Studies

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. (Formerly INGO 401.)

3 credit hours. Prerequisite: one 200-level political science course or consent of program director. Offered spring.

INGO 302: International Nongovernmental Organizations and Social Entrepreneurship

Students assess socially engaged enterprises of international nongovernmental organizations for social value, ecosystem sustainability, and market prospects. (Formerly INGO 402.)

4 credit hours. Prerequisite: POL 203 or consent of program director. Offered spring.

INGO 303: Pre-Internship Seminar in International Nongovernmental Organizations

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.

1 credit hour. Prerequisite: INGO 300 or consent of program director. Offered as needed.

INGO 304: Internship in International Nongovernmental Organizations

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.

1–3 credit hours. Prerequisite: INGO 303 or consent of program director. Offered as needed.

Italian (ITAL)

ITAL 101: Elementary Italian I

Students learn to understand, speak, read, and write in Italian and gain an understanding of Italian life and character. Language laboratory is required. Not open to students who have admission credit in Italian.

4 credit hours. Offered fall and spring.

ITAL 102: Elementary Italian II

Four skills in elementary Italian: listening, speaking, reading, and writing are further developed within the context of Italian culture. Language laboratory is required.

4 credit hours. Prerequisite: ITAL 101 or one year of secondary school Italian, or consent of department chair. Offered fall and spring.

ITAL 113: Intermediate Italian

The cultural and linguistic heritage of Italy is examined through selected readings. Grammar is reviewed and basic oral and written skills developed. Language laboratory is required.

4 credit hours. Prerequisite: ITAL 102 or three years of secondary school Italian or a score of 500–549 on the CEEB Achievement Test in Italian. Offered fall.

ITAL 114: Readings in Intermediate Italian

Literature as a reflection of the heritage of the Italian people is examined. The development of oral and reading skills are continued, and some attention is given to written practice.

4 credit hours. Prerequisite: ITAL 113 or equivalent or a score of 550–599 on the CEEB Achievement Test in Italian or consent of department chair. Offered spring.

ITAL 115: Literature of Italy

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.

4 credit hours. Gen. Ed. category L. Prerequisite: ITAL 113 or equivalent, or consent of department chair. Offered fall and spring.

ITAL 201: Conversation and Composition

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.

4 credit hours. Prerequisite: ITAL 114 or equivalent or consent of department chair. Offered fall.

ITAL 202: Composition and Conversation

Writing skills in Italian are developed through grammatical exercises, controlled composition, and original themes. Class discussion in Italian of the written materials provides oral practice.

4 credit hours. Prerequisite: ITAL 114 or equivalent or consent of department chair. Offered spring.

ITAL 321: Italian Literature and Civilization through Renaissance

Major Italian authors and works of literature from the thirteenth century through the Renaissance are examined in their historical and cultural context.

4 credit hours. Prerequisite: ITAL 202 or consent of department chair. Offered alternate years.

ITAL 322: Italian Literature and Civilization Post-Renaissance

Major Italian authors and works of literature from the post-Renaissance to the twenty-first century are examined in their historical and cultural context.

4 credit hours. Prerequisite: ITAL 202 or consent of department chair. Offered alternate years.

ITAL 330: Modern Italy

Political, social, and economic changes in Italy from unification to the present are examined. Topics include regional conflicts, immigration issues, European identity, and changing family life.

4 credit hours. Prerequisite: ITAL 202 or consent of department chair. Offered annually.

ITAL 403: Studies in Italian Theatre

Italian theatre from the fifteenth century to the present is studied. Topics include Renaissance satirical comedies, *commedia dell'arte*, Goldoni's theatrical reforms, and the works of Alfieri, D'Annunzio, Pirandello, and Dario Fo.

3 credit hours. Prerequisite: ITAL 202, and 321 or 322, or consent of department chair. Offered as needed.

ITAL 404: Studies in Italian Cinema

Major directors, movements, and themes of Italian cinema, from early cinema to the present, are studied. Attention is given to cultural and other aspects of film analysis.

3 credit hours. Prerequisite: ITAL 202, and 321 or 322 or 330, or consent of department chair. Offered as needed.

Japanese

JPAN 101: Elementary Japanese I

Students learn to understand, speak, read, and write in Japanese and gain an understanding of Japanese life and character. Language laboratory is required.

4 credit hours. Offered fall.

JPAN 102: Elementary Japanese II

Four skills in elementary Japanese (listening, speaking, reading, and writing) are developed within the context of Japanese culture. Language laboratory is required.

4 credit hours. Prerequisite: JPAN 101 or consent of department chair. Offered spring.

Justice Studies (JSTD)

JSTD 466: Seminar in Justice Studies

In this capstone course students refine and integrate their understanding of theory, research, and policy relating to crime and justice. Course readings, a grant proposal, examinations, and student presentations are required.

4 credit hours. Prerequisite: senior standing, POL 332, SOC 309, and 12 additional credit hours of justice studies courses. Offered fall and spring.

JSTD 491–492: Directed Study

Students write and orally defend an honors thesis in consultation with a faculty advisor.

3 credit hours each. Prerequisite: admission to the justice studies honors program and consent of program director. Offered as needed.

Labor Studies (LBRS)**LBRS 201: U.S. Labor History**

Workers and working conditions from colonial times to the present are studied. Topics include the origins of the American working class, the formation of trade unions and of the A.F. of L., industrial conflicts, and the immigrant experience. *3 credit hours. Offered as needed.*

LBRS 202: Labor Law

Public policy, the arena in which labor relations are conducted, is presented. Focus is on labor law and the interpretation of legislative issues. Topics include the National Labor Relations Act, collective bargaining, and internal union affairs. *3 credit hours. Offered as needed.*

LBRS 203: Structure and Function of Unions

Unions' internal mechanisms, including responses to external pressures, are studied. Topics include geography, product markets, local unions, multiunion organization, union administration and finance, and political action. *3 credit hours. Offered as needed.*

LBRS 204: The Image of the Worker in American Literature

The portrayal of work and workers in the nineteenth and twentieth centuries are examined. Topics may include the work ethic, personal values, changing attitudes toward work, and the image of the worker in poetry, prose, drama, and film. *3 credit hours. Offered as needed.*

LBRS 301: Theories of the Labor Movement

The aims, functions, and social role of the labor movement are studied. Included is a critical analysis of both old and new theoretical approaches, as well as simulations, role playing, films, and guest speakers. *3 credit hours. Prerequisite: 9 credit hours of labor studies courses or consent of program director. Offered as needed.*

LBRS 302: Collective Bargaining and Contract Administration

The processes and machinery of contract negotiation and enforcement are studied. Topics include bargaining structures, economic issues, standards for wage bargaining, pensions, job security, inflation, and the jobs of stewards.

3 credit hours. Prerequisite: 9 credit hours of labor studies courses or consent of program director. Offered as needed.

LBRS 303: The Sociology of Work

Students' work experiences and career choices are examined against the backdrop of occupational and social change: the workplace, labor markets, and the family.

3 credit hours. Prerequisite: 9 credit hours of labor studies courses or consent of program director. Offered as needed.

LBRS 304: Contemporary Labor Problems

The historical (social, economic, political, intellectual) perspective on some of the troublesome issues of contemporary labor relations is studied. Selected topics are investigated with the help of guest lecturers expert on these topics.

3 credit hours. Prerequisite: 9 credit hours of labor studies courses or consent of program director. Offered as needed.

LBRS 305: Women and Work

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.

3 credit hours. Prerequisite: 9 credit hours of labor studies courses or consent of program director. Offered as needed.

LBRS 306: Organized Labor and the Urban Crisis

The critical role played by organized labor in the urban community is studied through a historical and topical approach. Pressures placed on organized labor by modern society and labor's reactions to those pressures are also assessed.

3 credit hours. Prerequisite: 9 credit hours of labor studies courses or consent of program director. Offered as needed.

LBRS 307: Minority Workers and Organized Labor

The historic and current relationship of minority workers and the American labor movement are explored. Included is an examination of governmental and union policies and philosophies with regard to minority workers.

3 credit hours. Prerequisite: 9 credit hours of labor studies courses or consent of program director. Offered as needed.

Latin (LATN)

LATN 101: Elementary Latin I

The spirit and culture of the classical Roman world is introduced through study of the grammar and syntax of classical Latin and readings from Latin authors. This course also examines the Roman world's contribution to Western civilization. *4 credit hours. Offered fall (odd years).*

LATN 102: Elementary Latin II

This is a continuation of Latin 101. *4 credit hours. Prerequisite: LATN 101 or equivalent. Offered spring (even years).*

Latin American Studies (LAS)

LAS 363: Seminar: Topics in Latin American Studies

This is a culminating experience in Latin American studies. *3 credit hours. Prerequisite: consent of chair of Department of Modern Languages. Offered alternate years.*

Liberal Studies (LIB)

LIBS 100: Introduction to Liberal Studies

Students examine the principles underlying liberal arts education and explore the scope and methods of the disciplines that comprise the liberal arts, showing how each approaches human problems. *4 credit hours. Offered annually.*

LIBS 461: Liberal Studies Seminar

This is a culminating experience for liberal studies majors. Students prepare and present a project, bringing together materials and methods from several disciplines. *4 credit hours. Prerequisite: consent of department chair. Offered annually.*

Management (MGT)

MGT 100: Introduction to Business

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. *3 credit hours. Offered fall and spring.*

MGT 203: Computer-Aided Design and Drafting (CADD) I

AutoCad software is used as a strategic drafting tool for productivity improvement through graphic communication. *3 credit hours. Offered as needed.*

MGT 249: Business Statistics II

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. *3 credit hours. Prerequisite: MATH 240 or 248 or consent of instructor. Offered fall, spring, summer.*

MGT 301: Foundations of Management

Management concepts are explained, including planning, organizing, leading, and controlling. Students develop managerial communication skills by working with groups. *3 credit hours. Prerequisite: completion of at least 45 college credits. Offered fall, spring, summer.*

MGT 306: Management of a Diverse Workforce

Topics include contemporary paradigms, cultural issues, and rationales for managing a diverse workplace. Individual approaches, conflicts, and organizational responses are examined. (Formerly Women in Management.) *3 credit hours. Prerequisite: MGT 301. Offered spring.*

MGT 310: Small Business Management

Management concepts are applied to small businesses and a business plan is developed. (Formerly MGT 303.) *3 credit hours. Prerequisite: MGT 301. Offered fall.*

MGT 311: Entrepreneurship and New Ventures

Venture initiation, development, and capital are discussed. Emphasis is on decision making in an environment of market and venture uncertainty. *3 credit hours. Prerequisite: MGT 301. Offered spring.*

MGT 320: Human Resource Management

This is an overview of the role of the general manager and human resource specialist. (Formerly Personnel Management.) *3 credit hours. Prerequisite: MGT 301. Offered fall and spring.*

MGT 322: Organizational Behavior

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. *3 credit hours. Prerequisite: MGT 301. Offered fall and spring.*

MGT 329: Organizational Theory and Design

Discussion focuses on why organizations behave the way they do (theory) and the elements managers use to build them (design). (Formerly Organization Management: A Macro Perspective.)

3 credit hours. Prerequisite: MGT 301 or consent of department chair. Offered fall and spring.

MGT 331: Occupational and Environmental Safety Management

Occupational safety and health and environmental problems are discussed from technical, social, managerial, and legal perspectives.

3 credit hours. Prerequisite: MGT 301. Offered fall.

MGT 333: Negotiations and Conflict Resolution

Bargaining and conflict resolution concepts are supplemented and reinforced.

3 credit hours. Prerequisite: MGT 301, 320, 322. Offered fall.

MGT 335: Process Analysis

The effectiveness and efficiency of business process design, implementation, and management are analyzed in manufacturing and service firms.

3 credit hours. Prerequisite: MGT 249 and 301. Offered spring.

MGT 341: Business, Government, and Society

Focus is on dynamic social, legal, political, economic, and ecological issues that require socially responsible behavior on the part of individuals and organizations.

3 credit hours. Prerequisite: completion of at least 60 college credits. Offered fall, spring, summer.

MGT 342: Comparative Management

This is a cross-cultural study of management systems. The unique business management systems practiced in other countries are examined, including Japanese management and codetermination in Germany.

3 credit hours. Prerequisite: MGT 301 or consent of instructor. Offered fall.

MGT 345: International Business

Focus is on the institutions and processes that constitute the international environment of business. Topics include international trade, balance of payments, and multinational companies. (Formerly International Environment of Business.)

3 credit hours. Prerequisite: MGT 301 and MKT 301. Offered spring.

MGT 347: Supply Chain Management

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.

3 credit hours. Prerequisite: MGT 301 and MKT 301. Offered as needed.

MGT 348: Operations Management

Techniques for the effective management of operations at both the strategic and operating levels are introduced.

3 credit hours. Prerequisite: MGT 301 and MATH 248. Offered fall, spring, summer.

MGT 349: Service Operations Management

Students develop, analyze, and implement strategies for a wide range of service organizations. Emphasis is on the particular challenges for managers in service organizations.

3 credit hours. Prerequisite: MGT 301. Offered fall.

MGT 355: Quality Assurance

The means and advantages of establishing an effective quality system in manufacturing and service firms are discussed.

3 credit hours. Prerequisite: MGT 301 and MATH 248. Offered spring.

MGT 359: Current Topics in Service Operations Management

Current trends in the management of service organizations are explored. Focus is on the design, implementation, and management of strategies specific to services, such as e-commerce, entrepreneurship, and technology management.

3 credit hours. Prerequisite: MGT 301. Offered as needed.

MGT 423: Compensation and Benefits Administration

The process of designing and managing a cost-effective, equitable, and legally acceptable total compensation package is examined. Topics include economic, social, and legal determinants of base pay; and incentives and benefits.

3 credit hours. Prerequisite: MGT 320. Offered fall.

MGT 424: Employee Relations and Performance Appraisal

Employee relations in union and nonunion organizations are examined. Topics include performance appraisal systems for nonunion environments, and laws, elections, and contract administration for union environments.

3 credit hours. Prerequisite: MGT 320. Offered spring.

MGT 425: Recruitment and Selection

Concepts and methods involved in designing and managing the recruitment and selection functions of management are examined. (Formerly Selection, Training, and Development.)
3 credit hours. Prerequisite: MGT 320. Offered fall.

MGT 428: Human Resource Development

The concepts, programs, and practices that organizations use to train and develop its members are examined. Topics include learning, needs assessment, program design and implementation, evaluation, skills training, and coaching.
3 credit hours. Prerequisite: MGT 320. Offered spring.

MGT 455: Strategic Operations Management

Emphasis is on the strategic integration of operations across functional areas to achieve sustainable competitive advantage in manufacturing and service organizations.
3 credit hours. Prerequisite: MGT 301 and 348. Offered as needed.

MGT 461: Seminar in Strategic Management

Focus is on the formulation and implementation of organizational strategies and policies. The case method is used in integrating material from other management and economics courses. (Formerly Seminar in Managerial Policy.)
3 credit hours. Prerequisite: ACCT 201, 202; CIS 251, 352; ECON 214, 215; FIN 301; MATH 177, 238, 248; MGT 249, 301, 341, 348; MKT 301; and completion of at least 102 college credits. Offered fall and spring.

MGT 467: Directed Internship

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.
3 credit hours. Prerequisite: MGT 301, completion of at least 60 college credits, a major or minor in a School of Management program, and consent of internship director and appropriate faculty member. Offered fall, spring, summer.

MGT 490: Directed Study

The student selects a topic and undertakes concentrated research under the supervision of a faculty advisor.
3 credit hours. Prerequisite: consent of department chair. Offered as needed.

Marketing (MKT)**MKT 301: Introduction to Marketing**

This is an examination of the role of marketing in society, consumer behavior, product management, pricing, distribution, and promotion.
3 credit hours. Prerequisite: completion of at least 45 college credits. Offered fall, spring, summer.

MKT 310: Product Design and Development

The development process of new products, from idea generation to launch, is explored.
3 credit hours. Prerequisite: MKT 301. Offered as needed.

MKT 315: Marketing Creativity

Focus is on the creative marketing of new products, along with services, promotions, and distribution. Students develop a novel prototype in at least one of the areas listed above.
3 credit hours. Prerequisite: MKT 301. Offered fall and spring.

MKT 320: Business Marketing

This is an integrated study of the theory and practice of industrial marketing. Similarities between consumer-goods marketing and industrial-goods marketing are highlighted and analysis is made of decisions involving industrial marketing.
3 credit hours. Prerequisite: MKT 301. Offered spring.

MKT 322: Services Marketing

Focus is on the difference between service industries and manufacturing industries. Topics include the development of marketing strategies in service industries.
3 credit hours. Prerequisite: MKT 301. Offered fall.

MKT 323: Direct Marketing

Direct marketing strategy and techniques are introduced. Topics include databases, electronic media, direct mail, catalogs, direct response advertising, telemarketing, and the role of direct marketing in the marketing mix.
3 credit hours. Prerequisite: MKT 301. Offered spring.

MKT 329: Global Marketing

Global issues that confront today's international marketers are addressed. Concepts relevant to all international marketers are presented, regardless of the extent of their international involvement.
3 credit hours. Prerequisite: MKT 301. Offered fall and spring.

MKT 333: Market Research

The role of marketing information as the basis for decision making is studied, including the cost and value of information, research design and instrumentation, data analysis, and forecasting. Problem-solving exercises are included.

3 credit hours. Prerequisite: MGT 249 and MKT 301. Offered fall and spring.

MKT 334: Consumer Behavior

The marketing environment, consumer behavior, and market segmentation is studied. Emphasis is on understanding the turbulent environment surrounding the marketing decision maker.

3 credit hours. Prerequisite: MKT 301. Offered fall and spring.

MKT 335: Marketing Communications and Promotion

Basic promotional tools available to the marketing manager are studied: advertising, sales promotion, personal selling, and publicity.

3 credit hours. Prerequisite: MKT 301. Offered spring.

MKT 337: Retail Management

Emphasis is on retail strategies and the managerial planning required to meet objectives.

3 credit hours. Prerequisite: MKT 301. Offered fall.

MKT 338: Advertising

The key processes of modern advertising practice are introduced. Topics include production of effective advertising and media. Students cannot receive credit for both COMM 334 and MKT 338. (Formerly MKT 438.)

3 credit hours. Prerequisite: MKT 301. Offered spring.

MKT 340: Personal Selling and Sales Management

Focus is on personal selling, a subset of the promotional element of marketing strategy, which involves face-to-face relationships, personal influence, and complex communication processes. (Formerly Sales Management.)

3 credit hours. Prerequisite: MKT 301. Offered fall.

MKT 347: Supply Chain Management

Emphasis is on design and management of activities along the supply chain, from purchasing and materials management to distribution and transportation systems. Students cannot receive credit for both MGT 347 and MKT 347.

3 credit hours. Prerequisite: MGT 301 and MKT 301. Offered as needed.

MKT 462: Strategic Marketing Management

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.

3 credit hours. Prerequisite: MKT 301, 329, 333, 334, and one additional 300-level marketing course. Offered spring.

MKT 467: Directed Internship

Students are assigned to a business 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.

3 credit hours. Prerequisite: MKT 301, completion of at least 60 college credits, a major or minor in a School of Management program, and consent of internship director and appropriate faculty member. Offered fall, spring, summer.

Mathematics (MATH)

Prior to enrolling in any mathematics course above 120, all students must have completed the College Mathematics Requirement.

MATH 010: Basic Mathematics Competency

Satisfactory completion of this course fulfills the College Mathematics Requirement. Topics include problem solving, beginning algebra, geometry, measurement, introductory probability and statistics, and graphs and charts.

4 credit hours (this course does not apply toward the 120-credit-hour graduation requirement, but counts toward full-time enrollment and is recorded on the student's transcript). Offered fall, spring, summer.

MATH 120: Intermediate Algebra

Intended for students needing intermediate algebra skills, especially for MATH 177, 209, 238, or 247, this course includes absolute value, inequalities, exponents and radicals, algebraic fractions, and quadratic and exponential functions.

3 credit hours. Prerequisite: MATH 010 or equivalent and consent of department chair. Offered fall and spring.

MATH 139: Contemporary Topics in Mathematics

Areas of modern mathematics that have application in contemporary society are introduced. Topics include the mathematics of social science, graph theory, consumer mathematics, and statistics.

4 credit hours. Gen. Ed. category M. Offered fall, spring, summer.

MATH 143: Mathematics for Elementary School Teachers I

Emphasis is on problem solving, model building, and algorithm development appropriate for the mathematics curriculum in the elementary/middle school. Topics include numeration and the development of number systems. Lecture and laboratory. 4 credit hours. Prerequisite: three units of college preparatory mathematics. Offered fall, spring, summer.

MATH 144: Mathematics for Elementary School Teachers II

A continuation of MATH 143, this course includes geometry and measurement, counting problems, probability, and statistics. Lecture and laboratory. 4 credit hours. Gen. Ed. category M 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

Topics include linear and selected nonlinear functions, linear systems, matrix methods, and an introduction to linear programming. Applications to management and economics are stressed throughout.

3 credit hours. Gen. Ed. category M. Prerequisite: three units of college preparatory mathematics or MATH 120 or consent of department chair. Offered fall, spring, summer.

MATH 181: Applied Basic Mathematics

Emphasis is on applying numeric, geometric, and algebraic concepts and skills, including logarithms and right triangle trigonometry, to a wide variety of situations in beginning science and technical fields. Lecture and laboratory.

(4) 3 credit hours. Gen. Ed. category M. Prerequisite: MATH 010 or equivalent. Offered fall, spring, summer.

MATH 200: Finite Mathematics for Computer Science

Selected mathematical concepts and techniques are studied. Topics include binary and hexadecimal arithmetic, computer-related logic, Boolean algebra, combinatorics, vectors, matrices, and an introduction to graphs.

4 credit hours. Prerequisite: three units of college preparatory mathematics or MATH 120. Offered fall and spring.

MATH 209: Precalculus Mathematics

The functions, concepts, and techniques of algebra and trigonometry considered essential in the study and applications of calculus are introduced and/or reinforced.

4 credit hours. Gen. Ed. category M. Prerequisite: three units of college preparatory mathematics or MATH 120. Offered fall, spring, summer.

MATH 210: College Trigonometry

This is an in-depth study of trigonometry. Topics include a comprehensive analysis of trigonometric and inverse trigonometric functions and solutions of triangles, vectors, and polar coordinates.

3 credit hours. Prerequisite: three units of college preparatory mathematics or MATH 120 or 181. Offered spring.

MATH 212: Calculus I

This course covers the fundamental concepts, techniques, and applications of the differential calculus of one variable and begins the study of integration.

4 credit hours. Gen. Ed. category M. Prerequisite: MATH 209. Offered fall, spring, summer.

MATH 213: Calculus II

A continuation of MATH 212, topics include derivatives and integrals of logarithmic, exponential, and inverse trigonometric functions; techniques of integration; infinite series; and related applications.

4 credit hours. Prerequisite: MATH 212. Offered fall, spring, summer.

MATH 238: Quantitative Business Analysis II

Elementary differential calculus and partial differentiation are studied, with applications to management. Students cannot receive credit for both MATH 238 and 247, nor for MATH 238 if credit was received for MATH 212.

3 credit hours. Prerequisite: MATH 177 or 209. Offered fall, spring, summer.

MATH 240: Statistical Methods I

This is an introduction to measures of central tendency and variability, estimation and tests of significance, and regression and correlation. Lecture and laboratory. Students cannot receive credit for both MATH 240 and 248.

(4) 3 credit hours. Gen. Ed. category M. Prerequisite: three units of college preparatory mathematics or one college mathematics course or consent of department chair. Offered fall, spring, summer.

MATH 247: Calculus: A Short Course

Topics include differentiation and integration, including an introduction to partial differentiation. Students cannot receive credit for both MATH 238 and 247, nor for MATH 247 if credit was received for MATH 212.

3 credit hours. Gen. Ed. category M. Prerequisite: MATH 120 or equivalent, or 177 or 181 or 209. Offered spring.

MATH 248: Business Statistics I

Topics include descriptive statistics, probability distributions, expected values, sampling distributions, estimation, and an introduction to hypothesis testing. Students cannot receive credit for both MATH 240 and 248.

3 credit hours. Gen. Ed. category M for management majors only. Prerequisite: MATH 200 or 238 or consent of department chair. Offered fall, spring, summer.

MATH 262: Ethnomathematics

Students investigate how different cultures develop mathematics. Topics include the development of numeration systems, arithmetic, geometry, and calendars.

4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered spring.

MATH 300: Bridge to Advanced Mathematics

The standard techniques of deductive proof in mathematics are applied to basic results regarding sets, relations, functions, and other topics.

4 credit hours. Prerequisite: MATH 213 or consent of department chair. Offered fall and spring.

MATH 314: Calculus III

A continuation of MATH 213, this course covers three-dimensional analytic geometry, elementary vector analysis, functions of several variables, partial differentiation, and multiple integration.

4 credit hours. Prerequisite: MATH 213. Offered fall and spring.

MATH 315: Linear Algebra

Matrices, linear systems, vector spaces, vector geometry, linear transformations, and appropriate applications are covered.

4 credit hours. Prerequisite: MATH 300, with a minimum grade of C. Offered fall.

MATH 324: College Geometry

Advanced topics in Euclidean geometry are considered using synthetic, analytic, vector, and transformational formats. Included are axiomatics and non-Euclidean geometry, topics in logic, and methods of proof appropriate for geometry.

4 credit hours. Prerequisite: MATH 212 or 247. Offered fall and spring.

MATH 409: Mathematical Problem Analysis

Problem-solving strategies in mathematics are identified. The level of problems and their analyses is designed to give students confidence in their ability to handle problems and a basis for the teaching of problem analysis.

4 credit hours. Prerequisite: MATH 143, 144, and either 209 or consent of department chair. Offered fall.

MATH 411: Calculus IV

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.

4 credit hours. Prerequisite: MATH 314. Offered fall (odd years).

MATH 416: Ordinary Differential Equations

The fundamentals of differential equations are studied in the context of applications. Topics include analytical and numerical solutions of first- and second-order equations, systems of equations, and modeling.

4 credit hours. Prerequisite: prior or concurrent enrollment in MATH 314. Offered spring (as needed).

MATH 417: Introduction to Numerical Analysis

Algorithms and computer programs are used/developed to solve various mathematical problems. Topics include numerical solutions of equations, numerical differentiation and integration, and interpolation and approximation of functions.

4 credit hours. Prerequisite: MATH 213 and one computer science course, or consent of department chair. Offered spring (as needed).

MATH 418: Introduction to Operations Research

Operations research is the systematic application of mathematical techniques for generating better decisions for real-world problems. Besides linear programming, topics may include queuing and network analysis.

3 credit hours. Prerequisite: MATH 212 or both 200 and 247, or consent of department chair. Offered spring (even years).

MATH 431: Number Theory

Topics include number systems, divisibility, primes and factorization, Diophantine problems, congruences, and Euler's and Fermat's Theorems.

3 credit hours. Prerequisite: MATH 212 or 247. Offered fall and spring.

MATH 432: Introduction to Abstract Algebra

The definitions and properties of groups, rings, and fields are studied. Properties of familiar number systems are exhibited as special cases of these more general and abstract systems.

4 credit hours. Prerequisite: MATH 315. Offered spring.

MATH 436: Discrete Mathematics

Several important areas in noncontinuous mathematics are introduced, including graph theory and its applications, difference equations, and finite-state machines.

3 credit hours. Prerequisite: MATH 212, or 200 and 247. Offered spring.

MATH 441: Introduction to Probability

Topics include the development of both discrete and continuous probability theory, combinatorics, mathematical expectation, joint distributions, and sampling distributions.

4 credit hours. Prerequisite: MATH 314. Offered fall.

MATH 445: Statistical Methods II

Using computer packages, study is made of advanced statistical topics, such as design of experiments, analysis of variance, and multiple regression. Students cannot receive credit for both MATH 445 and MGT 249.

3 credit hours. Prerequisite: MATH 240 or 248 or 441. Offered spring.

MATH 458: History of Mathematics

The history of mathematical thought and the development of mathematics from ancient to modern times are studied.

4 credit hours. Prerequisite: MATH 300, with a minimum grade of C. Offered fall.

MATH 461: Seminar in Mathematics

Students analyze, synthesize, and expand on mathematics learned in preceding courses, culminating in a substantial project and presentation.

3 credit hours. Prerequisite: MATH 432 and 441. Offered spring.

MATH 490: Individual Study in Mathematics

This course is open to students who have demonstrated superior ability in mathematics. Topics depend on the interests of the students and instructor. This course may be repeated for credit once with a change in content.

3 credit hours. Prerequisite: consent of department chair. Offered as needed.

MATH 512: Foundations of Higher Analysis

Fundamental concepts in the theory of calculus are presented. Topics include limits, continuity and uniform continuity, differentiation, the Riemann integral, sequences and series, and convergence criteria.

3 credit hours. Prerequisite: MATH 300 and 314. Offered as needed.

MATH 515: Introduction to Complex Variables

Techniques and concepts of the algebra and calculus of functions of one complex variable are studied, including trigonometric, exponential, and logarithmic functions.

3 credit hours. Prerequisite: prior or concurrent enrollment in MATH 314. Offered as needed.

MATH 519: Set Theory

The foundations of set theory and logic are studied in the context of their application in the construction of number systems, from the natural numbers through the reals.

3 credit hours. Prerequisite: MATH 300, 314, 432, or consent of department chair. Offered as needed.

MATH 528: Topology

Study is made of sets and sequences, various topological spaces, including metric, compactness, connectedness, curves, and mappings.

3 credit hours. Prerequisite: MATH 300 and 314. Offered as needed.

MATH 532: Algebraic Structures

Selected topics in the development of groups, rings, modules, and fields are covered, including homomorphisms, permutation groups, basic Galois Theory, ring extension problems, and ideals.

3 credit hours. Prerequisite: MATH 300, 315, 432. Offered as needed.

MATH 551: Topics in Proof

Varying topics in mathematical proof are examined, from number systems and functions to abstract spaces.

3 credit hours. Prerequisite: consent of department chair. Offered as needed.

MATH 552: Topics in Applied Mathematics

Varying topics in applied mathematics are examined, from numerical and analytical investigations to modeling.

3 credit hours. Prerequisite: consent of department chair. Offered as needed.

MATH 553: Topics in Pure Mathematics

Varying topics in pure mathematics are examined, from number theory and advanced geometries to abstract algebra.

3 credit hours. Prerequisite: consent of department chair. Offered as needed.

Mathematics for Elementary Teachers (MTET)

MTET 511: Delving Deeper: Number and Operations

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.

3 credit hours. Prerequisite: elementary-level teacher certification and at least two years of teaching experience. Offered as needed.

MTET 512: Delving Deeper: Functions and Algebra

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.

3 credit hours. Prerequisite: elementary-level teacher certification and at least two years of teaching experience. Offered as needed.

MTET 513: Delving Deeper: Geometry and Measurement

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.

3 credit hours. Prerequisite: elementary-level teacher certification and at least two years of teaching experience. Offered as needed.

MTET 514: Delving Deeper: Data Analysis and Statistics

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.

3 credit hours. Prerequisite: elementary-level teacher certification and at least two years of teaching experience. Offered as needed.

MTET 515: Delving Deeper: Problem Analysis

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.

3 credit hours. Prerequisite: elementary-level teacher certification and at least two years of teaching experience. Offered as needed.

Medical Technology (MEDT)

MEDT 301: Clinical Microbiology

The relationship of bacteria to human bacterial diseases is discussed, with emphasis on the application of procedures to medical diagnosis. Also studied are fungi, viruses, the rickettsias, and human parasites.

8 credit hours. Prerequisite: acceptance into the B.S. in health sciences with concentration in medical laboratory sciences program. Offered fall.

MEDT 302: Clinical Chemistry

The chemistry of body constituents and its relationship to the diagnosis of human disease is presented, with emphasis on principles and methods of analysis.

8 credit hours. Prerequisite: acceptance into the B.S. in health sciences with concentration in medical laboratory sciences program. Offered spring.

MEDT 303: Immunohematology

Instruction is given in drawing and processing blood and in how to ascertain compatibility. Donor-recipient blood and tissue reactions are studied in detail.

4 credit hours. Prerequisite: acceptance into the B.S. in health sciences with concentration in medical laboratory sciences program. Offered fall.

MEDT 304: Hematology

The morphology of blood and blood-forming organs are studied, along with the abnormalities associated with disease. The dynamics of and diagnostic tests for hemostasis are also examined.

6 credit hours. Prerequisite: acceptance into the B.S. in health sciences with concentration in medical laboratory sciences program. Offered spring.

MEDT 305: Pathophysiology

This is an introduction to pathology. Topics include the correlation between pathological processes and clinical symptoms and the course of disease.

2 credit hours. Prerequisite: acceptance into the B.S. in health sciences with concentration in medical laboratory sciences program. Offered fall.

MEDT 306: Clinical Immunology

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.

2 credit hours. Prerequisite: acceptance into the B.S. in health sciences with concentration in medical laboratory sciences program. Offered spring.

MEDT 307: Clinical Microscopy

Focus is on the analysis of body fluids. Lecture and laboratory. *2 credit hours. Prerequisite: acceptance into the B.S. in health sciences with concentration in medical laboratory sciences program. Offered fall.*

Middle Level Education (MLED)**MLED 310: Teaching Early Adolescents**

Students examine the developmental characteristics of early adolescence and implications for teaching. (Formerly FNED 351: Instructional Issues of Middle Level Students.)

3 credit hours. Prerequisite: CEP 315 or consent of department chair. Offered fall, spring, summer.

MLED 320: Middle School Organization and Integrated Curriculum

Students examine the emergence of the modern middle school and its components: teaming, advisory, flexible scheduling, and differentiated instruction. (Formerly CURR 307: Middle School Curriculum and Organization.)

4 credit hours. Prerequisite: MLED 310; and for elementary education students, ELED 300; and for secondary education students, prior or concurrent enrollment in SED 407; or consent of department chair. Offered fall, spring, summer.

MLED 330: Interdisciplinary Reading and Writing in Middle Schools

Students develop content area lessons that enable middle level students to read, write, and think critically in the content area. (Formerly CURR 411: Interdisciplinary Reading and Writing in Middle Schools.)

3 credit hours. Prerequisite: MLED 320; and for elementary education students, prior or concurrent enrollment in a methods course; and for secondary education students, SED 407; or consent of department chair. Offered fall, spring, summer.

MLED 340: Differentiated Elements in Middle School Instruction

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.

3 credit hours. Prerequisite: MLED 330. Offered fall, spring, summer.

MLED 510: Teaching and Learning in the Middle Level School

Students examine the physical, emotional, social, and intellectual characteristics of early adolescents and the impact of society on early adolescents.

3 credit hours. Prerequisite: current elementary or secondary certification, or consent of department chair. Offered fall.

MLED 520: Curriculum and Organization of Middle Schools

Students examine the emergence of the middle school and its components. They work in interdisciplinary teams to construct an integrated unit.

3 credit hours. Prerequisite: MLED 510 or consent of department chair. Offered fall.

MLED 530: Applications of Middle School Instructional Models

Students develop lessons for all content areas, using reading and writing strategies to promote literacy and critical thinking in middle school teaching and learning. Students participate in a fifteen-hour practicum.

4 credit hours. Prerequisite: MLED 520 or consent of department chair. Offered spring.

MLED 540: Differentiated Middle Level Instructional Strategies

The development and application of instructional plans are facilitated, using middle level differentiated strategies. Students examine the components of differentiation and apply these strategies to daily planning and practice.

3 credit hours. Prerequisite: MLED 530. Offered spring.

Modern Languages (MLAN)

MLAN 162: Latin American Mestizo Cultures

Indigenous traditions and world views outside the Western experience are presented as they existed in the past and as they survive in contemporary Latin America. (Formerly Mestizo Concepts of Community and Spirituality.)

4 credit hours. Gen. Ed. Core 3. Offered spring and summer.

MLAN 320: Internship in Modern Languages

Students are placed in organizations appropriate to their concentrations. Sites may include advocacy agencies, nonprofit agencies, and businesses.

3 credit hours. 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

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.

3 credit hours. 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.

Music (MUS)

MUS 091: Student Recital Series

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.

(1) 0 credit hour. Offered fall and spring.

MUS 101: Beginning Piano

Note-reading, rhythm, and finger coordination are studied. Individual practice is required, but no previous musical training is necessary.

(1) 1 credit hour. Offered fall and spring.

MUS 102: Beginning Guitar

The basics of fingering melodies, chords, and accompaniments are studied. No previous musical training is required. Students must supply their own guitars.

(1) 1 credit hour. Offered fall and spring.

MUS 103: Beginning Voice

Study is made of basic vocal production and singing styles, with emphasis on interpretation. No previous musical training is required.

(1) 1 credit hour. Offered fall and spring.

MUS 104: Class Piano I

Students develop keyboard manipulative skills, the use of primary triads in accompaniment patterns, transposition, sight reading, improvisation, and basic pedaling technique.

(4) 2 credit hours. Prerequisite: music major or consent of department chair. Offered fall and spring.

MUS 105: Class Piano II

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) 2 credit hours. Prerequisite: MUS 104. Offered fall and spring.

MUS 106: Class Strings

The basic techniques of orchestral strings are studied. Pedagogy and a knowledge of basic materials are also considered.

(3) 1 credit hour. Prerequisite: music major or consent of department chair. Offered spring.

MUS 107: Class Voice

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) 1 credit hour. Prerequisite: music major or consent of department chair. Offered spring.

MUS 110: Brass Class

The basic techniques of brass instruments are studied. Pedagogy and basic teaching materials are also considered.

(3) 1 credit hour. Prerequisite: music major or consent of department chair. Offered fall.

MUS 111: Woodwinds Class

The basic techniques of woodwind instruments are studied. Pedagogy and basic teaching materials are also considered.

(3) 1 credit hour. Prerequisite: music major or consent of department chair. Offered spring.

MUS 112: Percussion Class

The basic techniques of percussion instruments are studied. Pedagogy and basic teaching materials are also considered.

(2) 1 credit hour. Prerequisite: music major or consent of department chair. Offered fall.

MUS 113: Basic Rhythm

Students target and master rhythmic fundamentals through a hands-on approach by isolating rhythm from other elements of music reading.

(2) 1 credit hour. Prerequisite: music major or consent of department chair. Offered fall and spring.

MUS 161–163: Large Ensembles

These courses are open to all qualified students by audition.

161 Chorus

162 Wind Ensemble

163 Orchestra

(4) 0.5 credit hour. Gen. Ed. category A for nonmajors. To fulfill the requirement for Gen. Ed. category A, students must take MUS 161–163 for a total of 3 credit hours. Any number less than 3 will not fulfill this requirement. Offered fall and spring.

MUS 164–166: Chamber Ensembles

These courses are open to all qualified students by audition. Since balanced groups are necessary, selection of participants is made by the instructor.

164 Chamber Music Ensemble (instrumental and vocal chamber music, including duos, trios, and quartets)

165 Concert Jazz Band (Formerly Jazz Ensemble)

166 Chamber Singers

(4) 1 credit hour. Gen. Ed. category A for nonmajors. To fulfill the requirement for Gen. Ed. category A, students must take MUS 164–166 for a total of 3 credit hours. Any number less than 3 will not fulfill this requirement. Offered fall and spring.

MUS 168: Jazz Combo

This is an applied practice of theoretical concepts from jazz theory for student small jazz ensembles. (Formerly Jazz Improvisation.)

(2) 1 credit hour. Offered fall and spring.

MUS 169: Music Cultures of Non-Western Worlds

Selected music cultures of the non-Western world are introduced and critical studies are made of the cultural and social contexts of music. Students cannot receive credit for both MUS 169 and ANTH 169.

4 credit hours. Gen. Ed. Core 3. Offered fall and spring.

MUS 170–189: Applied Music

Private study is given in any of the instruments listed below. Study consists of fourteen weekly, thirty-minute private lessons. A fee is charged in addition to the regular college fees. This course may be repeated for credit.

170 Violin

171 Viola

172 Cello

173 String Bass

174 Voice

175 Clarinet-Saxophone

176 Flute

177 Oboe–English Horn

178 Bassoon

179 Trumpet

180 French Horn

181 Trombone-Baritone

182 Tuba

183 Organ

184 Piano

185 Classic Guitar
 186 Percussion
 187 Applied Jazz
 188 Harp
 189 Harpsichord

1 credit hour. Prerequisite: consent of department chair. Offered fall, spring, summer.

MUS 201: Survey of Music

Musical eras, styles, forms, and basic vocabulary are introduced to the nonmusic major through music literature. An ability to read music is not presumed.

3 credit hours. Gen. Ed. category A. Offered fall, spring, summer.

MUS 203: Elementary Music Theory

Fundamentals of scale construction, intervals, syllables, clefs, rhythms, and form are studied, with emphasis on musical acuteness through ear training, sight singing, and dictation.

3 credit hours. Gen. Ed. category A. Offered fall, spring, summer.

MUS 204: Sight Singing and Ear Training

Students develop basic sight-singing and rhythm-reading techniques, using the movable "do" system. Included is melodic material based on pentatonic scales, major and minor scales, and triadic patterns.

(2) 1 credit hour. Offered spring.

MUS 205: Music History and Literature I

Students become familiar with the first three of six eras of Western art music history (medieval, Renaissance, and baroque) and explore the scores, styles, genres, composers, and historical and cultural events.

3 credit hours. Prerequisite: MUS 230 and 232, or consent of instructor. Offered fall.

MUS 206: Music History and Literature II

Students become familiar with the last three of six eras of Western art music history (classical, romantic, and modern) and explore the scores, styles, genres, composers, and historical and cultural events.

3 credit hours. Prerequisite: MUS 230 and 232, or consent of instructor. Offered spring.

MUS 210: Language Orientation I

Italian and English dictions are applied to standard vocal repertoire. Study is based in the International Phonetic Alphabet.

(3) 2 credit hours. Prerequisite: concurrent enrollment in MUS 274 or 374. Offered fall.

MUS 211: Language Orientation II

French and German dictions are applied to standard vocal repertoire. Study is based in the International Phonetic Alphabet. *(3) 2 credit hours. Prerequisite: MUS 210 and concurrent enrollment in MUS 274 or 374. Offered spring.*

MUS 222: Opera

Representative operas from the seventeenth century to the present are examined. Topics include changing styles, the particular contributions of composers, the libretti, and the most significant operas of the past and present.

3 credit hours. Gen. Ed. category A. Offered fall (odd years).

MUS 223: American Popular Music

The growth of popular music in the United States is surveyed from its historical background.

3 credit hours. Gen. Ed. category A. Offered fall.

MUS 225: History of Jazz

Jazz is examined from its beginnings to the present day. Students learn to listen and identify the different styles of jazz. Emphasis is on instrumental and vocal soloists.

3 credit hours. Gen. Ed. category A. Offered fall and spring.

MUS 230: Music Theory I

Students are introduced to the principles of music organization through the study of scales, intervals, triads, cadences, and the harmonization of soprano and bass lines using primary triads.

3 credit hours. Prerequisite: music major or consent of department chair. Offered fall.

MUS 231: Sight Singing and Ear Training I

Study includes basic rhythm, scale, and chord patterns.

(2) 1 credit hour. Prerequisite: music major or consent of department chair. Offered fall.

MUS 232: Music Theory II

A continuation of MUS 230, emphasis is on modulations, seventh chords, chorale writing, binary and ternary forms, and score-reading techniques.

3 credit hours. Prerequisite: MUS 230. Offered spring.

MUS 233: Sight Singing and Ear Training II

A continuation of MUS 231, emphasis is on seventh chords and more complex rhythmic patterns.

(2) 1 credit hour. Prerequisite: MUS 231. Offered spring.

MUS 234: Music Theory III

A continuation of MUS 232, emphasis is on the polyphonic techniques of the eighteenth century, altered chords, borrowed chords, and forms of the baroque and classical periods, such as the sonata, inventions, fugues, and canons.

3 credit hours. Prerequisite: MUS 232. Offered fall.

MUS 235: Sight Singing and Ear Training III

A continuation of MUS 233, emphasis is on melodies and harmonic progressions using altered chords and modulations.

(2) 1 credit hour. Prerequisite: MUS 233. Offered fall.

MUS 236: Music Theory IV

A continuation of MUS 234, emphasis is on chromatic harmony and extended chords, forms of the romantic period, and twentieth-century compositional practices.

3 credit hours. Prerequisite: MUS 234. Offered spring.

MUS 237: Sight Singing and Ear Training IV

Advanced study includes atonal melodies and contemporary rhythm patterns.

(2) 1 credit hour. Prerequisite: MUS 235. Offered spring.

MUS 238: Jazz Theory I

This is an introduction to the application of the diatonic major-minor modes, chord changes, and use of the supertonic seventh, dominant seventh, and tonic chords for improvisation, composition, and arranging.

3 credit hours. Prerequisite: MUS 203 or consent of department chair. Offered fall.

MUS 239: Jazz Theory II

Students are introduced to chromatic chord substitutes, including all nondiatonic diminished, whole tone scales, and tritone applications that are normally not found in the major/minor scales.

3 credit hours. Prerequisite: MUS 238. Offered as needed.

MUS 241: Musical Theatre Singing

Students learn to sing in ways that are technically sound, functionally healthy, and stylistically accurate for musical theatre.

(1–2) 1 credit hour. Prerequisite: consent of department chair. Offered fall and spring.

MUS 268: Opera Workshop

Singers and pianists are prepared to better meet the demands of the musical stage. Emphasis is on the skills necessary for a career in opera and musical theatre as singers and/or coaches.

(4) 1 credit hour. Prerequisite: consent of instructor and assistant chair of music. Offered fall and spring.

MUS 269: Master Class in Applied Music

Students enrolled in applied music augment their knowledge of literature and performance techniques. Topics include pedagogy, memorization, practice techniques, and other topics relevant to appropriate applied sections.

(2) 1 credit hour. Prerequisite: consent of instructor and assistant chair of music. Offered as needed.

MUS 270–289: Applied Music

Advanced private study is given in voice or any one of the instruments listed below. A fee is charged in addition to the regular college fees.

270 Violin

271 Viola

272 Cello

273 String Bass

274 Voice

275 Clarinet–Saxophone

276 Flute

277 Oboe–English Horn

278 Bassoon

279 Trumpet

280 French Horn

281 Trombone–Baritone

282 Tuba

283 Organ

284 Piano

285 Classic Guitar

286 Percussion

287 Applied Jazz

288 Harp

289 Harpsichord

(1) 2 credit hours. Prerequisite: except for students enrolled in MUS 287, students must be concurrently enrolled in MUS 091. Offered fall, spring, summer.

MUS 305: Form and Analysis

A detailed study of the design and style of musical structure is presented. The small and large forms covered include binary and ternary design, song form, variations, rondo, sonata form, and various hybrid forms.

3 credit hours. Prerequisite: MUS 232 or consent of instructor. Offered fall (odd years).

MUS 307: Composition

Techniques of musical composition in the smaller forms are studied. Extensive experience in form and analysis is required to complete original compositions.

3 credit hours. Prerequisite: MUS 232 and either 305 or 306, or consent of instructor. Offered fall (even years).

MUS 308: Fundamentals of Conducting

Basic instrumental- and choral-conducting techniques and score reading are presented. Study includes practical experience with ensembles. (Formerly MUS 108.)

(4) 2 credit hours. Prerequisite: MUS 205, 206, and 236. Offered fall.

MUS 310: Medieval and Renaissance Music

Music literature from its ancient beginnings through the Middle Ages and the Renaissance is studied. Included are plainchant, polyphony, sacred and secular music, and problems in early notation.

3 credit hours. Prerequisite: MUS 205 and 206 and either 203 or 230, or consent of instructor. Offered spring (even years).

MUS 311: Music of the Baroque

Music literature from the last decade of the sixteenth century to the middle of the eighteenth century is presented. Included is the development of instrumental and vocal music, culminating in the music of J. S. Bach and Handel.

3 credit hours. Prerequisite: MUS 205 and 206 and either 203 or 230, or consent of instructor. Offered fall (even years).

MUS 312: Music of the Classical Era

Music literature from the mid-eighteenth century to about 1825 is studied, including precedents in the rococo period. Representative works are analyzed.

3 credit hours. Prerequisite: MUS 205 and 206 and either 203 or 230, or consent of instructor. Offered spring (odd years).

MUS 313: Music of the Romantic Period

Music literature during the nineteenth century is studied, including the late romantic composers. Representative works in various forms are analyzed.

3 credit hours. Prerequisite: MUS 205 and 206 and either 203 or 230, or consent of instructor. Offered fall (odd years).

MUS 314: Twentieth-Century Music

Music literature since 1900 is studied, with emphasis on major contemporary developments as seen in the music of Schoenberg, Bartok, Stravinsky, Webern, Berg, and Hindemith.

3 credit hours. Prerequisite: MUS 205 and 206 and either 203 or 230, or consent of instructor. Offered spring (even years).

MUS 321: Orchestration

The range, tonal quality, and characteristics of various orchestral and band instruments are studied. Included are problems and projects in scoring for various ensembles.

3 credit hours. Prerequisite: MUS 232 or consent of instructor. Offered spring (odd years).

MUS 323: Counterpoint

Contrapuntal practices, including species counterpoint through twentieth-century styles, are studied. Forms include canon, invention, fugue, passacaglia, and others. Extensive writing and special projects are included.

3 credit hours. Prerequisite: MUS 236. Offered spring (even years).

MUS 360: Seminar in Music Literature

Students concentrate on a selected topic and engage in intensive study and discussion of a major composer or an important historical development. Emphasis is on research techniques.

(3) 2 credit hours. Prerequisite: MUS 205, 206, 232, and one course from MUS 310, 311, 312, 313, 314; or consent of instructor. Offered spring (odd years).

MUS 366: Accompanying

Practical experience is provided in accompanying for instrumental and vocal soloists. This course may be repeated for elective or degree-required credit hours. Open to pianists, organists, and guitarists.

1 credit hour. Prerequisite: consent of instructor. Offered fall and spring.

MUS 370–389: Applied Music

Advanced private study is given in voice or any one of the instruments listed below. A fee is charged in addition to the regular college fees.

- 370 Violin
- 371 Viola
- 372 Cello
- 373 String Bass
- 374 Voice
- 375 Clarinet-Saxophone
- 376 Flute
- 377 Oboe–English Horn
- 378 Bassoon
- 379 Trumpet
- 380 French Horn
- 381 Trombone-Baritone
- 382 Tuba
- 383 Organ

384 Piano
 385 Classic Guitar
 386 Percussion
 388 Harp
 389 Harpsichord

(1) 3 credit hours. Prerequisite: concurrent enrollment in MUS 091 and acceptance into the B.M. in music with concentration in performance program. Offered fall and spring.

MUS 390: Independent Study

Students select a topic and undertake concentrated research under the supervision of a faculty advisor.

3 credit hours. Prerequisite: consent of department chair. Offered as needed.

MUS 391: Junior Recital

This is a half-hour solo recital of appropriate literature. Students must be enrolled in Applied Music in the semester in which the recital is performed.

0 credit hour. Prerequisite: 15 credit hours (five semesters) of Applied Music in the appropriate instrument. Offered fall, spring, summer.

MUS 408: Advanced Conducting

A continuation of MUS 308, this course further develops the student's technical skill in choral and instrumental conducting.

3 credit hours. Prerequisite: MUS 308 or consent of department chair. Offered spring.

MUS 458: Twentieth-Century Theory

The theoretical and compositional techniques of twentieth-century composers is studied.

3 credit hours. Prerequisite: MUS 236 or consent of instructor. Offered as needed.

MUS 490: Independent Study

Students conduct independent research and write a final paper under the supervision of a faculty member. This course may be repeated once for credit with a change in topic.

3 credit hours. Prerequisite: junior or senior standing and consent of department chair and dean of the Faculty of Arts and Sciences. Offered as needed.

MUS 491: Directed Study

Students conduct an independent study project and write a final paper under the supervision of a faculty member. This course may be repeated once for credit with a change in topic.

3 credit hours. Prerequisite: junior or senior standing and consent of department chair and dean of the Faculty of Arts and Sciences. Offered as needed.

MUS 492: Senior Recital—Music Education Majors

This is a half-hour solo recital of representative literature. Students must be enrolled in Applied Music in the semester in which the recital is performed.

0 credit hour. Prerequisite: 12 credit hours (six semesters) of Applied Music in the appropriate instrument. Offered fall, spring, summer.

MUS 493: Senior Recital—Music Performance Majors

This is a one-hour solo recital of representative literature. Students must be enrolled in Applied Music in the semester in which the recital is performed.

0 credit hour. Prerequisite: MUS 391 and 21 credit hours (seven semesters) of Applied Music in the appropriate instrument. Offered fall, spring, summer.

MUS 505: Systems of Musical Analysis

Music from the Gregorian Chant to contemporary works are analyzed. Emphasis is on modal theory, theories of Schenker and Hindemith, and set theory.

3 credit hours. Prerequisite: graduate status or consent of department chair. Offered fall (even years).

MUS 508: Applied Conducting

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) 2 credit 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

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.

3 credit hours. Offered fall (even years).

MUS 522: Opera

The opera from Monteverdi to the present is explored, with equal emphasis on each century involved. Analytical procedures are stressed.

3 credit hours. Offered spring (odd years).

MUS 560: Seminar in Music Literature

Students concentrate on a selected topic and engage in intensive study of a major composer or of an important historical development. Emphasis is on research techniques.

3 credit hours. Prerequisite: consent of instructor. Offered spring (even years).

MUS 561–563: Large Ensembles

These courses are open to all qualified students by audition.

561 Chorus

562 Wind Ensemble

563 Orchestra

(4) 0.5 credit hour. Offered fall and spring.

MUS 564–566: Chamber Ensembles

These courses are open to all qualified students by audition. Since balanced groups are necessary, selection of participants is made by the instructor.

564 Chamber Music Ensemble (instrumental and vocal chamber music, including duos, trios, and quartets)

565 Concert Jazz Band (Formerly Jazz Ensemble)

566 Chamber Singers

(4) 1 credit hour. Offered fall and spring.

MUS 567: Master Class in Conducting

Instrumental or choral conducting is presented in a one-day participatory master class, which includes conducting with a lab ensemble, coaching by a guest clinician, a videotape review, and writing a reflective paper.

(8–10) 1 credit hour. Prerequisite: graduate standing. Offered as needed.

MUS 568: Opera Workshop

Focus is on the skills necessary for a career in opera and musical theatre as singers and/or coaches.

(4) 2 credit hours. Prerequisite: consent of instructor and assistant chair of music. Offered fall and spring.

MUS 570–589: Applied Music

Private study is given in voice or any one of the instruments listed below. A fee is charged in addition to the regular college fees.

570 Violin

571 Viola

572 Cello

573 String Bass

574 Voice

575 Clarinet-Saxophone

576 Flute

577 Oboe–English Horn

578 Bassoon

579 Trumpet

580 French Horn

581 Trombone-Baritone

582 Tuba

583 Organ

584 Piano

585 Classic Guitar

586 Percussion

588 Harp

589 Harpsichord

(1) 2 credit hours. Prerequisite: graduate status. Offered fall, spring, summer.

MUS 590: Independent Study

Students select a topic and undertake concentrated research under the supervision of a faculty advisor.

1–6 credit hours. Offered as needed.

MUS 591: Graduate Recital

Students perform a public recital of literature from various stylistic periods.

0 credit hour. Prerequisite: consent of departmental graduate committee. Offered as needed.

Music Education (MUSE)**MUSE 212: Introduction to Music Education**

This is an introduction to the organizations, scope, responsibilities, and opportunities for those in professional music education. Study includes observation and interaction with teachers in public schools.

1 credit hour. Prerequisite: MUS 232, 233, and successful audition for admission into music education program. Offered fall.

MUSE 241: Methods and Materials in Music Education

The theory and pedagogy of teaching music in grades one through six are studied. Not for music education majors. (Formerly MUSE 341.)

(3) 2 credit hours. Offered fall, spring, summer.

MUSE 412: Practicum in Music Education I

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) 4 credit hours. Prerequisite for undergraduate students: MUS 105, MUSE 212, successful completion of sight singing and keyboard proficiency, or consent of department chair. Prerequisite for graduate students: admission to a music education teacher preparation program and successful completion of sight singing and keyboard proficiency. Offered spring.

MUSE 413: Practicum in Music Education II

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) 4 credit hours. Prerequisite for undergraduate students: MUSE 412, with minimum grade of B-, and admission to music education teacher preparation program. Prerequisite for graduate students: MUSE 412, with minimum grade of B. Offered fall.

MUSE 414: Practicum in Music Education III

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) 4 credit hours. 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

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.

10 credit hours. 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 and spring.

MUSE 460: Student Teaching Seminar in Music Education

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. 2 credit hours. Prerequisite: concurrent enrollment in MUSE 424. Offered fall and spring.

MUSE 501: Research Techniques in Music Education

Research techniques in music education are applied. The bibliography is explored, and standard sources are used. 3 credit hours. Prerequisite: consent of instructor. Offered summer (even years).

MUSE 502: Perception, Assessment, and Evaluation in Music

The nature of musical perception, discrimination, and talent are studied, with emphasis on music aptitude and the theories on which they are based, such as learning theories. Included are standard evaluation techniques. 3 credit hours. Prerequisite: graduate status. Offered summer (odd years).

MUSE 503: School Music Administration and Supervision

The factors involved in administering and supervising school music programs are examined. 3 credit hours. Prerequisite: graduate status or consent of instructor. Offered summer (even years).

MUSE 525: Advanced Studies in Music Education

Basic concepts in the philosophy of music education, aesthetics, the history of music education, sociology, and psychology are presented. 3 credit hours. Prerequisite: consent of instructor. Offered summer (odd years).

MUSE 526: Student Teaching in Music Education

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.

10 credit hours. Prerequisite: 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

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.

2 credit hours. Prerequisite: concurrent enrollment in MUSE 526. Offered fall.

MUSE 566: Seminar in Music Education

Selected problems are investigated.

3 credit hours. Prerequisite: consent of instructor. Offered fall (odd years).

MUSE 592: Graduate Thesis

A formal research problem is investigated by the student. An advisor from the Department of Music, Theatre, and Dance is assigned to the student.

3 credit hours. Prerequisite: consent of departmental graduate committee. Offered as needed.

Nonprofit Studies (NPST)

NPST 400: Summer Institute in Nonprofit Studies

Students participate in intensive workshops to develop administrative and analytical skills appropriate to careers in nonprofit organizations. Workshops include strategic planning, budgeting, human resources, fundraising, philanthropy, and legal principles.

3 credit hours. Prerequisite: consent of the director of the Certificate Program in Nonprofit Studies. Offered summer.

NPST 401: The American Nonprofit Sector and Philanthropy I

Historical and theoretical perspectives on philanthropy and its contribution to the local and national nonprofit sector are examined. Students research the roots of philanthropy and patterns of giving to nonprofit organizations.

3 credit hours. Prerequisite: consent of the director of the Certificate Program in Nonprofit Studies. Offered fall.

NPST 402: The American Nonprofit Sector and Philanthropy II

This is a case study of the innovations in philanthropic and nonprofit sectors. Students examine the missions, goals, funding mechanisms, financial support, and funding strategies of philanthropic organizations.

3 credit hours. Prerequisite: NPST 401 and consent of the director of the Certificate Program in Nonprofit Studies. Offered spring.

NPST 403: Internship in the Nonprofit Sector

Students undertake a semester-long internship at a nonprofit or philanthropic organization. Weekly seminars reinforce best practices in nonprofit administration and opportunities for students to discuss their field placement experiences.

4 credit hours. Prerequisite: consent of the director of the Certificate Program in Nonprofit Studies. Offered fall, spring, summer.

Nuclear Medicine Technology (NMT)

NMT 231: Clinical Observation

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.

(9) 3 credit 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

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.

4 credit hours. 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

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.

2 credit hours. Prerequisite: RADT 201 and acceptance into the medical imaging program with concentration in nuclear medicine technology program. Offered summer.

NMT 321: Diagnostic Nuclear Medicine Procedures I

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.

3 credit hours. Prerequisite: RADT 201 and acceptance into the medical imaging with concentration in nuclear medicine technology program. Offered spring.

NMT 332: Clinical Diagnostic Procedures I

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.

(21) 7 credit hours. Prerequisite: RADT 201 and acceptance into the medical imaging with concentration in nuclear medicine technology. Offered spring.

NMT 402: Instrumentation and Radiobiology

The principles of operation and quality control are defined for all nonimaging and imaging instruments in nuclear medicine.

2 credit hours. Prerequisite: NMT 311. Offered fall.

NMT 405: Radiopharmacy

The theory and practice of radiopharmacy and radiochemistry are defined and discussed, including preparation, calculation of doses, quality control, radiation safety, and applicable regulations.

1 credit hour. Prerequisite: NMT 301. Offered summer.

NMT 421: Diagnostic Nuclear Medicine Procedures II

This is a continuation of NMT 321.

2 credit hours. Prerequisite: NMT 321. Offered summer.

NMT 425: Diagnostic Nuclear Medicine Procedures III

This is a continuation of NMT 421.

3 credit hours. Prerequisite: NMT 421. Offered fall.

NMT 430: Registry Review

Students prepare for the national certification exam offered by the Nuclear Medicine Technology Certification Board.

2 credit hours. Prerequisite: NMT 311. Offered fall.

NMT 431: Clinical Diagnostic Procedures II

This is a continuation of NMT 332.

(24) 8 credit hours. Prerequisite: NMT 331. Offered summer

NMT 432: Clinical Diagnostic Procedures III

This course is a continuation of NMT 431.

(21) 7 credit hours. Prerequisite: NMT 431. Offered fall.

Nursing (NURS)

For nursing majors only, unless otherwise indicated.

NURS 101: The Nursing Education Experience I

Topics promoting success in the nursing program are covered, including issues in the learning and practice of nursing, study skills, personal growth, and involvement in the college and department.

1 credit hour. Prerequisite: COLL 101 and consent of department chair. Offered spring.

NURS 102: The Nursing Education Experience II

Students examine the social, cultural, and economic contexts of nursing through readings, discussion, guest lecturers, field trips, and participation in college activities.

1 credit hour. Prerequisite: NURS 101 and consent of department chair. Offered fall.

NURS 175: Nursing Drug Calculations

Using dimensional analysis, students learn how to calculate drug dosages.

1 credit hour. Offered fall and spring.

NURS 201: Introduction to Health Care Systems

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.

3 credit hours. Prerequisite: a major in health care administration or consent of department chair. Offered fall.

NURS 207: Baccalaureate Education for Nursing

This is the formal transition for the RN student into the baccalaureate program in nursing. Emphasis is on the nursing process as the scientific methodology for nursing practice.

4 credit hours. Prerequisite: licensed RN students. Offered fall and spring.

NURS 220: Foundations of Therapeutic Interventions

Concepts of nutrition, pharmacology, and pathophysiology are introduced as foundations for therapeutic intervention in nursing practice.

3 credit hours. Prerequisite: BIOL 231, CHEM 106, PSYC 230, prior or concurrent enrollment in BIOL 335, and acceptance to the nursing program. Offered fall and spring.

NURS 222: Professional Nursing I

The profession of nursing is introduced, including the history and practice of nursing, the health illness continuum, the health care system, the nursing process, and the demographic and economic changes that affect nursing practice.

3 credit hours. Prerequisite: BIOL 231, CHEM 106, PSYC 230, prior or concurrent enrollment in BIOL 335, and acceptance to the nursing program. Offered fall and spring.

NURS 223: Fundamentals of Nursing Practice

Cognitive and psychomotor skills are applied through guided experiences in simulated and clinical situations. Emphasis is on skills essential for the nursing practice.

(9) 3 credit hours. Prerequisite: BIOL 231, 335; CHEM 106; NURS 220, 222; PSYC 230; and prior or concurrent enrollment in BIOL 348 and NURS 224. Offered fall and spring.

NURS 224: Health Assessment

Basic health assessment skills are introduced. Emphasis is on normal findings.

3 credit hours. Prerequisite: BIOL 231; CHEM 106; PSYC 230; prior or concurrent enrollment in BIOL 335 and 348; and prior or concurrent enrollment in NURS 220, 222, 223. Offered fall and spring.

NURS 262: Substance Abuse as a Global Issue

Students examine how substance abuse evolves from multicultural factors influencing human behavior and becomes a global issue. Emphasis is on ways in which dynamic processes operate in different cultures with respect to drugs.

4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered fall and summer.

NURS 263: Dying, Loss, and Grief: Cross-Cultural Perspectives

Death and dying across several cultures is surveyed from a public health perspective. A comparison is made between five religious traditions. Also examined are non-Western versus Western cultural beliefs.

4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered fall and summer.

NURS 264: The State of the World's Children

The impact of cultural identity and heritage upon the well-being of children around the world is analyzed. Included are global issues of child exploitation and the necessary global effort to halt that exploitation.

4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered spring and summer.

NURS 302: Health Care Organizations

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.

3 credit hours. Prerequisite: NURS 201 or consent of department chair. Offered spring.

NURS 303: Health Policy and Contemporary Issues

Policy-making 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.

3 credit hours. Prerequisite: NURS 201 or consent of department chair. Offered spring.

NURS 312: Death and Dying

Students explore their own feelings about death and dying from historical, ethical, and legal perspectives.

3 credit hours. Prerequisite: consent of instructor. Offered spring.

NURS 314: Health and Aging

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.

4 credit hours. Prerequisite: completion of at least 45 credit hours. Offered fall and spring.

NURS 316: Physical Assessment of the Adult and Child

Diagnostic skills are used to assess clients of all age groups. Assessment of health and developmental status is done through interview, inspection, palpation, percussion, and auscultation.

4 credit hours. Prerequisite: junior or senior students and RNs. Offered spring.

NURS 340: Psychiatric/Mental Health Nursing

Psychiatric/mental health theory, practice, and the professional role are introduced, with emphasis on the adult client. Common psychiatric disorders across the lifespan are included.

(12) 6 credit hours. Prerequisite: NURS 220, 222, 223, 224. Offered fall and spring.

NURS 342: Adult Health Nursing I

Focus is on the promotion of health and the management of illness in the adult client. Students learn to manage client care in various settings and to develop professional behaviors through learning activities and practice situations.

(12) 6 credit hours. Prerequisite: NURS 220, 222, 223, 224, 340. Offered fall and spring.

NURS 344: Maternal Newborn Nursing

Nursing theory and application are introduced in the practicum setting, with focus on the comprehensive and continuing care of expectant and newly expanded family systems.

(12) 6 credit hours. Prerequisite: NURS 220, 222, 223, 224. Offered fall and spring.

NURS 346: Nursing of Children and Families

The nursing care of children is examined within the context of the individual, family, and community. Principles of growth and development, health promotion, and therapeutic interventions are analyzed and applied.

(12) 6 credit hours. Prerequisite: NURS 220, 222, 223, 224, 344. Offered fall and spring.

NURS 370: Public and Community Health Nursing

Principles of public health and nursing are synthesized and applied to the care of families and populations in theory and in practice. Ethnographic, epidemiological, and public policy approaches are used to understand public health issues.

(12) 6 credit hours. Prerequisite for general students: NURS 340, 342, 344, 346. Prerequisite for licensed RN students: acceptance by School of Nursing for senior level. Offered fall and spring.

NURS 372: Adult Health Nursing II

Focus continues on the promotion of health and the management of illness in adult clients. Students expand their knowledge and nursing practice in various settings. Professional behaviors are also developed.

(12) 6 credit hours. Prerequisite: NURS 340, 342, 344, 346. Offered fall and spring.

NURS 374: Contemporary Professional Nursing

Major topics pertinent to professional development and practice are analyzed in depth. Leadership and management theories, contemporary nursing issues, and factors facilitating professional achievements are also presented.

3 credit hours. Prerequisite: NURS 340, 342, 344, 346. Offered fall and spring.

NURS 375: Transition to Professional Nursing Practice

Professional values, roles, and issues, as well as client population-focused issues are discussed in seminar and applied in practicum. Students select a clinical setting in which the transition from student to professional nurse is fostered.

(12) 6 credit hours. Prerequisite: NURS 374 and 372. Offered fall and spring.

NURS 376: Contemporary Nursing Practices: Issues and Challenges

Professional values, roles, and issues pertinent to the contemporary health care environment are examined.

(12) 6 credit hours. Prerequisite: RN student and NURS 370. Offered fall and spring.

NURS 390H–391H: Directed Study

Individual research and/or creative projects in nursing are conducted for two semesters.

3 credit hours each. Prerequisite: honors program in nursing. Offered fall and spring.

NURS 401: Ethical and Legal Issues in Health Care Management

Ethical and legal issues in health care are examined. Topics include ethical theories and bioethics, legal and regulatory systems, and patients' rights and responsibilities.

3 credit hours. Prerequisite: NURS 201 or consent of instructor. Offered spring.

NURS 402: Health Care Informatics

Informatics in health care are examined. Topics include essential computer components and internet structure, electronic medical records, clinical decision support, and user/computer interfaces.

3 credit hours. Prerequisite: CIS 251 or consent of instructor. Offered spring.

NURS 471: Practicum in Chemical Dependency/Addiction Studies

Students practice intervention strategies, with emphasis on self-awareness and self-assessment. Observation and evaluation is conducted by the practicum supervisor. Students cannot receive credit for both NURS 471 and PSYC 471.

(5) 4 credit hours. Prerequisite: acceptance into the B.S. in chemical dependency/addiction studies program and PSYC 451 and 452. Offered fall, spring, summer.

NURS 474: Internship in Chemical Dependency/Addiction Studies

Students gain field experience in an agency providing substance abuse services. Included are weekly seminar sessions, on-site visits, and field consultation. Students cannot receive credit for both NURS 474 and PSYC 472.

(13) 4 credit hours. Prerequisite: PSYC 453, 471, and approval of practicum and internship instructors. Offered fall, spring, summer.

NURS 501: Advanced Nursing Research

Theories and methodologies for evaluating research findings in nursing and health care are examined. Focus is on dissemination and utilization of research findings for evidence-based practice.

3 credit hours. Prerequisite: graduate status in nursing or consent of M.S.N. graduate program director. Offered fall and summer.

NURS 502: Health Care Systems

Topics covered are organizational structure, resources, current technology, informational systems, outcome measures, safety initiatives, health care policy, and ethics. The central role of the patient in health care decision making is also examined.

3 credit hours. Prerequisite: graduate status in nursing or consent of M.S.N. graduate program director. Offered fall and spring.

NURS 503: Professional Role Development

Behaviors that promote change and collaboration in practice environments are examined, including concepts of leadership, communication, power, and problem solving.

3 credit hours. Prerequisite: graduate status in nursing or consent of M.S.N. graduate program director. Offered spring and summer.

NURS 504: Advanced Pathophysiology

Students explore the interrelationships of human systems and the effects of illness on the individual as a whole. Concepts and patterns of alterations in physiological mechanisms and functions are identified.

3 credit hours. Prerequisite: graduate status in nursing or consent of M.S.N. graduate program director. Offered spring and summer.

NURS 505: Advanced Pharmacology

Pharmacologic agents and their clinical applications are examined. Pharmacologic, therapeutic uses, and the side effects and drug interactions of a broad variety of classes of drugs are explored as treatment modalities.

3 credit hours. Prerequisite: graduate status in nursing or consent of M.S.N. graduate program director. Offered fall and spring.

NURS 506: Advanced Health Assessment

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) 3 credit hours. Prerequisite: graduate status in nursing or consent of M.S.N. graduate program director. Offered fall.

NURS 507: Epidemiology and Biostatistics

Topics covered include statistical concepts, evaluation of health research literature, and outcome measurements. Students cannot receive credit for both NURS 507 and HED 507. (Formerly Epidemiology and Health Statistics.)

3 credit hours. Prerequisite: graduate status in nursing or consent of M.S.N. graduate program director. Offered spring.

NURS 508: Public Health Science

Study is made of environmental and occupational health, bio-terrorism and disaster preparedness, communicable diseases, chronic diseases, and vulnerable populations.

3 credit hours. Prerequisite: graduate status in nursing or consent of M.S.N. graduate program director. Offered fall.

NURS 509: Professional Project Seminar

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. (Formerly Professional Project Seminar I.)

1 credit hour. Prerequisite: NURS 501, 502, 503, and graduate status in nursing. Offered summer.

NURS 510: Adult/Older Adult Health/Illness I

Students develop advanced practice nurse competencies specific to health promotion and disease prevention of adults across the lifespan. Emphasis is on the patient sphere. (Formerly Acute Care/Critical Care I.)

(9) 3 credit hours. Prerequisite: NURS 505 and 506; and prior or concurrent enrollment in NURS 501, 502, 503, 504, and 530 (CNS) or 540 (NP). Offered spring.

NURS 511: Public Health/Community Leadership I

Variables relevant to public health problems are investigated through field experience. Students demonstrate knowledge of analytic assessment and public health science skills.

(15) 6 credit hours. Prerequisite: NURS 508; and prior or concurrent enrollment in NURS 501, 502, 503, and 507. Offered spring.

NURS 512: Genetics and Genomics in Health Care

The scientific, ethical, legal, social, technological, and policy implications of genetics and genomics are explored, with application to interdisciplinary health care professionals.

3 credit hours. Prerequisite: graduate status in nursing or consent of program director. Offered fall and spring.

NURS 513: Teaching Nursing

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.

3 credit hours. Offered Summer Session I.

NURS 515: Simulation: A Pedagogy for Nursing Education

Simulation theory, models, evidence-based practice, and safety provide the framework for using simulation in practice and education. Groups of students develop, implement, and revise a simulation.

3 credit hours. Prerequisite: graduate status in nursing or consent of instructor. Offered spring and summer.

NURS 530: Synergy Model for CNS Practice

Students develop knowledge of the Synergy Model required for the clinical nurse specialist practice. Model assumptions, development, and applicability to CNS practice are discussed, analyzed, and applied.

(6) 3 credit hours. Prerequisite: NURS 505 and 506; and prior or concurrent enrollment in NURS 501, 502, 503, 504, and 510. Offered spring.

NURS 540: Differential Diagnosis for Nurse Practitioners

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) 3 credit hours. Prerequisite: NURS 505 and 506; and prior or concurrent enrollment in NURS 501, 502, 503, 504, and 510. Offered spring.

NURS 609: Master's Major Project

Under the supervision of their primary project advisor, students conduct a major project, complete a final writing project, and present findings. (Formerly Professional Project Seminar II.)

1 credit hour. Students enroll for a maximum of two credit hours. Prerequisite: NURS 509. Offered fall, spring, and summer.

NURS 610: Adult/Older Adult Health/Illness II

Students develop advanced practice nurse competencies specific to caring for adults with select acute health alterations. Emphasis is on the nursing/nursing practice sphere. (Formerly Acute Care/Critical Care II.)

(15) 6 credit hours. Prerequisite: NURS 510 and 530 or 540. Offered fall.

NURS 611: Public Health/Community Leadership II

Students collaborate with community groups to assess health needs, develop partnerships, and plan programs to address needs based on cultural sensitivity. Public policy solutions to those needs are proposed.

(15) 6 credit hours. Prerequisite: NURS 511. Offered fall.

NURS 620: Adult/Older Adult Health/Illness III

Students develop advanced practice nurse competencies specific to caring for adults with select acute health alterations. Emphasis is on the systems/organizational sphere. (Formerly Acute Care/Critical Care III.)

(15) 6 credit hours. Prerequisite: NURS 610. Offered spring.

NURS 621: Public Health/Community Leadership III

Students engage in public policy and program planning with existing health systems. Focus includes budget development, oversight, and the use of management information systems for decision making.

(15) 6 credit hours. Prerequisite: NURS 611. Offered spring.

Performing Arts (PFA)

PFA 158: Experiencing the Performing Arts

An interdisciplinary approach is used to introduce the student to the performing arts. Perspectives concerning music, theatre, and dance as collaborative art forms are studied. The student is involved as listener, creator, and active participant.

3 credit hours. Gen. Ed. category A. Offered fall (as needed).

PFA 461: Senior Seminar

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.

3 credit hours. Prerequisite: senior standing in the B.A. in music program. Offered spring.

Philosophy (PHIL)

PHIL 165: The Heritage of Asian Philosophy

The philosophical traditions of India, China, and Japan are explored. Focus is on Asian conceptions of reality, theories of knowledge, systems of ethical relationships and beliefs about human nature, and the role of philosophy in human affairs.

4 credit hours. Gen. Ed. Core 3. Offered fall, spring, summer.

PHIL 167: Native American Philosophy

Focus is on the wisdom found in Native American traditions. Current primary sources are used so that students may experience Native American philosophy directly.

4 credit hours. Gen. Ed. Core 3. Offered fall, spring, summer.

PHIL 200: Introduction to Philosophy

Basic philosophic issues, such as the existence of God, free will, minds, the nature of reality, knowledge, and truth, are examined. Emphasis is on reasoning and justification.

3 credit hours. Offered fall, spring, summer.

PHIL 201: Introduction to Eastern Philosophy

Theories of reality, knowledge, and the meaning of human existence in Eastern philosophical traditions are investigated. Included are the metaphysical speculations of the Indian schools and the ethical theories of East Asian schools.

3 credit hours. Offered fall, spring, summer.

PHIL 205: Introduction to Logic

This course covers the principles of valid reasoning in responsible statement and argument, the detection of fallacies, and inductive procedures in the sciences. Application of these principles is put to practical use in critical thinking.

3 credit hours. Offered fall, spring, summer.

PHIL 206: Ethics

An examination and explanation of ethical judgments is made. Clarification and analysis of ethical terms and the validity of norms of conduct from the standpoint of formalistic, intuition-al, hedonistic, and naturalistic ethical theories are considered.

3 credit hours. Offered fall, spring, summer.

PHIL 230: Aesthetics

Topics include theories of art experience and the relation of aesthetic experience to other types of experience and to other kinds of knowledge.

3 credit hours. Gen. Ed. category A. Offered fall, spring, summer.

PHIL 241: Philosophy of Religion

This is an inquiry into the ontological, epistemological, and axiological ramifications of religious experience.

3 credit hours. Offered fall, spring, summer.

PHIL 261: Ethical Issues in Health Care

This is a critical inquiry into ethical issues in health care. Moral theories from both Western and non-Western traditions are discussed and applied to issues in health care.

4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered fall, spring, summer.

PHIL 262: Freedom

Topics include free will, religion and freedom, the nature of human freedom, and social, political, and economic freedom. *4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered as needed.*

PHIL 263: God(s)

Western and non-Western concepts of divinity are examined. Topics include polytheism, monotheism, monism, atheism, gender, and the God(ess). Students examine their own ideas in the context of various philosophical and religious traditions. *4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered fall, spring, summer.*

PHIL 264: The Great Ethical Traditions

This is a critical inquiry into ethical issues and the great ethical traditions. Moral theories from both Western and non-Western traditions are examined. *4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered fall and spring.*

PHIL 265: Sex and Gender in Cross-Cultural Perspective

Fundamental questions regarding a philosophical analysis of sexuality and the categories of sex/gender are introduced. *4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered as needed.*

PHIL 300: American Philosophy

In this survey 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. *4 credit hours. Prerequisite: completion of at least 30 college credits or any 100- or 200-level philosophy course. Offered fall (even years).*

PHIL 305: Intermediate Logic

The use of the logic of propositions, classes, and relations is studied. Alternate systems and notations of two-valued logics are analyzed. Some multivalued logics are validated. *3 credit hours. Prerequisite: completion of at least 30 college credits or any 100- or 200-level philosophy course. Offered spring (even years).*

PHIL 306: Contemporary Ethical Theory

Theories about the nature and possibility of ethics are discussed. Topics may include relativism, egoism, intuitionism, moral realism, the nature of the moral person, moral development, feminist ethics, and the significance of evolution. *3 credit hours. Prerequisite: completion of at least 30 college credits or any 100- or 200-level philosophy course. Offered fall (odd years).*

PHIL 311: Knowledge and Truth

The concept of knowledge and its relationship to the world of experience is investigated. Various theories of the nature of truth are presented and analyzed. Students are introduced to epistemology. *3 credit hours. Prerequisite: 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

The concept of evidence, types of reasoning, and standards of proof are examined. Topics include types of evidence, evaluating evidence, eyewitness claims, expert testimony and memory, appraising reasoning, and standards of proof. *3 credit hours. Prerequisite: completion of at least 30 college credits or any 100- or 200-level philosophy course. Offered annually.*

PHIL 320: Philosophy of Science

Induction and probability, causality and the laws of nature, as well as the nature of explanation and justification are covered. *4 credit hours. Prerequisite: 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

Students examine social and political theories and the philosophical issues they raise concerning the origin of society and man's nature as a "political being" and "social being." *3 credit hours. Prerequisite: completion of 30 college credits or any 100- or 200-level philosophy course. Offered fall and spring.*

PHIL 322: Philosophy of Law

Conceptual problems regarding law and legal systems are examined. Topics may include the nature of law, law and morality, civil disobedience, positivism, naturalism, personhood under the law, rights, punishment, and criminal responsibility. *3 credit hours. Prerequisite: completion of completion of 30 college credits or any 100- or 200-level philosophy course. Offered spring.*

PHIL 325: Environmental Ethics

Theories and reality, ideology and action, and values and facts are examined. Focus is on rational policy decision making.

3 credit hours. Prerequisite: completion of 30 college credits or any 100- or 200-level philosophy course. Offered as needed.

PHIL 330: Metaphysics

This is a problem-oriented introduction to some of the central issues of contemporary metaphysics. Topics may include ontology (what exists), necessity, causation, free will/determinism, space and time, and identity-over-time.

3 credit hours. Prerequisite: completion of at least 30 college credits or any 100- or 200-level philosophy course. Offered fall (even years).

PHIL 333: Philosophy of Mind

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.

3 credit hours. 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

The origins of philosophy in Greek thought are explored. Works of philosophers such as Plato and Aristotle are read. (Formerly Plato, Aristotle, and Greek Thought.)

4 credit hours. Prerequisite: 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

Greek and Roman philosophy after Aristotle and before the Medieval period is studied. (Formerly Epicurus, Plotinus, and Hellenistic Philosophy.)

4 credit hours. 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

The origins of medieval thought are traced. The institutionalization of philosophic thought is analyzed. The works of Aquinas and Augustine are studied. (Formerly Aquinas, Bonaventure, and Medieval Thought.)

4 credit hours. Prerequisite: completion of at least 30 college credits or any 100- or 200-level philosophy course. Offered fall (even years).

PHIL 356: Descartes, Hume, Kant, and Modern Philosophy

Works from European philosophers from Descartes to Kant are read. (Formerly Seventeenth- and Eighteenth-Century Philosophers.)

4 credit hours. Prerequisite: 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

Selections from the works of Hegel and Nietzsche are analyzed and critiqued along with other nineteenth-century philosophers, such as Kierkegaard, Schopenhauer, Marx, and Freud.

4 credit hours. Prerequisite: completion of at least 30 college credits or any 100- or 200-level philosophy course. Offered fall (odd years).

PHIL 358: Existentialism and Phenomenological Philosophy

The main themes of existentialist philosophy and its successors are investigated through the study of such authors as Kierkegaard, Heidegger, Sartre, and Camus. (Formerly Existentialism and Contemporary Philosophy.)

4 credit hours. 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

Late nineteenth- and twentieth-century philosophers of language, such as Frege, Russell, Moore, Wittgenstein, Austin, Quine, and Kripke, are studied. (Formerly Contemporary Analytic Philosophy.)

4 credit hours. Prerequisite: completion of at least 30 college credits or any 100- or 200-level philosophy course. Offered spring (odd years).

PHIL 363–364: Seminar in Philosophy

Concepts, individual thinkers, or institutional movements may be chosen and explored intensively.

3 or 4 credit hours. Prerequisite: consent of instructor and department chair. Offered as needed.

PHIL 391–394: Independent Study

Students select a topic and undertake concentrated research under the supervision of a faculty advisor.

1–4 credit hours. Prerequisite: consent of instructor and department chair. Offered as needed.

PHIL 479: Philosophy Internship

Students experience the environment of institutions and firms where the work demand includes a substantial philosophical dimension.

1–4 credit hours. 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.

Physical Education (PED)**PED 102–134, 147: Beginning Activity**

The development of fundamental skills to promote participation in each of the following activities is stressed. Social skills, strategies, and rule interpretations relevant to each activity are included. These are eight-week courses.

102 Badminton. Offered as needed.

105 Bowling. Offered as needed.

109 Swimming—Beginning. Offered fall and spring.

111 Field Hockey. Offered as needed.

118 Lacrosse. Offered as needed.

119 Lifesaving. Offered fall.

122 Softball. Offered as needed.

123 Outdoor Activities. Offered as needed.

124 Swimming—Intermediate. Offered spring.

125 Soccer. Offered as needed.

126 Track and Field. Offered as needed.

128 Volleyball. Offered as needed.

129 Weight Training. Offered as needed.

131 Golf. Offered as needed.

132 Educational Gymnastics. Offered as needed.

133 Tennis. Offered as needed.

134 Dance Aerobics. Offered as needed.

147 Rhythmic Activities. Offered spring.

(4) 1 credit hour.

PED 140: Introduction to Movement Sciences

The field of human movement is introduced from a scientific approach. Various philosophical, psychological, and physiological factors are analyzed.

3 credit hours. Offered fall and spring.

PED 151: Introduction to Recreation in Modern Society

The recreative experience and its importance to the individual are examined. Also explored are the historical trends concerning the impact of leisure on popular culture.

3 credit hours. Offered as needed.

PED 152: Introduction to Outdoor Recreation

Students develop skills in select outdoor activities and are exposed to a range of outdoor recreational pursuits, including Outward Bound/Adventure-type activities.

(4) 3 credit hours. Offered as needed.

PED 201: Prevention and Care of Athletic Injuries

Students acquire a basic understanding of sports medicine. Topics include preventive techniques, protective strapping, basic anatomy, injury recognition, and rehabilitation of athletic injuries.

(4) 3 credit hours. Prerequisite: HED 115 or current standard first aid certification, or consent of instructor. Offered spring.

PED 205: Conditioning for Personal Fitness

Students develop personal fitness through participation in a variety of supervised activities and develop a knowledge base necessary to design their own fitness programs. Fitness-related topics and fitness testing are also included.

(4) 3 credit hours. Offered fall and spring.

PED 206: Fundamental Movement and Its Analysis

Through lecture, laboratory, and on-site clinical experiences, the fundamentals of movement analysis are introduced, including the phases of motor development and the kinesiological principles associated with how individuals move.

(4) 3 credit hours. Offered fall and spring.

PED 207: Motor Skill Development for Lifetime Wellness I

Basic competencies are developed in a variety of team activities. Included are relevant skill and tactical development and background information. Emphasis is on relating the activities to wellness concepts.

(4) 3 credit hours. Prerequisite: PED 206. Offered fall and spring.

PED 208: Motor Skill Development for Lifetime Wellness II

Basic competencies are developed in a variety of individual and dual activities. Included are skill analysis, strategies, rules, and history relevant to the activities. Emphasis is on the role of individual and dual sports in achieving a lifestyle of wellness. (4) 3 credit hours. Prerequisite: PED 206. Offered fall and spring.

PED 243: Foundations of Movement

The basic concepts of motor learning and performance are studied. Emphasis is on the neurological basis of motor learning and the effects of growth and developmental factors. 3 credit hours. Offered fall and spring.

PED 247: Rhythmic Movement

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) 2 credit hours. Prerequisite: PED 206. Offered spring.

PED 251: Recreation Delivery Systems

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) 3 credit hours. Offered as needed.

PED 252: Camping and Recreational Leadership

The philosophy and problems of camping and recreational leadership are studied. The principles, practices, processes, and techniques of leadership are studied in depth. Lecture and laboratory. 3 credit hours. Offered as needed.

PED 253: Introduction to Therapeutic Recreation

Students are introduced to the history, concepts, and philosophy of therapeutic recreation in community and institutional settings. Field trips and on-site observations are included. 3 credit hours. Offered as needed.

PED 278: Coaching Skills and Tactics

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. 3 credit hours. Prerequisite: PED 243. Offered fall.

PED 301: Principles of Teaching Activity

Techniques of activity presentation are studied, including the task, problem-solving, and guided discovery methods. Individual philosophies of teaching are considered. Supervised teaching experiences are included.

3 credit hours. Prerequisite: PED 140 and 243, each with minimum grade of B-; and admission to the physical education teacher preparation program or consent of department chair. Offered fall and spring.

PED 302: Practicum in Team Activities

Students analyze select team sport skills and tactics to develop appropriate teaching progressions in team activities. Observations and supervised teaching experiences in pre-K–12 school settings are included.

(6) 3 credit hours. Prerequisite: PED 207 and 301, or consent of department chair; and admission to the physical education teacher preparation program. Offered spring.

PED 305: Advanced Prevention and Care of Athletic Injuries

Preventative screening, pathomechanics of injury, and evaluation techniques are analyzed. Relying heavily on the case-study approach, laboratory sessions include opportunities for supervised practice and the application of training procedures. 3 credit hours. Prerequisite: PED 201. Offered as needed.

PED 308: The Science of Coaching

Scientific aspects of coaching, motor skill acquisition, sport psychology, and developmentally appropriate sport programs are analyzed. Emphasis is on the use of systematic observation. 3 credit hours. Prerequisite: junior standing or consent of instructor. Offered as needed.

PED 323: Teaching in Adventure Education

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. (Formerly Experiential Education.) (4) 3 credit 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 PED 323 within one year of enrolling in PED 427. Offered fall and spring.

PED 346: Methods and Materials in Elementary School Health Education and Physical Education

Basic principles of comprehensive health education and physical education programs for elementary schools are addressed. Students cannot receive credit for both HED 346 and PED 346. (4) 3 credit hours. Prerequisite: admission to the elementary education teacher preparation program. Offered spring and summer.

PED 351: Leadership and Supervision of Recreation

Leadership styles and techniques appropriate for different age groups and a variety of settings are analyzed. 3 credit hours. Prerequisite: PED 151. Offered as needed.

PED 356: Recreation Practicum

Students assist in the development, presentation, and evaluation of leisure-time activities in community, agency, school, or college settings. Lecture and field experience. (7) 4 credit hours. Prerequisite: PED 151 and 252. Offered as needed.

PED 390: Independent Study in Physical Education

Students select a topic and undertake concentrated research under the supervision of a faculty advisor. 1–3 credit hours. Prerequisite: consent of department chair. Offered as needed.

PED 402: Advanced Practicum in Curriculum and Instruction

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. 3 credit hours. Prerequisite: HED 300, 418; PED 207, 208, 301; and admission to the health and physical education teacher preparation program or consent of department chair. Offered spring.

PED 408: Coaching Applications

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. 3 credit hours. Prerequisite: PED 201, 205, 243, 278, 308, and current first aid/CPR (infant, child, and adult with AED) certification. Offered fall.

PED 409: Adapted Physical Education

Individual differences that affect motor learning and performance are considered. Individual educational programs in adaptive, developmental, corrective, and inclusive physical education are designed. Laboratory is included. 3 credit hours. Prerequisite: SPED 300 and concurrent enrollment in PED 413. Offered fall.

PED 410: Evaluation and Measurement in Physical Education

The assessment of motor performance is introduced. Emphasis is on criterion- and norm-referenced standards for evaluation. Basic statistical techniques are included. 3 credit hours. Prerequisite: HED 300 or PED 301 or consent of department chair. Offered fall and spring.

PED 411: Kinesiology

The effects of physical and anatomical principles on the performance of motor patterns are studied and the mechanical analysis of specific activities are analyzed. 3 credit hours. Prerequisite: BIOL 231 and admission to the physical education teacher preparation program, or consent of department chair. Offered fall.

PED 412: Organization and Administration of Physical Education Programs: Prekindergarten through Grade Twelve

Topics include the practical organizational aspects of decision making, program planning, and evaluating, as well as administrative concerns involved in physical education programs, athletics, intramurals, and selected special areas. (4) 3 credit hours. Prerequisite: HED 418 or PED 301 or consent of department chair. Offered fall.

PED 413: Practicum in Creative Movement and Dance

Students develop competencies in teaching diversified rhythmic activities and musical accompaniment. Observations and teaching experiences in pre-K–12 school settings are included. (Formerly Creative Rhythms and Dance.) (6) 3 credit hours. Prerequisite: PED 247 and 302, or consent of department chair; and admission to the physical education teacher preparation program. Offered fall.

PED 414: Practicum in Individual and Dual Activities

Students analyze individual and dual sport skills and develop appropriate teaching progressions for them. Observations and supervised teaching experiences in pre-K–12 school settings are included.

(6) 3 credit hours. Prerequisite: PED 208, 302, 413, or consent of department chair; and admission to the physical education teacher preparation program. Offered spring.

PED 415: Teaching/Assessment in Adapted Physical Education

Students learn planning, teaching, and assessing for people with disabilities. Teaching experiences in pre-K–12 adapted physical education school settings are included. (Formerly Individualized Physical Education for Populations with Disabilities.) 3 credit hours. Prerequisite: PED 409, with a minimum grade of B; and SPED 300 or equivalent, with a minimum grade of B-; or consent of department chair. Offered spring.

PED 419: Practicum in Movement Studies and Assessment

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) 3 credit hours. Prerequisite: BIO 231, 335; prior or concurrent enrollment in HED 406; PED 301; and a minimum cumulative GPA of 2.5. Offered fall.

PED 420: Physiological Aspects of Exercise

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) 3 credit hours. Prerequisite: BIOL 335 and admission to the physical education teacher preparation program, or consent of department chair. Offered fall and spring.

PED 426: Student Teaching in Physical Education

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.

10 credit hours. Prerequisite: concurrent enrollment in PED 428, passing score(s) on the Praxis II, approved Preparing to Teach Portfolio, and other Feinstein School of Education and Human Development requirements. Offered fall and spring.

PED 427: Internship in Movement Studies and Recreation

Professional skills essential to the movement studies or recreation profession are developed and implemented in a selected setting. This is a full-semester assignment.

10 credit hours. Prerequisite: PED 419; concurrent enrollment in PED 429; a minimum cumulative GPA of 2.50; approved Preparing for Internship Portfolio; and completion of all required courses. Offered fall, spring, summer.

PED 428: Student Teaching Seminar in Health and Physical Education

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.

2 credit hours. Prerequisite: concurrent enrollment in PED 426. Offered fall and spring.

PED 429: Seminar in Movement Studies and Recreation

In a professional learning community, students analyze, reflect, and share internship experiences. Responsibilities and best practices of the profession are explored and developed.

2 credit hours. Prerequisite: concurrent enrollment in PED 427. Offered fall, spring, summer.

PED 451: Recreation for the Elderly

Students explore steps needed to plan, organize, conduct, and evaluate recreation programs for the elderly. Included are recreation programming, diverse recreation activity experiences, and staffing considerations.

3 credit hours. Prerequisite: completion of at least 60 college credits or consent of department chair. Offered as needed.

PED 507: Teaching Sports through a Tactical Perspective

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.

3 credit hours. Prerequisite: undergraduate degree in physical education or consent of department chair. Offered as needed.

PED 508: Psycho-Social Aspects of Human Movement

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.

3 credit hours. Prerequisite: undergraduate degree in physical education or consent of department chair. Offered as needed.

PED 512: Curriculum Construction in Physical Education

Discussion of curricular models provide a foundation in designing a curriculum. Conceptual frameworks are used to guide decision-making processes in curriculum design.

3 credit hours. Prerequisite: undergraduate degree in physical education or consent of department chair. Offered as needed.

PED 519: Professional Development for Cooperating Teachers

Cooperating teachers gain knowledge, tools, and experience that help them prepare teacher candidates to meet professional requirements in physical education. This course may be repeated after four years. Hybrid course.

3 credit hours. Prerequisite: graduate status and currently serving as a cooperating teacher, or consent of department chair. Offered as needed.

PED 522: Current Issues in Physical Education

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.

3 credit hours. Prerequisite: undergraduate degree in physical education or consent of department chair. Offered as needed.

PED 523: Adventure Education

Students are prepared for adventure education content knowledge and introduced to the principles of curriculum development for prekindergarten through grade twelve. Students analyze and integrate adventure education into instruction.

3 credit hours. Prerequisite: undergraduate degree in physical education or consent of department chair. Offered as needed.

Physical Science (PSCI)

PSCI 103: Physical Science

The processes and natural laws that control our physical environment are investigated. Emphasis is on laboratory experiment. Lecture and laboratory. Students cannot receive credit for both PSCI 103 and PHYS 101–102.

(6) 4 credit hours. Gen. Ed. category NS. Offered fall, spring, summer.

PSCI 205: Earth's Physical Environments

Natural processes that control the earth, oceans, and atmosphere are investigated. This course is not open to students who have completed or are enrolled in PSCI 212, 217, or GEOG 205.

3 credit hours. Offered as needed.

PSCI 207: Introduction to Environmental Chemistry

The flow of material and energy through the Earth system is introduced. Principles of element cycles, climate science, and coastal processes are also investigated.

3 credit hours. Offered annually.

PSCI 208: Introduction to Forensic Science

Modern forensic techniques used in crime scene analysis is introduced. Emphasis is on the methods used to collect and interpret crime scene data.

3 credit hours. Offered fall and spring.

PSCI 210: Introduction to Astronomy

Our solar system, the sun and other stars, galaxies, and the universe are explored. Basic physical principles provide the scientific basis for the course. Lecture.

3 credit hours. Offered fall and spring.

PSCI 212: Introduction to Geology

Focus is on the structure and composition of the earth and the processes that have shaped the earth. Topics include minerals, origin of magma, volcanic activity, and weathering and soil formation. Lecture and laboratory.

4 credit hours. Gen. Ed. category NS. Offered fall and summer.

PSCI 214: Introduction to Meteorology

The structure of the atmosphere and the processes relevant to the study of weather are considered. Emphasis is on the physical laws that govern atmospheric phenomena. Lecture.

3 credit hours. Offered spring.

PSCI 217: Introduction to Oceanography

Topics include mapping the sea floor, formation of the ocean basins, sediments as recorders of ocean history, the composition and physical properties of seawater, ocean circulation, El Niños, waves, and tides. Lecture and laboratory.

4 credit hours. Gen. Ed. category NS. Offered spring.

PSCI 221: Introductory Nanoscience: Why Smaller Is Better

The basic science and techniques of working at the nanoscale are introduced. Students explore current and potential technologies derived from nanoscale materials and processes.

3 credit hours. Offered fall.

PSCI 340: Field Methods in Geology

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) 3 credit hours. Prerequisite: PSCI 212 or consent of instructor. Offered as needed.

PSCI 357: Historical and Contemporary Contexts of Science

The development of science and technology is explored through case histories from the physical, biological, and environmental sciences. Students cannot receive credit for both HIST 357 and PSCI 357.

(4) 3 credit hours. Offered as needed.

PSCI 490: Independent Study in Physical Science

A particular area of physical science is studied on the basis of the interest of the student and the instructor.

3 credit hours. Prerequisite: consent of department chair. Offered as needed.

PSCI 491, 492, 493: Research in Physical Science

Students research a topic under the supervision of the instructor and prepare a report of their work. A maximum of 6 credit hours may be earned in these courses.

1–3 credit hours. Prerequisite: consent of department chair. Offered as needed.

Physics (PHYS)**PHYS 101: General Physics I**

This noncalculus-based course includes vectors, statics, kinematics, Newton's laws, energy, momentum, fluids, thermodynamics, and wave motion. Lecture and laboratory.

(7) 4 credit hours. Gen. Ed. category NS. Offered fall and summer.

PHYS 102: General Physics II

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) 4 credit hours. Prerequisite: PHYS 101. Offered spring and summer.

PHYS 110: Introductory Physics

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) 4 credit hours. Gen. Ed. category NS. Offered spring.

PHYS 111: Exotic Physics

This is a nonmathematical survey of particle physics and cosmology. Topics include collider physics, supersymmetry, extra dimensions, cold dark matter, grand unified theory, string theory, and the Big Bang model. Lecture.

3 credit hours. Offered once annually.

PHYS 200: Mechanics

This calculus-based course includes vectors, statics, kinematics, momentum, energy, rotational motion, small oscillations, and fluid mechanics. Lecture and laboratory.

(7) 4 credit hours. Gen. Ed. category NS. Prerequisite: successful completion of or concurrent enrollment in MATH 212, or consent of department chair. Offered fall.

PHYS 201: Electricity and Magnetism

This calculus-based course includes electrostatics in a vacuum and in the presence of matter, DC and AC circuits, electromagnetism, and an introduction to optics. Lecture and laboratory.

(7) 4 credit hours. Prerequisite: PHYS 200 and prior or concurrent enrollment in MATH 213, or consent of department chair. Offered spring.

PHYS 307: Quantum Mechanics I

Topics include relativistic mechanics, the failures of classical physics, the structure of the atom, and the wave description of matter, including the Schrödinger Equation. Lecture
3 credit hours. Prerequisite: PHYS 201. Offered fall (even years).

PHYS 311: Thermodynamics

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.

3 credit hours. 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

Topics include curvilinear coordinates, complex variables, integral transforms, vectors and matrices, special functions, differential equations, and numerical methods as applied to physics. Lecture.

3 credit hours. Prerequisite: MATH 314. Offered spring.

PHYS 313: Junior Laboratory

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) 3 credit hours. Prerequisite: PHYS 201 and 307. Offered spring.

PHYS 320: Analog Electronics

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) 4 credit hours. Prerequisite: PHYS 102 or 201 or consent of department chair. Offered fall (odd years).

PHYS 401: Advanced Electricity and Magnetism

This is an examination of the theory and application of electrostatic fields, charge, potential, magnetic fields, steady currents, magnetic flux, inductance, transient current, radiation, and magnetic energy. Lecture.

3 credit hours. Prerequisite: MATH 314 and PHYS 201. Offered fall (odd years).

PHYS 403: Classical Mechanics

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 is included. Lecture. (Formerly Intermediate Mechanics.)

3 credit hours. Prerequisite: MATH 314, PHYS 201. Offered fall (even years).

PHYS 407: Quantum Mechanics II

Topics include the hydrogen atom, angular momentum, spin, the structure of solids, nuclear physics, and particle physics. Lecture. (Formerly Quantum Mechanics.)

3 credit hours. Prerequisite: PHYS 201 and 307. Offered spring (odd years).

PHYS 411: Statistical Mechanics

Topics include the advanced kinetic theory of gases, transport phenomena, and quantum statistical mechanics. Lecture. (Formerly Thermodynamics and Statistical Mechanics.)

3 credit hours. Prerequisite: CHEM 104, MATH 416, PHYS 201. Offered as needed.

PHYS 413: Senior Laboratory

Advanced experiments in mechanics, waves, thermodynamics, optics, electromagnetism, and other topics are conducted. Laboratory.

(6) 3 credit hours. Prerequisite: PHYS 201 and 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) 0.5 credit hour. Prerequisite: PHYS 201 and consent of department chair. Offered fall and spring.

PHYS 490: Independent Study in Physics

An area of physics is studied on the basis of the interest of the student and the instructor.

3 credit hours. Prerequisite: consent of department chair. Offered as needed.

PHYS 491, 492, 493: Research in Physics

Students select a topic and conduct original research under the supervision of the instructor and prepares a report on the work. A maximum of 6 credit hours may be earned in these courses.

1–3 credit hours. Prerequisite: consent of department chair. Offered as needed.

Political Science (POL)

POL 161: Politics and Culture in Southeast Asia

Focus is on the interplay of culture and politics in Southeast Asia. Where possible, students approach Southeast Asian culture and politics through the writings and works of Southeast Asian leaders and citizens themselves.

4 credit hours. Gen. Ed. Core 3. Offered annually.

POL 200: Introduction to Political Science

The scope and methods of political science are introduced along with political ideologies, socialization, and institutions.

3 credit hours. Gen. Ed. category SB. Offered fall, spring, summer.

POL 201: Development of American Democracy

The struggle for democratic values and political institutions from the Revolution to the present are considered. Documents in America's political history are analyzed for their impact on institutions and culture.

3 credit hours. Offered fall, spring, summer.

POL 202: American Government

The institutions and principles of American national government are examined. Topics include the constitutional foundation, federalism, political parties, Congress, the presidency, the Supreme Court, and civil rights.

4 credit hours. Gen. Ed. category SB. Offered fall, spring, summer.

POL 203: Global Politics

This is an introduction to the governance of other contemporary national political systems and to the forces, principles, and transnational arrangements of international politics.

4 credit hours. Gen. Ed. category SB. Offered fall and spring.

POL 204: Introduction to Political Thought

Fundamental concepts and issues of philosophy and political theory are investigated. Basic precepts about authority, law, government, and the terms of obligation are examined in light of contemporary concerns.

4 credit hours. Gen. Ed. category SB. Offered fall and spring.

POL 208: Introduction to the Law

How the law and legal system affect the everyday lives of citizens is analyzed. Emphasis is on topics of current concern at all levels of government.

3 credit hours. Offered fall and spring.

POL 261: Global Competition: The United States and Its Trading Partners

Issues surrounding global economic competition are examined along with the merits of free trade for the United States and other global competitors.

4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered fall and spring.

POL 262: Power and Community

The observation and use of power shapes many traditions of political inquiry. Students explore these traditions in Western and non-Western thought, with emphasis on the effort to understand power in diverse urban communities.

4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered annually.

POL 263: Citizenship, National Identity, and Immigration

The ways in which different societies have dealt with citizenship, immigration, and national identity are introduced. Emphasis is on comparative analysis and the moral issues involved in debates over citizenship and immigration.

4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered alternate semesters.

POL 264: Federalism and Nation Building

Literature produced by the development of American federalism and its relevance to contemporary issues in diverse cultural settings is studied.

4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered annually.

POL 265: Politics and Popular Culture: Global Perspectives

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.

4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered annually.

POL 300: Methodology in Political Science

The approaches and methods of empirical political science research are surveyed. Emphasis is on research design, data collection, and interpretation.

4 credit hours. Prerequisite: POL 202 or consent of department chair. Offered fall and spring.

POL 301: Foundations of Public Administration

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.

4 credit hours. Prerequisite: POL 202 or consent of department chair. Offered fall.

POL 303: International Law and Organization

Both twentieth-century international organization and the place of evolving international law are considered with respect to the settlement of disputes and the maintenance of peace.

4 credit hours. Prerequisite: POL 203 or consent of department chair. Offered spring.

POL 304: Research Methods II

Students develop skill in the preparation, analysis, and interpretation of data. Lecture and laboratory. Students cannot receive credit for both POL 304 and SOC 404.

(5) 4 credit hours. Prerequisite: POL 300 or SOC 302 or consent of department chair. Offered as needed.

POL 306: State and Local Government

Students examine the political structures, processes, policies, and power distributions in state and local governments in the United States. Topics include intergovernmental relations, executive leadership, and legislative policy making.

3 credit hours. Prerequisite: POL 202 or consent of department chair. Offered every third semester.

POL 307: Political Behavior

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.

4 credit hours. Prerequisite: POL 202. Offered fall (even years).

POL 308: Current Political Controversy

Students learn the art and science of political analysis by critically reading and writing about political controversies currently in the news while learning to use the tools and data available to political scientists.

4 credit hours. Prerequisite: POL 202. Offered fall and spring.

POL 309: Women and Politics

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.

4 credit hours. Prerequisite: POL 202 or consent of department chair. Offered spring (odd years).

POL 315: Western Legal Systems

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.

3 credit hours. Prerequisite: HIST 161 or consent of department chair. Offered as needed.

POL 316: Modern Western Political Thought

The ideas of major Western political thinkers are reviewed. Students cannot receive credit for both HIST 316 and POL 316. (Formerly POL 310: Political Thought and the Modern World.)

3 credit hours. Prerequisite: POL 204 or consent of department chair. Offered fall.

POL 317: Politics and Society

Relationships of power and authority and their social foundations are examined. Students cannot receive credit for more than one of the following: HIST 317, POL 317, and SOC 317.

3 credit hours. Prerequisite: POL 204 or consent of department chair. Offered spring.

POL 327: Internship in State Government

Through field placements in the government of Rhode Island, students are able to integrate classroom theory with political reality. Included is a weekly lecture series involving the participation of appropriate political leaders and academics.

4 credit hours. Prerequisite: recommendation of the Academic Advisory Committee to the State Internship Commission. Offered spring.

POL 328: Field Experiences in the Public Sector

Students are assigned to local, state, or national agencies, political parties, or interest groups. Assignments relate field experiences to academic concepts.

4 credit hours. Prerequisite: consent of department chair. Offered fall, spring, summer.

POL 331: Courts and Public Policy

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.

4 credit hours. Prerequisite: POL 202. Offered fall.

POL 332: Civil Liberties in the United States

Traditional constitutional guarantees of civil liberty and due process in American life are examined. Included is an examination of legal decisions and the justifications offered for those decisions.

4 credit hours. Prerequisite: POL 202. Offered fall and spring.

POL 333: Law and Politics of Civil Rights

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.

4 credit hours. Prerequisite: POL 202 or consent of department chair. Offered annually.

POL 335: Jurisprudence and the American Judicial Process

The nature of law is examined through the analysis of selected theories of jurisprudence. Attention is given to judicial organization and process, judicial administration and politics, and judicial behavior at both the state and national levels.

3 credit hours. Prerequisite: one 200-level political science course or consent of department chair. Offered as needed.

POL 337: Urban Political Geography

Geographic and political analyses are used to study the growth of cities. Consideration is given to the role of cities on local, national, and world scales. Students cannot receive credit for both GEOG 337 and POL 337.

3 credit hours. Prerequisite: any 200-level geography or political science course or consent of department chair. Offered as needed.

POL 341: The Politics of Developing Nations

Emphasis is on theories of political development and the analysis of developmental problems, including terrorism, the role of the military, instability, and the alteration of political cultures.

3 credit hours. Prerequisite: POL 203 or consent of department chair. Offered as needed.

POL 342: The Politics of Global Economic Change

Students examine economic globalization, including trade, finance, and migration, from different perspectives. Emphasis is on causes and political consequences of globalization.

4 credit hours. Prerequisite: POL 203 or consent of department chair. Offered every third semester.

POL 343: The Politics of Western Democracies

The political structures, processes, and policies of the principal West European and Anglo-American postindustrial societies are compared and analyzed.

4 credit hours. Prerequisite: one 200-level political science course or consent of department chair. Offered as needed.

POL 345: International Nongovernmental Organizations

From an interdisciplinary perspective, the various roles of international nongovernmental organizations are examined. Students cannot receive credit for both INGO 300 and POL 345.

4 credit hours. Prerequisite: POL 203 or consent of program director. Offered fall.

POL 346: Foreign Policy

American foreign policy, decision making, and politics are examined. The policies and decision-making particulars of other governments are developed where appropriate. (Formerly POL 446.)

4 credit hours. Prerequisite: POL 203. Offered as needed.

POL 353: Parties and Elections

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. (Formerly Parties, Interest Groups, and the Media.)

4 credit hours. Prerequisite: POL 202 or consent of department chair. Offered fall of election years.

POL 354: Interest Group Politics

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.

4 credit hours. Prerequisite: POL 202 or consent of department chair. Offered fall (alternate years).

POL 355: Policy Formation Process

Public policy formulation, from input to output, by the major institutions of government is studied. Included are the internal processes and interactions of legislatures and executives. (Formerly POL 455.)

4 credit hours. Prerequisite: POL 202 or consent of department chair. Offered fall.

POL 357: The American Presidency

The constitutional and institutional evolution of the presidency is studied, including the demands and resources of the office. Students cannot receive credit for both HIST 332 and POL 357. *3 credit hours. Prerequisite: any 200-level history or political science course or consent of department chair. Offered as needed.*

POL 358: The American Congress

Students examine the development of Congress and assess its structure, the behavior of its members, and its role in American politics.

3 credit hours. Prerequisite: POL 202 or consent of department chair. Offered every third semester.

POL 359: Politics and the Media

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. (Formerly Political and Governmental Communications.)

4 credit hours. Prerequisite: POL 202 or consent of instructor. Offered as needed.

POL 371: Readings in Political Science

The student engages in independent readings.

3 credit hours. Prerequisite: major in political science and consent of advisor and instructor. Offered as needed.

POL 381: Workshop in Public Service

Selected topics are investigated in various formats.

1–4 credit hours. Prerequisite: varies. Offered as needed.

POL 390: Independent Research in Political Science

Students select a topic and undertake concentrated research under the supervision of a faculty advisor.

4 credit hours. Prerequisite: consent of department chair, faculty advisor, and dean. Offered as needed.

POL 444: British Politics and Cultural Studies

Focus is on British politics, government, constitution, political subcultures, and media since World War II and British involvement in the European Union. See The London Course under the political science program.

(6) 3 credit hours. Prerequisite: consent of department chair. Offered summer.

POL 445: European Political Geography

The political geography, city planning, and urban policy within the European Union is studied, with focus on London. See The London Course under the political science program.

(12) 3 credit hours. Prerequisite: consent of department chair. Offered summer.

POL 446: Foreign Policy

American foreign policy, decision making, and politics are examined. The policies and decision-making particulars of other governments are developed where appropriate.

3 credit hours. Prerequisite: 203. Offered as needed

POL 455: Policy Formation Process

Public policy information, from input to output, by the major institutions of government is studied. Included are the internal processes and interactions of legislatures and executives.

4 credit hours. Prerequisite: POL 202 or consent of department chair. Offered fall.

POL 456: Policy Analysis

The substance of public policy in the United States is investigated. Focus is on various models of policy analysis that seek to explain the variables that influence the initiation, implementation, and outcome of policy decisions.

3 credit hours. Prerequisite: POL 202 or consent of department chair. Offered spring.

POL 460: Senior Seminar in Political Science

This is an integrating experience in political science. Students complete a project that demonstrates their ability to investigate, write about, and orally present significant research.

4 credit hours. Prerequisite: senior standing and 12 credit hours of political science courses. Offered fall and spring.

POL 504: Federalism and Intergovernmental Relations

The financial and programmatic relationships between federal, state, and local governments are examined. The federal government's efforts to achieve national policy objectives are also investigated.

3 credit hours. Prerequisite: early admission to the University of Rhode Island M.P.A. program or graduate status at Rhode Island College or consent of department chair. Offered as needed.

POL 525: Public Sector Contracting

Models used to provide government services are analyzed along with the conditions that lead to the success of models of service delivery. Topics include the impact of such models on political accountability and quality of services.

3 credit hours. Prerequisite: early admission to the University of Rhode Island M.P.A. program or graduate status at Rhode Island College or consent of department chair. Offered as needed.

POL 531: Public Policy in the Arts

The history, interests, purposes, rationales, politics, and programs of public agencies involved in shaping public policy in the arts are studied.

3 credit hours. Prerequisite: admission to the M.F.A. in theatre program or consent of department chair. Offered spring.

Portuguese (PORT)

The general prerequisite for 200- and 300-level Portuguese courses is proficiency in intermediate Portuguese demonstrated through examination or successful completion of PORT 114 or the equivalent.

PORT 101: Elementary Portuguese I

Students learn to understand, speak, read, and write in Portuguese and gain an understanding of Portuguese life and character. Language laboratory is required. Not open to students who have offered admission credit in Portuguese.

4 credit hours. Offered fall and spring.

PORT 102: Elementary Portuguese II

Four skills in elementary Portuguese: listening, speaking, reading, and writing are further developed within the context of Portuguese culture. Language laboratory is required.

4 credit hours. Prerequisite: PORT 101 or one year of secondary school Portuguese, or consent of department chair. Offered fall and spring.

PORT 113: Intermediate Portuguese

The cultural and linguistic heritage of the Portuguese-speaking world is examined through selected readings. Grammar is reviewed and basic oral and written skills developed. Language laboratory is required.

4 credit hours. Prerequisite: PORT 102 or three years of secondary school Portuguese or a score of 500–549 on the CEEB Achievement Test in Portuguese. Offered fall.

PORT 114: Readings in Intermediate Portuguese

Students develop both reading 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.

4 credit hours. Prerequisite: PORT 113 or equivalent or consent of department chair. Offered spring.

PORT 115: Literature of the Portuguese-Speaking World

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.

4 credit hours. Gen. Ed. category L. Prerequisite: PORT 113 or equivalent, or consent of department chair. Offered fall and spring.

PORT 201: Conversation and Composition

Students develop correct pronunciation through practice in the language laboratory and elementary work in phonetics. Emphasis is on the use of correct spoken Portuguese on an advanced level.

4 credit hours. Prerequisite: PORT 114 or equivalent or consent of department chair. Offered fall.

PORT 202: Composition and Conversation

Writing skills in Portuguese are developed through grammatical exercises, controlled composition, original themes, and the stylistic analysis of literary texts. Discussions of written materials in Portuguese provide oral practice.

4 credit hours. Prerequisite: PORT 114 or equivalent or consent of department chair. Offered spring.

PORT 301: Portuguese Literature and Culture I

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. (Formerly Survey of Portuguese Literature I.)

4 credit hours. Prerequisite: PORT 202 or consent of department chair. Offered alternate years.

PORT 302: Portuguese Literature and Culture II

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. (Formerly Survey of Portuguese Literature II.)

4 credit hours. Prerequisite: PORT 202 or consent of department chair. Offered alternate years.

PORT 304: Brazilian Literature and Culture

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.

4 credit hours. Prerequisite: PORT 202 or consent of department chair. Offered alternate years.

PORT 305: Lusophone African Literatures and Cultures

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. (Formerly PORT 316: Survey of Lusophone African Literatures.)

4 credit hours. Prerequisite: PORT 202 or consent of department chair. Offered as needed.

PORT 390: Directed Study

Students select a topic and undertake concentrated research, under the supervision of a faculty advisor.

3 credit hours. Prerequisite: consent of department chair. Offered as needed.

PORT 420: Applied Grammar

Practical application of grammar is given in both oral and written form, along with an intensive study of construction and idiomatic expressions. (Formerly PORT 320.)

3 credit hours. Prerequisite: completion of two of the following: PORT 301, 302, 304, 305; or consent of department chair. Offered alternate years.

Psychology (PSYC)**PSYC 110: Introduction to Psychology**

The science of psychology is surveyed, with an emphasis on the biopsychosocial factors that influence behavior.

4 credit hours. Gen. Ed. category SB. Offered fall, spring, summer.

PSYC 215: Social Psychology

The ways in which individuals are affected by, and in turn affect, their social environment is introduced. Topics include intragroup and intergroup relations and cultural influences on behavior.

4 credit hours. Gen. Ed. category SB. Offered fall, spring, summer.

PSYC 217: Drugs and Chemical Dependency

Psychoactive drugs and their effects are reviewed. Emphasis is on physiological brain response, history of drug use and drug control, chemical dependency, and drug abuse education. (Formerly Drugs, Society, and Chemical Dependency.)

4 credit hours. Prerequisite: PSYC 110. Offered fall and spring.

PSYC 221: Research Methods I: Foundations

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. (Formerly Foundations of Psychological Research.)

4 credit hours. Prerequisite: PSYC 110 or equivalent. Offered fall, spring, summer.

PSYC 230: Human Development

This is a survey of life span development. Included are major theories and contemporary information relating to learning and biopsychosocial development.

4 credit hours. Prerequisite: PSYC 110 or equivalent. Offered fall, spring, summer.

PSYC 251: Personality

Personality functioning is studied, including biopsychosocial determinants, theories of personality, and techniques of personality assessment in children and adults.

4 credit hours. Prerequisite: PSYC 110 or equivalent. Offered fall, spring, summer.

PSYC 320: Research Methods II: Behavioral Statistics

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. (Formerly Introduction to Psychological Methods.)

4 credit hours. Prerequisite: PSYC 221 or equivalent. Offered fall and spring.

PSYC 331: Child Psychology

Development, from conception to early adolescence, is studied, with an emphasis on biopsychosocial factors.

4 credit hours. Prerequisite: PSYC 221 and 230 or equivalents. Offered annually.

PSYC 332: Adolescent Psychology

Significant factors in adolescent development are studied. Emphasis is on adjustment to adolescent roles and the search for self-identity.

4 credit hours. Prerequisite: PSYC 221 and 230 or equivalents. Offered annually.

PSYC 335: Family Psychology

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.

4 credit hours. Prerequisite: PSYC 221 and 230 or equivalents. Offered annually.

PSYC 339: Psychology of Aging

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.

4 credit hours. Prerequisite: PSYC 221 and 230 or equivalents. Offered annually.

PSYC 341: Perception

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.

4 credit hours. Prerequisite: PSYC 221 or equivalent. Offered annually.

PSYC 344: Learning

Traditional theories and contemporary models of learning are examined. Emphasis is on relationships between theories and observed phenomena.

4 credit hours. Prerequisite: PSYC 221 or equivalent. Offered annually.

PSYC 345: Physiological Psychology

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.

4 credit hours. Prerequisite: PSYC 221 or equivalent. Offered annually.

PSYC 349: Cognitive Psychology

Historical and contemporary views of cognitive functioning are introduced, with emphasis on current interpretations of a wide range of cognitive phenomena. Included are information-processing theories.

4 credit hours. Prerequisite: PSYC 221 or equivalent. Offered annually.

PSYC 351: Psychology of Human Diversity

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. (Formerly PSYC 451: Race, Class, and Gender.)

4 credit hours Prerequisite: PSYC 110 (or 215) and 221. Offered spring.

PSYC 353: History and Systems of Psychology

The growth of psychology from its philosophical roots to its current status is surveyed. Emphasis is on the great historical questions and controversies and on the people involved with them.

4 credit hours. Prerequisite: PSYC 221 and 251 or equivalents. Offered as needed.

PSYC 354: Abnormal Psychology

Traditional and contemporary approaches to the understanding and treatment of a wide range of abnormal behaviors, both in children and in adults, are studied.

4 credit hours. Prerequisite: PSYC 221 and 251 or equivalents. Offered fall and spring.

PSYC 356: Psychology of Women

Documented sex differences from biological, biosocial, and social-psychological perspectives are analyzed. Included are theories and research findings relating to personality, self-concept, and mental health.

4 credit hours. Prerequisite: PSYC 215 and 221 or equivalents. Offered annually.

PSYC 357: Social Cognition

Classical and contemporary theoretical and empirical approaches to how individuals think about and understand the social environment are examined, including attribution processes and social inferences, and attention and memory processes.

4 credit hours. Prerequisite: PSYC 215 and 221 or equivalents. Offered as needed.

PSYC 360: Seminar in Current Topics

Contemporary issues and developments in the field of psychology are explored. Recent research and theoretical literature are considered. Topics vary. This course may be repeated for credit with a change in content.

4 credit hours. Prerequisite: PSYC 221 and consent of department chair. Offered as needed.

PSYC 390: Directed Research

Students select a topic and undertake concentrated research under the supervision of a faculty advisor.

3 credit hours. Prerequisite: PSYC 221 or equivalent, 6 credit hours of 300-level psychology courses, and consent of department chair and dean. Offered as needed.

PSYC 391: Directed Research

This is a continuation of PSYC 390.

3 credit hours. Prerequisite: PSYC 390 and consent of department chair and dean. Offered as needed.

PSYC 392: Problems in Psychological Research

Topics of current interest are selected from psychological literature. Under the supervision of the instructor, students conduct investigations into these topic areas. One class per week is devoted to problems of research design and methodology.

4 credit hours. Prerequisite: PSYC 473 or 475 or 477 and consent of department chair and dean. Offered as needed.

PSYC 393: Directed Reading

Under faculty supervision, the student engages in intensive reading on a specific issue within the area of psychology.

3 credit hours. Prerequisite: PSYC 221 or equivalent, 6 credit hours of 300-level psychology courses, and consent of department chair and dean. Offered as needed.

PSYC 421: Behavior Modification

The principles of behavior modification are studied. These principles are applied to a variety of behaviors and settings.

4 credit hours. Prerequisite: PSYC 221 or equivalent. Offered annually.

PSYC 422: Psychological Testing

The basic principles of construction, selection, and interpretation of psychological tests are introduced. Also considered are reliability, validity, and norms.

4 credit hours. Prerequisite: PSYC 221 or equivalent. Offered annually.

PSYC 423: Psychology and the Law

Psychological theory and research are applied to the legal system. Topics may include the psychological factors influencing eyewitness testimony and jury deliberations.

4 credit hours. Prerequisite: PSYC 215 and 221 or equivalents. Offered annually.

PSYC 424: Health Psychology

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.

4 credit hours. Prerequisite: PSYC 221 and either PSYC 215 or 251 or equivalents. Offered annually.

PSYC 425: Community Psychology

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. (Formerly PSYC 453.)

4 credit hours. Prerequisite: PSYC 110 (or 215) and 221. Offered fall.

PSYC 445: Behavioral Neuroscience

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) 4 credit hours. Prerequisite: PSYC 110, 221, 345. Offered annually.

PSYC 452: Theories of Psychological Intervention

Theory and methods of psychological and behavioral interventions are presented. Focus is on an evidence-based approach to treating psychological disorders, including substance abuse. 4 credit hours. Prerequisite: PSYC 217 and 354 or equivalents. Offered spring.

PSYC 471: Practicum in Chemical Dependency/Addiction Studies

Students practice intervention strategies, with emphasis on self-awareness and self-assessment. Observation and evaluation is conducted by the practicum supervisor. Students cannot receive credit for both NURS 471 and PSYC 471.

(5) 4 credit hours. Prerequisite: acceptance into the B.S. in chemical dependency/addiction studies program and PSYC 351 and 452. Offered fall.

PSYC 472: Internship in Chemical Dependency and Addiction Studies

Students gain field experience in an agency providing substance abuse services. Included are weekly seminar sessions, on-site visits, and field consultation. Students cannot receive credit for both NURS 474 and PSYC 472.

(15) 4 credit hours. Prerequisite: PSYC 425, 471, and approval of practicum and internship instructors. Offered spring.

PSYC 473: Research Methods III: Developmental Lab

Standard laboratory and field procedures, research design, and the analysis and interpretation of data from developmental psychology are presented. Lecture and laboratory. (Formerly Research Methods in Developmental Psychology.)

(5) 4 credit hours. Prerequisite: PSYC 320 and at least one course from PSYC 331, 332, 335, 339, 422, or equivalent. Offered annually.

PSYC 475: Research Methods III: Personality/Social Lab

Laboratory and field procedures, research design, and the analysis and interpretation of data from personality and social psychology are presented. (Formerly Research Methods in Personality and Social Psychology.)

(5) 4 credit hours. Prerequisite: PSYC 320 and at least one course from PSYC 353, 354, 356, 357, 422, 423, 424, or equivalent. Offered annually.

PSYC 476: Research Methods III: Applied Lab

Standard research procedures, research design, and analysis and interpretation of data from the applied and human services areas of psychology are presented. (Formerly Research Methods in Applied Psychology.)

(5) 4 credit hours. Prerequisite: PSYC 320 and at least one course from PSYC 354, 356, 357, 421, 422, 423, 424, 425. Offered annually.

PSYC 477: Research Methods III: Experimental Lab

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. (Formerly Research Methods in Experimental Psychology.)

(5) 4 credit hours. Prerequisite: PSYC 320 and at least one course from PSYC 341, 344, 345, 349, 422, or equivalent. Offered as needed.

PSYC 500: Research Design and Analysis I

The design and analysis of descriptive and nonexperimental research designs are covered. Included are correlational, nonparametric, and single-subject designs and their corresponding statistical tests for data analysis.

3 credit hours. 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

The design and analysis of experimental and quasi-experimental research designs are covered. Included are between- and within-subjects approaches to single-factor and factorial designs and their corresponding statistical tests for data analysis. *3 credit hours. Prerequisite: graduate status and PSYC 500, or consent of department chair. Offered spring.*

PSYC 538: Seminar in Child and Adolescent Development

Milestones in physical, social, emotional, cognitive, and language development from conception through adolescence are examined, with emphasis on theory and research. (Formerly Seminar in Personality and Social Development.) *3 credit hours. Prerequisite: graduate status or consent of department chair. Offered spring (even years).*

PSYC 549: Cognition

Cognition is studied from a contemporary information-processing point of view. Included are historical antecedents, relationships to alternative theoretical perspectives, and applications to learning, development, and problem solving. *3 credit hours. Prerequisite: graduate status or consent of department chair. Offered fall (even years).*

PSYC 556: Seminar in Personality Theory

Personality theories are considered in the context of the philosophical and sociocultural environments in which they evolved. Relationships between behavioral development and theoretical predictions are examined. (Formerly PSYC 566.) *3 credit hours. Prerequisite: graduate status or consent of department chair. Offered fall (odd years).*

PSYC 558: Seminar in Social Psychology

An overview is given of the field of social psychology organized around major research areas. Each of the areas is critically examined using primary sources and representative empirical research. *3 credit hours. Prerequisite: graduate status or consent of department chair. Offered spring (odd years).*

PSYC 560: Current Issues in Psychology

Contemporary issues and developments in the field of psychology are explored at the graduate level. Recent research and theoretical literature are considered. Topics vary. This course may be repeated for credit with a change in content. *3 credit hours. Prerequisite: graduate status and 6 credit hours of psychology courses, or consent of department chair. Offered as needed.*

PSYC 593: Directed Reading

Under the supervision of a faculty member, the student engages in intensive readings on a specific topic in psychology. *3 credit hours. Prerequisite: graduate status and PSYC 500 and 501 or equivalents, good standing (see Graduate Manual), and consent of department chair and dean. Offered as needed.*

PSYC 594: Directed Research

Students undertake a qualitative or quantitative empirical research project under the supervision of a faculty advisor. (Formerly PSYC 590.) *3 credit hours. Prerequisite: graduate status and PSYC 500 and 501 or equivalents, good standing (see Graduate Manual), and consent of department chair and dean. Offered as needed.*

Public Administration (PAD)**PAD 325: Public Budgeting and Human Resource 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. (Formerly Politics of Public Management: Budgeting and Personnel Administration.) *4 credit hours. Prerequisite: POL 301 or consent of department chair. Offered spring.*

Radiologic Technology (RADT)**RADT 201: Orientation to Medical Imaging**

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. (Formerly Orientation to Radiologic Technology.) *1 credit hour. Prerequisite: BIOL 231 and MATH 181. Offered fall and spring.*

RADT 255: Patient Care Interventions for Allied Health

Students learn communication and assessment skills, technical knowledge, and patient care in the radiology setting. (Formerly NURS 155.) *1 credit hour. Prerequisite: RADT 201. Offered fall.*

RADT 301: Introduction to Radiologic Technology

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) 3.5 credit hours. Prerequisite: RADT 201. Offered fall.

RADT 305: Skeletal Anatomy

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.

3 credit hours. Prerequisite: RADT 201. Offered fall.

RADT 306: Radiographic Procedures I

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.

3 credit hours. Prerequisite: RADT 201. Offered fall.

RADT 307: Radiographic Procedures II

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.

3 credit hours. Prerequisite: RADT 306. Offered spring.

RADT 308: Radiographic Procedures III

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.

3 credit hours. Prerequisite: RADT 307. Offered fall.

RADT 309: Clinical Education I

In various clinical settings, students learn to produce appropriate radiographic images on all patient types. Technical factors are introduced.

(14) 3.5 credit hours. Prerequisite: RADT 201. Offered fall.

RADT 310: Clinical Education II

A continuation of RADT 309, this course includes routine radiographic procedures and technical factors.

(14) 3.5 credit hours. Prerequisite: RADT 309. Offered spring.

RADT 312: Clinical Education I (E)

Students perform basic positioning of the chest, abdomen, upper and lower extremities, and bony thorax.

(12) 3 credit hours. Prerequisite: RADT 201. Open only to evening students. Offered fall.

RADT 313: Clinical Education II (E)

This is a continuation of RADT 312. Students learn basic positioning of the vertebral column, skull, and facial bones.

(12) 3 credit hours. Prerequisite: RADT 312. Open only to evening students. Offered spring.

RADT 320: Principles of Radiography I

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.

3 credit hours. Prerequisite: RADT 301. Offered spring.

RADT 321: Principles of Radiography II

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.

3 credit hours. Prerequisite: RADT 320. Offered fall.

RADT 330: Radiation Physics I

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.

3 credit hours. Prerequisite: RADT 301. Offered spring.

RADT 406: Clinical Education III (E)

This is a continuation of RADT 313. Students should be able to perform basic positioning of portable, trauma, and pediatric exams.

(12) 3 credit hours. Prerequisite: RADT 313. Open only to evening students. Offered fall.

RADT 407: Clinical Education IV (E)

This is a continuation of RADT 406. Students participate in more advanced procedures.

(12) 3 credit hours. Prerequisite: RADT 406. Open only to evening students. Offered fall.

RADT 408: Clinical Education V (E)

This is a continuation of RADT 407. Observations in advanced imaging modalities are included.

(12) 3 credit hours. Prerequisite: RADT 407. Open only to evening students. Offered spring.

RADT 409: Clinical Education VI (E)

This is a continuation of RADT 408.

(32) 8 credit hours. Prerequisite: RADT 408. Open only to evening students. Offered fall.

RADT 411: Clinical Education III/IV

While reinforcing skills already learned, this clinical course focuses on advanced imaging procedures, including trauma and fluoroscopy procedures.

(32) 8 credit hours. Prerequisite: RADT 310. Offered fall.

RADT 412: Clinical Education IV/V

This final clinical course prepares students to become independent, functioning radiologic technologists.

(32) 8 credit hours. Prerequisite: RADT 411. Offered spring.

RADT 425: Ethics/Critical Thinking and Problem Solving

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.

2 credit hours. Prerequisite: RADT 411. Offered spring.

RADT 431: Radiation Physics II

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.

3 credit hours. Prerequisite: RADT 330. Offered fall.

RADT 440: Cross-Sectional Anatomy

Students examine the basic theory and practice of CT imaging and interpretation.

1 credit hour. Prerequisite: RADT 305. Offered fall.

RADT 455: Comprehensive Radiographic Pathology

A detailed, comprehensive pathology of organ systems relevant to radiologic technology is given.

2 credit hours. Prerequisite: RADT 305. Offered spring.

RADT 461: Registry Review

Students review the specifications of the American Registry of Radiologic Technologists exam, the guidelines for application, study strategies, and content included in the exam.

3 credit hours. Prerequisite: RADT 411. Offered spring.

Reading (READ)**READ 501: Reading in the Content Areas**

Focus is on methods that help K–12 students learn from subject matter materials.

3 credit hours. Prerequisite: graduate status or consent of instructor. Offered fall, spring, summer.

READ 507: Teaching Reading and Writing to English-as-a-Second-Language Students

Focus is on second-language literacy in reading and writing for limited-English-proficient students. Students cannot receive credit for both READ 507 and TESL 507.

3 credit hours. Prerequisite: graduate status and TESL 539 or 541 or 549. Offered fall and spring.

READ 534: Developmental Reading: Prekindergarten through Grade Eight

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.

3 credit hours. Prerequisite: graduate status and ELED 422 or equivalent; or elementary school teaching experience; or consent of instructor. Offered fall and spring.

READ 629: Remedial Reading Clinic

Emphasis is on the diagnosis and treatment of reading difficulties. Students gain proficiency in using strategies for overcoming reading difficulties and practice these techniques in a six-week summer reading clinic.

6 credit hours. Prerequisite: graduate status, READ 501, 534, 685, 686. Offered summer.

READ 641: Administration of Reading Programs

The role of the reading consultant in improving reading instruction is examined. Included is a study of the concept of literacy, a review of model reading programs, the change process, and curriculum planning.

3 credit hours. Prerequisite: graduate status and READ 663. Offered spring.

READ 663: Seminar in Reading Research

Focus is on the teacher as researcher. Applications of current instructional research are integrated into a student project.

3 credit hours. Prerequisite: graduate status and READ 629. Offered fall and summer.

READ 667: Reading Specialist Coaching

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.

3 credit hours. Prerequisite: READ 501 and READ 534. Offered fall.

READ 685: Diagnosis of Reading Difficulties

Through lectures, demonstrations, and experiences, students are introduced to the theory of reading difficulties and develop skill in diagnosis. This course is intended for professionals who work with disabled readers.

3 credit hours. Prerequisite: graduate status and READ 501 or 534. Offered fall.

READ 686: Treatment of Reading Difficulties

Focus is on current theories, practices, and materials concerning students who have reading difficulties. This course is intended for professionals who work with disabled readers.

3 credit hours. Prerequisite: graduate status and READ 685. Offered spring.

Secondary Education (SED)**SED 406: Instructional Methods, Design, and Technology**

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.

3 credit hours. Prerequisite: admission to a secondary education teacher preparation program or consent of department chair. Offered fall and spring.

SED 407: Instructional Methods, Design, and Literacy

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.

3 credit hours. Prerequisite: SED 406 (with minimum grade of B-) and fulfillment of retention requirements, or consent of department chair. Offered fall and spring.

SED 411: Content and Pedagogy in Secondary Education

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.

4 credit hours. Prerequisite: SED 407 (with minimum grade of B-), concurrent enrollment in SED 412, and fulfillment of retention requirements. Offered fall. Offered spring for English and history content majors.

SED 412: Field Practicum in Secondary Education

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) 2 credit hours. Prerequisite: SED 407 (with minimum grade of B-), concurrent enrollment in SED 411, and fulfillment of retention requirements. Offered fall. Offered spring for English and history content majors.

SED 421: Student Teaching in the Secondary School

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.

10 credit hours. 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 fall and spring.

SED 422: Student Teaching Seminar in Secondary Education

This is an integrative and culminating experience in the professional program in secondary education. Students reflect on their initial experience as classroom teachers.

2 credit hours. Prerequisite: concurrent enrollment in SED 421. Offered fall and spring.

SED 444: Teaching Adolescent Literature

This is a blending of the academic appreciation of young adult literature with pedagogical strategies for its classroom use. Students read widely in the field and develop individualized demonstration projects for use in the secondary English class.

3 credit hours. Offered fall and/or summer.

SED 445: The Teaching of Writing in Secondary Schools

Study includes the evaluation of aims and objectives, selection and organization of content, principles and methods of writing instruction, and current research and practice in the teaching of writing.

3 credit hours. Offered fall and spring.

SED 490: Directed Study I

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.

3 credit hours. Prerequisite: acceptance into the educational studies honors program. Offered fall and spring.

SED 491: Directed Study II

Students complete the research project begun in SED 490.

3 credit hours. Prerequisite: SED 490 and good standing in the educational studies honors program. Offered fall and spring.

SED 514: Secondary School Curriculum

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.

3 credit hours. Offered spring (even years).

SED 519: Professional Development for Cooperating Teachers

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.

3 credit hours. Prerequisite: graduate status and currently serving as a cooperating teacher, or consent of department chair. Offered as needed.

SED 527: Foreign Languages in the Schools

Focus is on more effective foreign language teaching at all levels. Recent research in methodology and educational media is examined, with particular reference to the contributions made by such areas as psychology and linguistics.

3 credit hours. Prerequisite: completion of minimum academic requirements for certification in the discipline or consent of department chair. Offered as needed.

SED 529: Mathematics in the Secondary Schools

Emphasis is on the actual teaching of mathematics. Topics include current curriculum recommendations that affect methodology and the teacher's fundamental approach to mathematics.

3 credit hours. Prerequisite: completion of minimum academic requirements for certification in the discipline or consent of department chair. Offered as needed.

SED 531: Models of Instruction

A variety of theory-based instructional models are examined and in the context of contemporary secondary school issues and reform efforts.

3 credit hours. Offered spring.

SED 542: English in Secondary Schools

Study includes the evaluation of aims and objectives, selection and organization of content, principles and methods of English instruction, and current research in English instruction.

3 credit hours. Prerequisite: completion of minimum academic requirements for certification in the discipline or consent of department chair. Offered as needed.

SED 543: Social Studies in Secondary Schools

Study includes the evaluation of aims and objectives, selection and organization of content, principles and methods of social studies instruction, and current research in social studies instruction.

3 credit hours. Prerequisite: completion of minimum academic requirements for certification in the discipline or consent of department chair. Offered as needed.

SED 548: Science Methods in Secondary Schools

Focus is on five major areas relative to science instruction in the secondary schools. Discussion of each area is supplemented with library research.

3 credit hours. Prerequisite: completion of minimum academic requirements for certification in the discipline or consent of department chair. Offered as needed.

SED 551: Inquiry into Classroom Practice

Students engage in systematic inquiry based on original data and standardized assessments of teaching and learning within educational settings. This is the first core course in the M.Ed. in advanced studies in teaching and learning.

4 credit hours. Prerequisite: admission to the M.Ed. program in advanced studies in teaching and learning or consent of department chair. Offered fall.

SED 552: Social and Cultural Contexts of Education

Students examine the social and cultural construction of schooling and the implications of multiculturalism, school structure, and educational policy. This is the second core course in the M.Ed. in advanced studies in teaching and learning.

4 credit hours. Prerequisite: SED 551 or consent of department chair. Offered spring.

SED 554: Learning in Middle and High Schools

Students use multidisciplinary perspectives to examine individual, social, cultural, and historical factors in learning, teaching, and assessment practices. This is the third core course in the M.Ed. in advanced studies in teaching and learning.

4 credit hours. Prerequisite: SED 552 or consent of department chair. Offered fall.

SED 555: Literacy across the Disciplines

Students examine the research, theory, and practice of multi-literacies in academic disciplines. This is the final core course in the M.Ed. in advanced studies in teaching and learning. (Formerly Literacies in the Disciplines.)

4 credit hours. Prerequisite: consent of department chair. Offered spring.

SED 591–594: Directed Research

Under the direction of a member of the department faculty, students initiate a formal inquiry into an area of concern associated with their present professional responsibility. A maximum of four credit hours may be earned in this sequence.

1–4 credit hours. Prerequisite: consent of department chair. Open only to students enrolled in the M.Ed. program in secondary education or the educational specialist programs. Offered as needed.

Social Science (SSCI)**SSCI 310: Africa**

The social and political structures and related problems of changing Africa are considered. Social science faculty members and visiting specialists may lecture in their fields of specialization.

3 credit hours. Prerequisite: any 200-level course in a social science. Offered as needed.

SSCI 311: Latin America

Changes in Latin American societies during the twentieth century are examined in terms of their geographic and historic origins and political, social, and economic implications. Social science faculty members and visiting specialists may lecture.

3 credit hours. Prerequisite: any 200-level course in a social science. Offered as needed.

SSCI 418: Cultural Pluralism

The nature and dynamics of cultural pluralism in American society are examined. Issues of identity, race, ethnicity, and class are explored. Students may receive credit for only one of the following: ANTH 418, SSCI 418, or SSCI 518.

3 credit hours. Prerequisite: 6 credit hours in any of the social sciences disciplines or consent of department chair. Offered as needed.

SSCI 461: Latinos in the United States

Students examine the experiences and voices of Latino communities in the United States through personal narratives, literature, film, art, and participant observation in local settings. Students cannot receive credit for both ANTH 461 and SSCI 461.

3 credit hours. 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.

SSCI 518: Cultural Pluralism

Students undertake graduate-level research on the nature and dynamics of cultural pluralism in American society. Students may receive credit for only one of the following: ANTH 418, SSCI 418, or SSCI 518.

3 credit hours. Prerequisite: graduate status and 6 credit hours at the 300 and/or 400-level in any of the social sciences disciplines, or consent of department chair. Offered as needed.

SSCI 561: Latinos in the United States

Students examine recent scholarship on Latinos in the United States and undertake research projects that focus on Latino educational issues. Students may receive credit for only one of the following: ANTH 561, FNED 561, or SSCI 561.

3 credit hours. Prerequisite: graduate status and any 300-level social or behavioral science course, or consent of department chair. Offered as needed.

Social Work (SWRK)

Prior to enrolling in any graduate-level (500- and 600-level) social work course, all students must be accepted into the M.S.W. program. Nonmatriculated graduate students may take SWRK 520 and 522, if they have a bachelor's degree.

SWRK 010: Basic Computer Skills for Case Management Practice

Students develop basic computer literacy skills, using Microsoft Word, the Internet, and electronic case-recording devices. (1.5) 0 credit hour. *Prerequisite: acceptance into the case management certification program. Offered fall and spring.*

SWRK 110: Introduction to Case Management

Students are introduced to the knowledge, values, and skills needed in case management. Issues of diversity, community resources, and the various arenas of case management practice are presented.

3 credit hours. Prerequisite: acceptance into the case management certification program. Offered fall and spring.

SWRK 111: Basic Interviewing Skills for Case Management Practice

Students practice relationship building, interviewing, and engagement skills. Classroom learning is integrated with practice experience.

(3) 1 credit hour. Prerequisite: acceptance into the case management certification program. Offered fall and spring.

SWRK 120: Generalist Case Management Practice

Focus is on generalist case management practices, which include assessing, planning, linking, monitoring, recording, and evaluating.

3 credit hours. Prerequisite: acceptance into the case management certification program. Offered fall and spring.

SWRK 230: Advanced Case Management Skills

Focus is on assessment and intervention practices in working with individuals, families, and groups.

3 credit hours. Prerequisite: SWRK 110 and 120. Offered spring and summer.

SWRK 240: Introduction to Social Work and Social Welfare

Topics include the historical evolution of welfare programs, the structure of public and voluntary social services, current welfare programs, and the development and status of social work as a profession.

3 credit hours. Offered fall, spring, summer.

SWRK 260: Case Management Integrative Seminar and Field Experience

In this seminar, students share their fieldwork experiences. Emphasis is on the integration of theory and practice.

(6) 3 credit hours. Prerequisite: SWRK 110 and 120. Offered spring and summer.

SWRK 302: Social Work Practice Evaluation and Research

Focus is on social work practice-based research, data collection, data analyses, and report writing, with emphasis on practice evaluation.

4 credit hours. Prerequisite: SWRK 326. Offered spring.

SWRK 320: Policy Analysis

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.

3 credit hours. Prerequisite: ECON 200, POL 202, SWRK 240, or consent of department chair. Offered fall and spring.

SWRK 324: Human Behavior in the Social Environment: Individual, Family, and Small Group

Emphasis is on the impact of social institutions on individuals, families, and small groups.

3 credit hours. Prerequisite: BIOL 103; PSYC 215, 230; SWRK 240; or consent of department chair. Offered fall and spring.

SWRK 325: Human Behavior in the Social Environment: Social System, Institution, and Organization

American social systems, institutions, and values are examined. Focus is on the ways in which individuals function within their social environment.

3 credit hours. Prerequisite: ECON 200, POL 202, SWRK 240, or consent of department chair. Offered fall and spring.

SWRK 326: Generalist Social Work Practice

Students are oriented to problem solving and the role of the social worker in various fields of practice. Concurrent volunteer experience is recommended.

3 credit hours. Prerequisite: SWRK 240 and prior or concurrent enrollment in SWRK 324 and 325. Offered fall.

SWRK 327: The Helping Process

Focus is on facilitating mutual problem solving in working with individuals and groups.

3 credit hours. Prerequisite: acceptance into the B.S.W. program, SWRK 326, and prior or concurrent volunteer experience in a social agency. Offered spring.

SWRK 338: Introduction to Fieldwork

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) 2 credit hours. Prerequisite: acceptance into the B.S.W. program, SWRK 326, and concurrent enrollment in SWRK 327. Offered spring.

SWRK 390: Independent Study

Students undertake independent study or a research project under the supervision of a faculty advisor. Structure and credit hours vary.

Prerequisite: social work majors with junior or senior standing. Offered as needed.

SWRK 421: Social Work Practice and the Law

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 516.

3 credit hours. Prerequisite: concurrent enrollment in SWRK 436 or 437, or consent of instructor. Offered fall and spring.

SWRK 426: Creating Change through Social Work Practice

The process by which individuals create social change is explored. (Formerly Creating Change through Social Work Practice I.)

3 credit hours. Prerequisite: SWRK 302, 320, 327, 338, and concurrent enrollment in SWRK 436 and 463. Offered fall.

SWRK 434: Ethnic-Sensitive Social Work Practice

Social work practices are examined that help ethnic groups move toward empowerment.

3 credit hours. Prerequisite: concurrent enrollment in SWRK 436 or 437, or consent of department chair. Offered as needed.

SWRK 435: Crisis Intervention and Brief Treatment

Focus is on the application of theory and techniques used in crisis intervention and brief casework services. Students cannot receive credit for both SWRK 435 and 535.

3 credit hours. Prerequisite: concurrent enrollment in SWRK 436 or 437, or consent of department chair. Offered as needed.

SWRK 436: Fieldwork

Students work sixteen hours a week in a social work agency. Students cannot receive credit for both SWRK 436 and 446.

4–7 credit hours. Prerequisite: SWRK 302, 327, 338, prior or concurrent enrollment in SWRK 320, and concurrent enrollment in SWRK 426 and 463. Open only to social work majors. Offered fall.

SWRK 437: Advanced Fieldwork

Students work sixteen hours a week in a social work agency. Students cannot receive credit for both SWRK 437 and 447.

4–7 credit hours. Prerequisite: SWRK 426, 436, 463, and concurrent enrollment in SWRK 427 and 464. Open only to social work majors. Offered spring.

SWRK 438: Social Work Interventions in Substance Abuse

Substance 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 538.

3 credit hours. Prerequisite: senior standing and enrollment in field, or consent of department chair. Offered as needed.

SWRK 440: Social Work Practice: Children, Youth, Families

This is an introduction to the theory, research, and practice of evidence-based services for vulnerable children, youth, and families.

1 credit hour. Prerequisite: SWRK 326 or consent of department chair. Offered spring.

SWRK 441: Women's Issues in Social Work Practice

The institutionalized oppression of women in American society is examined. Students cannot receive credit for both SWRK 441 and 571.

3 credit hours. Prerequisite: concurrent enrollment in SWRK 436 or 437, or consent of department chair. Offered as needed.

SWRK 442: Social Work Practice: Autism, Developmental Disabilities

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.

1 credit hour. Prerequisite: SWRK 326 or consent of department chair. Offered spring.

SWRK 443: Social Work Practice: Grief and Loss

This is an introduction to the theory, research, and practice of evidence-based social work services for individuals and families experiencing grief and loss.

1 credit hour. Prerequisite: SWRK 326 or consent of department chair. Offered spring.

SWRK 444: Social Work Practice and Aging

This is an introduction to the theory, research, and practice of evidence-based social work services for elderly individuals and their families.

1 credit hour. Prerequisite: SWRK 326 or consent of department chair. Offered spring.

SWRK 445: Summer Extended Fieldwork

Students work 124 hours in a social work agency. Ten hours of fieldwork seminar is also required.

(12) 3 credit hours. Prerequisite: SWRK 302, 327, 338. Open only to social work majors. Offered summer.

SWRK 446: Fall Extended Fieldwork

Students work twelve hours a week in a social work agency. Students cannot receive credit for both SWRK 436 and 446. *(12) 3 credit hours. Prerequisite: SWRK 445 and concurrent enrollment in SWRK 426 and 463. Open only to social work majors. Offered fall.*

SWRK 447: Spring Extended Fieldwork

Students work twelve hours a week in a social work agency. Students cannot receive credit for both SWRK 437 and 447. *(12) 3 credit hours. Prerequisite: SWRK 426, 446, 463, and concurrent enrollment in SWRK 427 and 464. Open only to social work majors. Offered spring.*

SWRK 452: Social Work Practice: Mental Health

This is an introduction to the theory, research, and practice for the provision of evidence-based services to individuals and families experiencing mental health challenges.

3 credit hours. Prerequisite: SWRK 326 or consent of department chair. Offered spring.

SWRK 453: School Social Work

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.

3 credit hours. Prerequisite: senior B.S.W. status. Offered spring.

SWRK 454: Social Work Practice with Older Adults

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.

3 credit hours. Prerequisite: senior standing or consent of department chair. Offered spring.

SWRK 463: Fieldwork Seminar

In this seminar, students share their fieldwork experiences. Emphasis is on the integration of theory and practice.

3 credit hours. Prerequisite: SWRK 302, 320, 327, and concurrent enrollment in SWRK 426 and 436. Offered fall.

SWRK 464: Senior Seminar in Social Work

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.

3 credit hours. Prerequisite: SWRK 320, 426, 436, 463, and concurrent enrollment in SWRK 427 and 437. Offered spring.

SWRK 472: Sexual Orientation and Gender Identity

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.

3 credit hours. Prerequisite: concurrent enrollment in field education or consent of department chair. Offered spring and summer.

SWRK 490: Directed Study

Students conduct library and/or empirical research under the supervision of a faculty advisor.

(1–3) 3 credit hours. Prerequisite: admission to social work honors program. Offered as needed.

SWRK 491: Advanced Directed Study

Students write an honors thesis under the supervision of a faculty advisor.

(1–3) 3 credit hours. Prerequisite: admission to social work honors program and SWRK 490. Offered as needed.

SWRK 500: Field Education and Seminar I

Students work in a selected public or private nonprofit agency.

(16) 3 credit hours. Prerequisite: acceptance into the M.S.W. program and concurrent enrollment in SWRK 532. Offered fall.

SWRK 501: Field Education and Seminar II

This is a continuation of SWRK 500.

(16) 3 credit hours. Prerequisite: SWRK 500 and concurrent enrollment in SWRK 533. Offered spring.

SWRK 510: Ethical Issues in Social Work

Ethical issues in social work are introduced. Practical strategies to protect clients and to prevent ethics-related complaints and lawsuits are included.

3 credit hours. Prerequisite: acceptance into the M.S.W. program and SWRK 522, or consent of department chair. Offered annually.

SWRK 516: Social Work Practice and the Law

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 516.

3 credit hours. Prerequisite: acceptance into the M.S.W. program. Offered spring.

SWRK 520: Human Behavior, Diversity, and Oppression I

Human behavior relevant to social work practice is examined. Focus is on stress, coping, adaptation, systems theory, personality theory, and stages of the life cycle from birth to death.

3 credit hours. Offered fall and summer.

SWRK 522: Human Behavior, Diversity, and Oppression II

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 is cultural diversity, discrimination, and the needs of minorities.

3 credit hours. Prerequisite: SWRK 520. Offered spring and summer.

SWRK 530: Generalist Foundation and Skills: Policy and Organizing I

Focus is on social work policy and organizing to achieve social justice. Topics are approached from a problem-solving perspective.

3 credit hours. Prerequisite: matriculation into the M.S.W. program. Offered fall and summer.

SWRK 531: Generalist Foundation and Skills: Policy and Organizing II

This is a continuation of SWRK 530. Emphasis is on group task and process skills.

3 credit hours. Prerequisite: matriculation into the M.S.W. program. Offered spring and summer.

SWRK 532: Generalist Foundation and Skills: Direct Practice I

The values, knowledge, and skills relevant to practice are discussed and integrated with fieldwork experience.

3 credit hours. Prerequisite: concurrent enrollment in SWRK 500. Offered fall.

SWRK 533: Generalist Foundation and Skills: Direct Practice II

This is a continuation of SWRK 532.

3 credit hours. Prerequisite: SWRK 532 and concurrent enrollment in SWRK 501. Offered spring.

SWRK 535: Crisis Intervention and Brief Treatment

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 535.

3 credit hours. Prerequisite: SWRK 520 or consent of department chair. Offered spring and summer.

SWRK 538: Social Work Interventions in Substance Abuse

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 538.

3 credit hours. Prerequisite: SWRK 520 or consent of department chair. Offered summer.

SWRK 539: Child Welfare Practice

Focus is on child welfare practice. An ecosystems framework for family assessment is presented along with a problem-solving approach for intervention.

3 credit hours. Prerequisite: SWRK 520 or consent of department chair. Offered spring.

SWRK 541: Social Work Research and Evaluation I

Focus is on problem formulation, measurement, research design, evaluation of practice, and critical reading of empirical literature related to social work practice.

3 credit hours. Prerequisite: matriculation into the M.S.W. program. Offered fall and summer.

SWRK 542: Social Work Research and Evaluation II

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.

2 credit hours. Prerequisite: SWRK 541. Offered spring and summer.

SWRK 553: School Social Work

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.

3 credit hours. Prerequisite: graduate status. Offered spring.

SWRK 554: Social Work Practice with Older Adults

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.

3 credit hours. Prerequisite: consent of department chair. Offered spring.

SWRK 571: Women's Issues in Social Work Practice

The institutionalized oppression of women in American society is examined. Students cannot receive credit for both SWRK 441 and 571.

3 credit hours. Prerequisite: SWRK 520 or consent of department chair. Offered summer.

SWRK 572: Sexual Orientation and Gender Identity

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.

3 credit hours. Prerequisite: concurrent enrollment in field education or consent of department chair. Offered fall.

SWRK 600: Field Education and Seminar III

This second year of field placement and seminar focuses on the advanced method(s) and concentration chosen by the student. (20) 4 credit hours. Prerequisite: second-year standing in the M.S.W. program and concurrent enrollment in SWRK 612 and 613, or 602. Offered fall.

SWRK 601: Field Education and Seminar IV

This is a continuation of SWRK 600.

(20) 4 credit hours. Prerequisite: SWRK 600 and concurrent enrollment in SWRK 615 and 616, or 603. Offered spring.

SWRK 602: Clinical Social Work Practice I

Issues in advanced clinical practice are examined from a strengths-based perspective. Emphasis is on skill development, using several theoretical and practice perspectives. (Formerly Clinical Social Work Practice I: Children and Families.)

3 credit hours. Prerequisite: second-year standing in the M.S.W. program. Offered fall.

SWRK 603: Clinical Social Work Practice II

Practice perspectives are applied to diverse problems, including substance use, violence, and grief and loss. Strategies for working in interdisciplinary teams are explored. (Formerly Clinical Social Work Practice II: Children and Families.)

3 credit hours. Prerequisite: second-year standing in the M.S.W. program. Offered spring.

SWRK 609: Advanced Professional Development I

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.

3 credit hours. Prerequisite: second-year standing in the M.S.W. program. Offered fall and summer.

SWRK 610: Advanced Professional Development II

This is a continuation of SWRK 609. Students complete their projects.

3 credit hours. Prerequisite: SWRK 609. Offered spring and summer.

SWRK 612: Developing and Managing Human Resources

Human resource management and policy are examined in the multicultural organization. Topics include the supervisory and administrative aspects of staff development and risk management. (Formerly Leadership and Management.)

1.5 credit hours. Prerequisite: second-year standing in the M.S.W. program. Offered fall.

SWRK 613: Program Planning and Grant Writing

Focus is on problem analysis, program and strategic planning, and budgeting and cost analysis for writing proposals, contracts, and grants. (Formerly Program Planning and Development.)

1.5 credit hours. Prerequisite: second-year standing in the M.S.W. program. Offered fall.

SWRK 615: Leadership for Progressive Change

Focus is on leadership roles and leadership development in creating progressive change. Particular attention is given to developing the skills needed to promote social justice issues.

1.5 credit hours. Prerequisite: second-year standing in the M.S.W. program. Offered spring.

SWRK 616: Managing Organizational and Community Change

Theories and models of social change are explored. Topics include developing plans and goals, managing activities, and assessing results.

1.5 credit hours. Prerequisite: second-year standing in the M.S.W. program. Offered spring.

SWRK 620: Supervision in Social Work

Focus is on concepts, principles, and methods of supervision in a theoretical context. Experiential learning related to the fieldwork practicum is also provided.

3 credit hours. Prerequisite: organizing and policy or dual concentration student, with second-year standing in the M.S.W. program, or consent of department chair. Offered spring and summer.

SWRK 621: Social Work and the Political Economy

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.

3 credit hours. Prerequisite: second-year standing in the M.S.W. program or consent of department chair. Offered annually.

SWRK 625: Social Work Practice with Groups

The theory and experience necessary for understanding group dynamics and developing effective group skills are introduced.

3 credit hours. Prerequisite: second-year standing in the M.S.W. program. Offered fall and summer.

SWRK 626: The Theory and Practice of Social Work with Groups

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.

3 credit hours. Prerequisite: second-year standing in the M.S.W. program. Offered fall, spring, summer.

SWRK 630: Family Practice: Models

Current conceptual models of family practice are examined. Emphasis is on the application of assessment and intervention in diverse family systems.

3 credit hours. Prerequisite: clinical or dual concentration student, with second-year standing in the M.S.W. program, or consent of department chair. Offered spring.

SWRK 635: Social Work Practice with Trauma Clients

Students gain a theoretical and experiential base in dealing with various treatment modalities. Commonalities and differences are explored in the experiences of traumatized populations.

3 credit hours. Prerequisite: clinical or dual concentration student, with second-year standing in the M.S.W. program, or consent of department chair. Offered fall, spring, summer.

SWRK 636: Differential Diagnosis in Clinical Social Work

Assessment methods used for diagnosing clients across a variety of clinical settings are explored. Emphasis is on advanced interviewing skills that promote accurate evaluations.

3 credit hours. Prerequisite: second-year standing in the M.S.W. program and participation in the clinical or dual concentration. Offered fall and summer.

SWRK 644: Clinical Evaluation and Case Consultation I

Students assess client needs, develop treatment plans, monitor goal attainment, measure client satisfaction, and examine clinical processes and program outcomes. (Formerly Advanced Clinical Practice and Research I.)

1.5 credit hours. Prerequisite: second-year standing in the M.S.W. program. Offered fall.

SWRK 645: Needs Assessment and Program Evaluation I

Methods for assessing community needs and evaluating social service programs are provided. Students complete either a community asset map or an organizational assessment.

1.5 credit hours. Prerequisite: second-year standing in the M.S.W. program. Offered fall.

SWRK 646: Clinical Evaluation and Case Consultation II

This is a continuation of SWRK 644. Students complete individual assessment, intervention, and clinical evaluation projects. (Formerly Advanced Clinical Practice and Research II.)

1.5 credit hours. Prerequisite: SWRK 644. Offered spring.

SWRK 647: Needs Assessment and Program Evaluation II

Students conduct program evaluations, prepare reports of findings, and present their projects. The benefits and drawbacks of staff versus external consultant evaluations are discussed.

1.5 credit hours. Prerequisite: SWRK 645. Offered spring.

SWRK 690: Independent Study in Social Work

Students select a topic and undertake concentrated research under the supervision of a faculty advisor.

3 credit hours. Prerequisite: second-year standing in the M.S.W. program or consent of department chair. Offered as needed.

Sociology (SOC)**SOC 200: Society and Social Behavior**

Contemporary society is studied through a sociological perspective. Using innovative learning experiences, students are given a basic understanding of sociological concepts and their application to everyday life. (Formerly The Social Dimension.)

4 credit hours. Gen. Ed. category SB. Offered fall and spring.

SOC 202: The Family

The family is studied as a social institution, with emphasis on its role in American society, socialization, family roles, and interaction. Historical, cross-cultural, and subcultural materials are used.

4 credit hours. Gen. Ed. category SB. Offered fall, spring, summer.

SOC 204: Urban Sociology

Urban and suburban life in the context of rural/urban differences and models of metropolitan growth are explored. Topics include cultural variety, racial and ethnic diversity, congestion, crime, poverty, and population growth and shifts.

4 credit hours. Gen. Ed. category SB. Offered as needed.

SOC 207: Crime and Criminal Justice

This is an introduction to crime, delinquency, and the criminal justice system. The nature, extent, causes of crime, and forms of criminal expression are examined.

4 credit hours. Gen. Ed. category SB. Offered fall, spring, summer.

SOC 208: Minority Group Relations

The social dynamics of selected minority groups are examined from historical and contemporary perspectives. Topics include racial and ethnic identity, discrimination, and conflict and cooperation among majority and minority groups.

4 credit hours. Gen. Ed. category SB. Offered fall, spring, summer.

SOC 217: Aging and Society

The basic concepts and perspectives of sociology are introduced through the study of the problems of aging in society. Social issues of aging, such as retirement, employment, housing, income, and health care, are considered.

4 credit hours. Gen. Ed. category SB. Offered fall, spring, summer.

SOC 261: Fountain of Age

Students examine personal, artistic, and scientific depictions of aging. Also explored are economic, ethical, and public policy challenges for a growing aged society in the United States and other societies.

4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. This course will not count toward the sociology major. Offered summer.

SOC 262: The Sociology of Money and Economic Exchange

This critical inquiry into the nature of monetary exchange helps students reflect on one of the most uncritically accepted concepts of everyday life: money.

4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. This course will not count toward the sociology major. Offered fall, spring, summer.

SOC 263: Unequal Sisters: How Race/Ethnicity, Class, Age, and Sexual Orientation Shape Women's Work and Relationships

Focus is on women's work lives and personal relationships. Students analyze women's common experiences and those shaped by membership in groups bound by race/ethnicity, age, social class, and sexual orientation.

4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. This course will not count toward the sociology major. Offered fall.

SOC 264: Where in the World Is Gender Inequality?

The unequal access of women and men to socially valued resources is explored. Students examine, from a cross-cultural and historical perspective, the organized and private efforts to eradicate inequality.

4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. This course will not count toward the sociology major. Offered fall.

SOC 266: Globalization and Childhood

The impact of globalization on children in non-Western and Western cultures is examined. Included are cultural and historical perspectives on children, children's social problems, and emergent social movements.

4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered as needed.

SOC 300: Classical Sociological Theories

The development and functions of sociological theory in its historical, social, and scientific contexts are studied. Also analyzed are the more important theories from those of Comte to the early Parsons.

4 credit hours. Prerequisite: any 200-level sociology course or consent of department chair. Offered fall and spring.

SOC 302: Social Research Methods I

Social research methods are examined, with emphasis on the connection between theory and research, values and ethical issues in research, study design, conceptualization, measurement, and methods of data collection.

4 credit hours. Prerequisite: any 200-level sociology course. Offered fall, spring, summer.

SOC 306: Formal Organizations

In analyzing the goals, operation, and impact of modern organizations, consideration is given to such characteristics as bureaucratization, the role of the bureaucrat, industrial relations, and organizational change.

3 credit hours. Prerequisite: any 200-level sociology course or consent of department chair. Offered as needed.

SOC 309: The Sociology of Delinquency and Crime

Theoretical orientations toward the causes of delinquent and criminal behavior are studied. Also examined are various types of criminal behavior, as well as research, measurement, and prediction methods. Relevant social policy is explored.

4 credit hours. Prerequisite: SOC 207 or consent of department chair. Offered fall and spring.

SOC 312: Class, Status, and Power

The distribution of power and privilege in societies is examined. Various social characteristics, such as occupation and education, are considered as factors important in establishing rank and class systems. (Formerly Social Stratification).

3 credit hours. Prerequisite: any 200-level sociology course or consent of department chair. Offered spring.

SOC 314: The Sociology of Health and Illness

Topics include the influence of the social and economic environment on health and disease, and social-cultural forces affecting medicine. (Formerly Medical Sociology.)

3 credit hours. Prerequisite: any 200-level sociology course or consent of department chair. Offered summer.

SOC 315: Community

The concept of community is analyzed, including methods of studying the community and the historical development of human communities, with reference to the development of social institutions, their functions, and structure.

3 credit hours. Prerequisite: any 200-level sociology course or consent of department chair. Offered as needed.

SOC 316: Sociology of Education

The school is examined as one of the major institutions in contemporary society concerned with the socialization of children (and adults).

3 credit hours. Prerequisite: any 200-level sociology course or consent of department chair. Offered as needed.

SOC 317: Politics and Society

Relationships of power and authority and their social foundations are examined. Students may receive credit for only one of the following: HIST 317, POL 317, and SOC 317.

3 credit hours. Prerequisite: any 200-level sociology course or consent of department chair. Offered spring.

SOC 318: Law and Society

Law as a social institution is examined. Attention is given to theories of law; law as it relates to social control and social change; the organization, making, implementation, and impact of law; and the profession and practice of law.

4 credit hours. Prerequisite: any 200-level sociology course or consent of department chair. Offered fall and spring.

SOC 320: Law and the Elderly

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. (Formerly SOC 420: Social Policy of Aging in Comparative Perspective.)

3 credit hours. Prerequisite: any 200-level sociology course or consent of department chair. Offered spring.

SOC 331: The Individual and Society

Current theories and research on the convergence of the individual and the social structure are examined. Contributions of several social scientific disciplines are used in investigating social systems, conflict situations, and especially socialization.

3 credit hours. Prerequisite: any 200-level sociology course or consent of department chair. Offered fall.

SOC 333: Comparative Law and Justice

Systems of law and justice are examined in prestate and state societies to understand the operation of law and justice in cross-cultural contexts and the United States. Students cannot receive credit for both SOC 333 and ANTH 333. (Formerly SOC 304.)

4 credit hours. Prerequisite: any 100- or 200-level course in a social science. Offered fall and spring.

SOC 340: Law Enforcement: Theory and Application

The philosophy, history, and practice of law enforcement are examined. Organization and jurisdiction of local, state, and federal law enforcement agencies and their roles in the administration of criminal justice are explored.

4 credit hours. Prerequisite: SOC 207 or consent of department chair. Offered fall, spring, summer.

SOC 341: Corrections: Process and Theory

Focus is on the history and development of corrections in the United States, including rationales of punishment, critical analysis of correctional processes and theories, and alternatives to incarceration.

4 credit hours. Prerequisite: SOC 207 or consent of department chair. Offered fall, spring, summer.

SOC 342: Women, Crime, and Justice

Focus is on women's experiences with crime, justice, and the law. Topics include an overview of American laws that affect women, the impact of social movements on justice for women, women and crime, and women in the criminal justice system.

4 credit hours. Prerequisite: any 200-level sociology course or consent of department chair. Offered fall and spring.

SOC 343: Juveniles and Justice

The impact of juvenile status on the rights of the individual, the historical and philosophical foundations of the juvenile justice system, and its current organization and administration are examined.

4 credit hours. Prerequisite: any 200-level sociology course or consent of department chair. Offered as needed.

SOC 344: Minority Issues in Justice Systems

This national cross-cultural investigation focuses on minorities and considers whether there are informal or institutionalized biases toward minorities in specific areas of the criminal justice system.

4 credit hours. Prerequisite: any 200-level sociology course or consent of department chair. Offered fall and spring.

SOC 345: Victimology

The extent to which individuals and groups are victimized by crime, the criminal justice system, terrorism, and the abuse of power is examined.

4 credit hours. Prerequisite: any 200-level sociology course or consent of department chair. Offered fall, spring, summer.

SOC 346: Underworld and Upperworld Crime and Criminals

Approaches to the study of white-collar crime and organized crime are presented and the historical circumstances from which these crimes evolved. Law enforcement efforts to suppress white-collar and organized crime are evaluated.

4 credit hours. Prerequisite: any 200-level sociology course or consent of department chair. Offered summer.

SOC 400: Contemporary Sociological Theories

The development of sociological theory in its historical and social contexts since the early work of Parsons is explored. Also analyzed are contemporary schools of theory and representative theorists.

4 credit hours. Prerequisite: SOC 300. Offered fall and spring.

SOC 404: Social Research Methods II

Students develop skill in the preparation, analysis, and interpretation of data and in the use of technology in the research process. Lecture and laboratory. Students cannot receive credit for both POL 304 and SOC 404.

(5) 4 credit hours. Prerequisite: POL 300 or SOC 302, or consent of department chair. Offered fall, spring, summer.

SOC 460: Senior Seminar in Sociology

This is an integrating experience for the sociology major.

4 credit hours. Prerequisite: 18 credit hours of sociology courses, including SOC 400 and 404. Offered fall and spring.

SOC 490: Independent Study

Students select a topic and undertake concentrated research under the supervision of a faculty advisor.

1–4 credit hours. Prerequisite: consent of department chair. Offered as needed.

SOC 491–492: Directed Study

Students admitted to the honors program in sociology write and orally defend an honors thesis in an area selected by the student in consultation with an advisor. (Formerly SOC 491H–492H: Directed Study for Honors.)

3 credit hours each. Prerequisite: admission to the sociology honors program and consent of department chair. Offered as needed.

Spanish (SPAN)

The general prerequisite for 200- and 300-level Spanish courses is proficiency in intermediate Spanish demonstrated through examination or through successful completion of SPAN 114 or the equivalent.

SPAN 101: Elementary Spanish I

Students learn to understand, speak, read, and write in Spanish and gain an understanding of Hispanic life and character. Language laboratory is required. Not open to students who have admission credit in Spanish.

4 credit hours. Offered fall, spring, summer.

SPAN 102: Elementary Spanish II

Four skills in elementary Spanish: listening, speaking, reading, and writing are further developed within the context of Hispanic culture. Language laboratory is required.

4 credit hours. Prerequisite: SPAN 101 or one year of secondary school Spanish, or consent of department chair. Offered spring and summer.

SPAN 110: Review of Basic Spanish

Students who are continuing their study of Spanish begun in secondary school, review four skills: listening, speaking, reading, and writing. Aspects of culture and civilization are stressed. Language laboratory is required.

4 credit hours. Prerequisite: two years of secondary school Spanish or consent of department chair. Not open to students who have completed SPAN 101 or 102. Offered fall and spring.

SPAN 113: Intermediate Spanish

The cultural and linguistic heritage of the Spanish-speaking world is examined, while grammar is reviewed and basic oral and written skills are developed. Language laboratory is required.

4 credit hours. Prerequisite: SPAN 102 or 110, or three years of secondary school Spanish, or a score of 500–549 on the CEEB Achievement Test in Spanish. Offered fall, spring, summer.

SPAN 114: Readings in Intermediate Spanish

Emphasis is on the development of reading Spanish and on the appreciation of literature as a reflection of the heritage of the Hispanic peoples. Attention is given to written practice.

4 credit hours. Prerequisite: SPAN 113 or equivalent, or a score of 550–599 on the CEEB Achievement Test in Spanish, or consent of department chair. Offered fall, spring, summer.

SPAN 115: Literature of the Spanish-Speaking World

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.

4 credit hours. Gen. Ed. category L. Prerequisite: SPAN 113 or equivalent, or consent of department chair. Offered fall and spring.

SPAN 201: Conversation and Composition

The use of correct spoken Spanish on an advanced level is emphasized. Attention is given to the correction of pronunciation through practice in the language laboratory and elementary work in phonetics.

4 credit hours. Prerequisite: SPAN 114 or equivalent, or a score of 600 or above on the CEEB Achievement Test in Spanish, or consent of department chair. Offered fall and spring.

SPAN 202: Composition and Conversation

Writing skills in Spanish are developed through grammatical exercises, controlled composition, original themes, and the stylistic analysis of literary texts. Discussions in Spanish of the written materials provide oral practice.

4 credit hours. Prerequisite: SPAN 114 or equivalent, or consent of department chair. Offered fall and spring.

SPAN 310: Spanish Literature and Culture: Pre-Eighteenth Century

The cultural, social, and historical aspects that define Spanish identity are examined from its inception to the end of the seventeenth century. In addition, the major literary currents associated with each period are studied.

4 credit hours. Prerequisite: SPAN 202 or consent of department chair. Offered fall.

SPAN 311: Spanish Literature and Culture: From Eighteenth Century

The cultural, social, and historical aspects that define Spanish identity are examined from the eighteenth century to the modern period. The major literary currents associated with each period are also studied.

4 credit hours. Prerequisite: SPAN 202 or consent of department chair. Offered spring.

SPAN 312: Latin American Literature and Culture: Pre-Eighteenth Century

The history, culture, and literary movements of Latin America are examined from the pre-Columbian period to the wars of independence.

4 credit hours. Prerequisite: SPAN 202 or consent of department chair. Offered fall.

SPAN 313: Latin American Literature and Culture: From Eighteenth Century

The history, culture, and literary movements of Latin America are examined from the eighteenth century to modern times.

4 credit hours. Prerequisite: SPAN 202 or consent of department chair. Offered spring.

SPAN 390: Directed Study

Students select a topic and undertake concentrated research under the supervision of a faculty advisor.

3 credit hours. Prerequisite: consent of department chair. Offered as needed.

SPAN 400: Applied Linguistics

The meaning and nature of language and its application to the teaching of Spanish is studied. Emphasis is on the planning and presentation of basic audio-lingual structures. Practical work in the language laboratory is included.

3 credit hours. Prerequisite: completion of two of the following: SPAN 310, 311, 312, 313; or consent of department chair. Offered spring.

SPAN 401: Studies in Hispanic Prose

Topics and materials are selected from the Spanish or Spanish American essay, short story, or novel and may include a study of a particular genre, movement, period, theme, or writer. This course may be repeated for credit with a change in content.

3 credit hours. Prerequisite: completion of two of the following: SPAN 310, 311, 312, 313; or consent of department chair. Offered alternate falls.

SPAN 403: Studies in Hispanic Theatre/Film

Topics and materials are selected from Spanish or Spanish American 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.

4 credit hours. Prerequisite: completion of two of the following: SPAN 310, 311, 312, 313; or consent of department chair. Offered alternate springs.

SPAN 404: Studies in Hispanic Poetry

Focus is on the definition, social function, and spiritual character of poetic creation as it relates to the historical and artistic context of a movement, period, writer, or theme. This course may be repeated for credit with a change in content.

3 credit hours. Prerequisite: completion of two of the following: SPAN 310, 311, 312, 313; or consent of department chair. Offered alternate springs.

SPAN 420: Applied Grammar

A practical application of grammar in both oral and written forms is emphasized, along with intensive study of construction and of idiomatic expressions.

3 credit hours. Prerequisite: completion of two of the following: SPAN 310, 311, 312, 313; or consent of department chair. Offered spring.

SPAN 460: Seminar in Spanish

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.

3 credit hours. Prerequisite: completion of two of the following: SPAN 310, 311, 312, 313, and one 400-level course. Offered fall and spring.

SPAN 501: Studies in Hispanic Fiction

Topics and materials are selected from significant periods or movements of the Spanish or Spanish American novel or short story. With consent of the department chair, this course may be repeated for credit with a change in content.

3 credit hours. Offered as needed.

SPAN 503: Studies in the Hispanic Theatre

Topics and materials are selected from a major movement of Spanish and Spanish American drama. With consent of the department chair, this course may be repeated for credit with a change in content.

3 credit hours. Offered as needed.

SPAN 504: Studies in Hispanic Poetry

Focus is on the definition, social function, and spiritual character of poetic creation as it relates to historical and artistic topics. With consent of the department chair, this course may be repeated for credit with a change in content.

3 credit hours. Offered as needed.

SPAN 520: Applied Grammar

Students study advanced subtleties of the Spanish language and refine their knowledge of Spanish grammar, syntax, vocabulary, and stylistics through readings and literary and technical translation.

3 credit hours. Prerequisite: graduate status in Spanish or consent of department chair. Offered spring.

SPAN 560: Graduate Seminar in Spanish

Students engage in intensive individual and group study of one major author or any important period in the development of Spanish or Spanish American literature. A major paper in thesis form is required. May be repeated for credit with a change in content.

3 credit hours. Prerequisite: open only to students in the graduate program. Offered fall and spring.

SPAN 590: Directed Study

Students select a topic and undertake concentrated research under the supervision of a faculty advisor. A major paper in thesis form is required.

3 credit hours. Prerequisite: consent of department chair. Offered as needed.

Special Education (SPED)**SPED 300: Introduction to the Characteristics and Education of Children and Youth with Disabilities**

The educational implications of intellectual, physical, and behavioral differences among children are discussed. Definitions, characteristics, etiologies, incidence, and educational provisions are also examined. An assigned practicum is included.

4 credit hours. Offered fall and spring.

SPED 310: Principles and Procedures of Behavior Management for Children and Youth with Disabilities

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.

4 credit hours. Prerequisite: SPED 300 (or equivalent), with minimum grade of B-. Offered fall and spring.

SPED 311: Language Development and Communication Problems of Children

Emphasis is on the processes of language development in children. Specific techniques for enhancing language development in children with disabilities are considered.

3 credit hours. Prerequisite: SPED 300 and admission to the Department of Special Education. Offered fall and spring.

SPED 312: Assessment Procedures for Children and Youth with Disabilities

The principles and procedures of educational assessment for preschool through secondary level students with mild/moderate disabilities are examined. Thirty hours of an assigned practicum is included.

4 credit hours. Prerequisite: SPED 300, 310, and admission to the Department of Special Education; or consent of department chair. Offered fall and spring.

SPED 412: Assessment, Curriculum, and Methodology for Children with Mild/Moderate Disabilities at the Elementary and Middle School Levels

Curriculum and instructional approaches for children with mild/moderate disabilities at the elementary and middle school levels are analyzed. Developmental clinical methods are considered. Thirty hours of an assigned practicum is included.

4 credit hours. Prerequisite: SPED 300, 310, 312, and admission to the special education teacher preparation program. Offered fall and spring.

SPED 415: Early Childhood Developmental Screening and Assessment

Interdisciplinary assessment procedures and the development of individualized education programs are studied. Emphasis is on determining the technical adequacy of diagnostic tests. (Formerly SPED 515: Multidisciplinary Assessment and Planning for Infants and Preschool Children with Special Needs and Students with Severe/Profound Disabilities.)

3 credit hours. Prerequisite: graduate status or consent of department chair. Offered fall.

SPED 419: Student Teaching in the Elementary or Middle School

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.

10 credit hours. 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; undergraduates and second degree candidates must have 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; passing score(s) on the Praxis II Content Knowledge Test (0014), approved Preparing to Teach Portfolio in all applicable programs; completion of the community service requirement; and a negative result from the required tuberculin test. Offered fall and spring.

SPED 424: Assessment, Curriculum, and Methodology for Adolescents and Young Adults with Mild/Moderate Disabilities at the Middle School and Secondary Levels

Curriculum and instructional approaches for adolescents and young adults with mild to moderate disabilities are analyzed. Thirty hours of an assigned practicum is included.

4 credit hours. Prerequisite: SPED 300, 310, 312, and admission to the special education teacher preparation program. Offered fall and spring.

SPED 427: Career Exploration and Vocational Preparation of Middle School and Secondary Level Students with Disabilities

Focus is on assessment, curriculum, and methods and materials designed to prepare adolescents and young adult persons who have disabilities for the world of work. Observation and practicum experience are included.

3 credit hours. Prerequisite: SPED 300, 310, 312, and admission to the Department of Special Education. Offered spring.

SPED 428: Student Teaching in the Middle School or Secondary Level

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.

10 credit hours. 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; 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; 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 and spring.

SPED 433: Adaptation of Instruction for Inclusive Education

The teacher's role in inclusive education is defined by the assessment and adaptation of curriculum, methods, and materials. (Formerly Adaptive Instruction for Students in the General Education Setting.)

3 credit hours. Prerequisite: admission to and retention in a teacher preparation program; successful completion of one of the following courses: ECED 423, ELED 422, HED 300, SED 406, or TECH 406; or consent of department chair. Offered fall, spring, summer.

SPED 435: Assessment and Instruction of Children with Severe/Profound Disabilities

This is an analysis of assessment, methodology, curriculum, instructional procedures, and adaptations of materials and strategies for children with severe and profound disabilities. Thirty hours of an assigned practicum is included.

4 credit hours. Prerequisite: SPED 300, 310, 312, and admission to the Department of Special Education. Offered fall.

SPED 436: Assessment and Instructional Alternatives for Adolescents and Young Adults with Severe/Profound Disabilities

This is an analysis of assessment, methodology, curriculum, instructional procedures, and adaptations of materials and strategies for adolescents and young adults with severe/profound disabilities. Thirty hours of an assigned practicum is included.

4 credit hours. Prerequisite: SPED 300, 310, 312, and admission to the Department of Special Education. Offered spring.

SPED 437: Student Teaching in the School Program for Students with Severe/Profound Disabilities

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.

10 credit hours. Prerequisite: satisfactory completion of the admission and retention requirements for the special education and the elementary or secondary education programs; 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; 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 and spring.

SPED 438: Student Teaching Seminar: Special Class for Students with Severe/Profound Disabilities

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.

2 credit hours. Prerequisite: concurrent enrollment in SPED 437. Offered fall and spring.

SPED 440: Collaboration: Home, School, and Community

The collaborative purposes, models, strategies, and roles of the special educator are addressed. Topics include collaborative teaching, parent interactions and planning, and teaching and assessment strategies.

3 credit hours. Prerequisite: concurrent enrollment in SPED 419 or 428, or consent of department chair. Offered fall and spring.

SPED 501: Advanced Assessment of Children and Youth with Mild/Moderate Learning and Behavior Problems

Experienced teachers develop skill in the diagnostic assessment of the academic and behavioral abilities of children and adolescents with disabilities.

3 credit hours. Prerequisite: SPED 300 or equivalent. Offered spring.

SPED 503: Positive Behavior Interventions: Students with Disabilities

Participants apply positive behavioral intervention and supports. *3 credit hours. Prerequisite: SPED 300 or equivalent or consent of department chair. Offered fall.*

SPED 505: Oral and Written Language: Classroom Intervention

The methods, techniques, and materials designed to help remediate oral and written language disorders in elementary and secondary school children with mild/moderate disabilities are studied.

3 credit hours. Prerequisite: SPED 300 or equivalent or consent of department chair. Offered fall.

SPED 513: Orientation to the Education of Young Children with Special Needs

The entire range of disabilities that become manifest during the period from birth to six is examined. Emphasis is on a delineation of the population, methods, and criteria for early identification.

3 credit hours. Prerequisite: graduate status or consent of department chair. Offered fall.

SPED 516: Organization and Implementation of Programs for Infants and Preschool Children with Special Needs

An array of organizational models for serving infants and preschool children with special needs is examined. Topics include the effective implementation of individualized education programs and curricular design.

3 credit hours. Prerequisite: graduate status or consent of department chair. Offered spring.

SPED 517: Medical Aspects of Developmental Disabilities

Students are introduced to the medical diagnosis, classification, and management of young children with developmental disabilities. Major known etiologies are examined.

3 credit hours. Prerequisite: graduate status or consent of department chair. Offered spring (odd years).

SPED 518: Reading Instruction for Students with Disabilities

Students select, adapt, implement, and assess reading methods and materials for elementary through secondary level students with mild/moderate disabilities.

3 credit hours. Prerequisite: ECED 534, SPED 501 and 505 or equivalents, or consent of department chair. Offered spring.

SPED 519: Professional Development for Cooperating Teachers

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.

3 credit hours. Prerequisite: graduate status and currently serving as a cooperating teacher, or consent of department chair. Offered as needed.

SPED 520: Orientation to the Education of Youth and Young Adults in Nonschool Settings with Severe/Profound Disabilities

Study includes a delineation of the population, an integrated model for organizing a total program, and methods for developing adaptive behavior in a variety of community, residential, vocational, and leisure settings.

3 credit hours. Prerequisite: SPED 300. Offered summer.

SPED 525: Development of Communication and Movement

Patterns of human development are analyzed, with emphasis on the development of communication and movement. Alternate communication strategies for the nonverbal student are also discussed.

3 credit hours. Prerequisite: graduate status or consent of department chair. Offered fall.

SPED 526: Assessment, Curriculum, Methods for Children with Multiple Disabilities

Instructional and environmental adaptations pertinent to facilitating adaptive behavior in students with multiple disabilities are discussed.

3 credit hours. Prerequisite: SPED 300 and 520. Offered spring (even years).

SPED 531: Universal Design for Educating All Students

Principles/practices of universal design for teaching, learning, and assessment are provided. (Formerly Instructional Approaches to Children with Special Needs in Regular Classes.) 3 credit hours. Prerequisite: ELED 500 and SED 406, or consent of department chair. Offered fall and spring.

SPED 534: Involvement of Parents and Families Who Have Children with Disabilities

The problems, attitudes, and roles of parents and other significant persons in the lives of children with disabilities are examined. Special education teachers and other educators develop techniques for professional and parent interaction. 3 credit hours. Prerequisite: graduate status or consent of department chair. Offered fall and spring.

SPED 544: Families in Early Intervention Programs: Essential Roles

Emphasis is on the critical roles that families assume in assessment and intervention processes in early intervention programs. Strategies that promote multiple roles and levels of involvement for families in these programs are discussed. 3 credit hours. Prerequisite: graduate status or consent of department chair. Offered spring (even years).

SPED 545: Assistive Technology in the Classroom

Technology is explored that facilitates success for persons with disabilities in integrated school and community settings. Focus is on the application of varied activities and materials. 3 credit hours. Prerequisite: graduate status or consent of department chair. Offered spring (as needed).

SPED 551: Urban Multicultural Special Education

Sociocultural foundations of urban multicultural special education are explored in order to design, implement, and evaluate culturally and linguistically relevant educational programs for students with disabilities in urban school environments. 3 credit hours. Prerequisite: certification in special education or consent of department chair. Offered fall.

SPED 552: Dual Language Development and Intervention

Linguistic theories of first and second language development are examined with consideration of disability. Assessment procedures for distinguishing speech and language differences from delays/disorders are also examined.

3 credit hours. Prerequisite: certification in special education and concurrent enrollment in SPED 651, or consent of department chair. Offered spring.

SPED 553: Content-Based ESL Instruction for Exceptional Students

Students analyze curriculum and instructional approaches that integrate language, literacy, and content instruction for English language learners with disabilities, while analyzing the adaptation of instruction for students' identified disabilities. 3 credit hours. Prerequisite: certification in special education, SPED 552 and 651, or consent of department chair. Offered summer.

SPED 554: Curriculum Design for Exceptional Bilingual Students

Students examine the theories of and approaches to curriculum design and development as well as approaches to the adaptation of curriculum and instruction for English language learners with special needs.

3 credit hours. Prerequisite: certification in special education; research methods course; SPED 551, 552, 553; or consent of department chair. Offered summer.

SPED 555: Literacy for English Language Learners with Disabilities

Methods and materials are presented for teaching literacy to English language learners with disabilities. Assessment and teaching methods are analyzed from a dual language perspective.

3 credit hours. Prerequisite: certification in special education; SPED 551, 552, 651; concurrent enrollment in SPED 652; or consent of department chair. Offered fall.

SPED 557: Assessing English Language Learners with Disabilities

Students gain skill in assessing the linguistic, academic, and behavioral abilities of English language learners with disabilities. Emphasis is on the selection, administration, and interpretation of multifaceted assessments.

3 credit hours. Prerequisite: certification in special education; SPED 551, 552, 651; concurrent enrollment in SPED 653; or consent of department chair. Offered spring.

SPED 558: Mathematics/Science Instruction for Students with Disabilities

Students analyze mathematics and science content, tasks, frameworks, and standards for students with disabilities. Activities are designed and adapted to support mathematics and science learning at all levels of education.

3 credit hours. Prerequisite: graduate status or consent of department chair. Offered fall (even years).

SPED 560: Instructional Strategies for Students with Autism

The characteristics of autism spectrum disorders are explored. Research-based educational practices are presented, which support learning for students with autism at all levels of education.

3 credit hours. Prerequisite: graduate status or consent of department chair. Offered fall (odd years).

SPED 561: Understanding Autism Spectrum Disorders

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.

3 credit hours. Prerequisite: graduate status or consent of department chair. Offered fall (as needed).

SPED 562: Practicum I in Autism

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.

1 credit hour. Prerequisite: graduate status and concurrent enrollment in SPED 561, or consent of department chair. Offered fall (as needed).

SPED 563: Curriculum and Methodology: Students with Autism

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.

3 credit hours. Prerequisite: SPED 561, 562, and concurrent enrollment in SPED 564 and 565; or consent of department chair. Offered fall (as needed).

SPED 564: Building Social and Communication Skills

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.

3 credit hours. Prerequisite: SPED 561, 562, and concurrent enrollment in SPED 563 and 565; or consent of department chair. Offered spring (as needed).

SPED 565: Practicum II in Autism

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.

1 credit hour. Prerequisite: SPED 561, 562, and concurrent enrollment in SPED 563 and 564; or consent of department chair. Offered fall (as needed).

SPED 566: Autism and Positive Behavior Supports

Participants use functional behavioral analysis to understand the unique behaviors of students with autism and the use of effective intervention.

3 credit hours. Prerequisite: SPED 563, 564, and 565, or consent of department chair. Offered summer (as needed).

SPED 606: Administration of Special Education

Emphasis is on school and community planning for children with disabilities. (Formerly Administrative Problems in the Education of Children with Disabilities.)

3 credit hours. Prerequisite: consent of department chair. Offered fall (as needed).

SPED 648: Interpreting and Developing Research in Special Education

Emphasis is on research and evaluation studies and design as they relate to methodology in various special education programs. This course assists the student in the formulation of an original research and evaluation project.

3 credit hours. Prerequisite: matriculation into a graduate program. Offered spring.

SPED 651: Language Development Practicum—Exceptional Bilingual Students

Students practice assessment procedures for distinguishing speech and language differences from delays/disorders. Language intervention techniques are applied in classroom settings.

(17) 1 credit hour. Prerequisite: certification in special education and concurrent enrollment in SPED 552, or consent of department chair. Offered spring.

SPED 652: Literacy Practicum—Exceptional Bilingual Students

Students put into practice the methods used for teaching literacy to English language learners with disabilities. Literacy intervention techniques are applied in classroom settings.

(17) 1 credit hour. Prerequisite: certification in special education; SPED 551, 552; concurrent enrollment in SPED 555; or consent of department chair. Offered fall.

SPED 653: Assessment Practicum—Exceptional Bilingual Students

Students evaluate the linguistic, academic, and behavioral abilities of selected English language learners with disabilities. Students select, administer, and interpret multifaceted assessments and write individual educational plans.

(17) 1 credit hour. Prerequisite: certification in special education; SPED 555, 652; and concurrent enrollment in SPED 557; or consent of department chair. Offered spring.

SPED 654: Internship in Urban Multicultural Special Education

Students are supervised in special education settings that provide services to culturally and linguistically diverse youngsters with disabilities. Students conduct assessments, give instruction, and collaborate with professionals and parents.

3 credit hours. Prerequisite: certification in special education; SPED 534, 554, 555, 557, 651, 652, 653; or consent of department chair. Offered fall and spring.

SPED 662: Internship in the Elementary or Middle School

The intern is required to evaluate, plan for, and teach elementary or middle school students with mild/moderate disabilities in a special education program.

6 credit hours. Prerequisite: consent of department chair. Offered fall and spring.

SPED 664: Internship in the Middle School or Secondary Level

The intern is required to evaluate, plan for, and teach middle school and/or secondary level students with mild/moderate disabilities in a special education program.

6 credit hours. Prerequisite: consent of department chair. Offered fall and spring.

SPED 665: Internship in the School Program for Students with Severe/Profound Disabilities

The intern is required to evaluate, plan for, and teach students with severe/profound disabilities in a special education program. This course requires at least 300 clock hours.

6 credit hours. Prerequisite: consent of department chair. Offered fall and spring.

SPED 668: Internship in Early Childhood Special Education

The intern implements intervention strategies for young children with disabilities in early intervention and early childhood settings.

6 credit hours. Prerequisite: consent of department chair. Offered fall, spring, summer.

Teaching English as a Second Language (TESL)

TESL 300: Promoting Early Childhood Dual Language Development

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.

3 credit hours. Prerequisite: ECED 301, 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

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.

3 credit hours. Prerequisite: graduate status and TESL 539 or 541 or 549. Offered fall and spring.

TESL 539: Language Acquisition and Learning

Theory and research relating to first- and second-language acquisition and learning are examined from a pedagogical perspective. Emphasis is on variables affecting language learning and teaching. (Formerly TESL 439.)

3 credit hours. Prerequisite: admission to a teacher preparation program or consent of department chair. Offered spring and summer.

TESL 541: Applied Linguistics in ESL

The basic sounds, structures, and transformations of contemporary English usage as a basis for teaching English as a second language are examined.

3 credit hours. Prerequisite: graduate status. Offered fall and summer.

TESL 546: Teaching English as a Second Language

This is a methods course for students and teachers who plan to teach or are presently teaching English as a second language. The teaching techniques demonstrated reflect up-to-date research in applied linguistics.

3 credit hours. Prerequisite: graduate status and TESL 539 or 541, or consent of department chair. Offered fall.

TESL 548: Curriculum and Methods for Content ESL Instruction

Focus is on the selection and use of methods and techniques that facilitate the learning of English and content area subjects by ESL students within the mainstream curriculum in secondary school.

3 credit hours. Prerequisite: graduate status and TESL 539 or consent of department chair. Offered spring and summer.

TESL 549: Sociocultural Foundations of Language Minority Education

Students examine sociocultural issues related to the instructional needs of language minority students, including social, cultural, political, and legal contexts of instruction. (Formerly TESL 449.)

3 credit hours. Prerequisite: admission to a teacher preparation program or consent of department chair. Offered fall and summer.

TESL 551: Curriculum Development and Language Assessment in ESL

Basic principles in ESL curriculum development and second-language assessment are examined.

3 credit hours. Prerequisite: TESL 546 or consent of department chair. Offered spring.

TESL 553: Internship in English as a Second Language

Students conduct assessments, provide instruction, and collaborate with professionals and parents in supervised ESL settings. Includes weekly seminars.

3 credit hours. Prerequisite: TESL 546 and 551. Offered fall and spring.

Technology Education (TECH)**TECH 200: Introduction to Technological Systems**

This is an introduction to the development, societal impacts, and implications of technology. Study includes technological literacy and the use of technological systems to solve social-technical problems.

(4) 3 credit hours. Offered fall and spring.

TECH 202: Design in Technology Education

Students examine the elements of design necessary for production in a technological society. Emphasis is on design sequence and processes. Techniques for sketching, modeling, prototyping, and CAD are also introduced.

(4) 3 credit hours. Offered fall.

TECH 204: Energy and Control Systems

Energy sources and common energy processing techniques are introduced. Study includes control devices, energy transmission technology, and the operation of energy conservation systems.

(4) 3 credit hours. Offered spring.

TECH 205: Production Processes

Tools and materials found in technology education laboratories and the production methods used are examined. Study includes fundamental manufacturing and industrial processes, tool and machine safety, and lab management.

(4) 3 credit hours. Offered spring.

TECH 216: Computer-Aided Design

International drafting-language protocol is explored and used to solve design problems in orthographic and pictorial presentation. Study includes basic computer-aided drafting. (6) 3 credit hours. Offered as needed.

TECH 300: Orientation to Technology Education

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.

4 credit hours. Prerequisite: TECH 200 or 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 and spring.

TECH 310: Historic Innovation and Invention

Individual and regional contributions to the overall development of technology are explored. Topics include inventors, their innovations, and the diffusion of local industries and technologies.

(4) 3 credit hours. Prerequisite: TECH 200 or 202. Offered spring.

TECH 325: Technology Assessment

Focus is on the decision making involved in the selection and use of technological products. Study includes assessment procedures, life cycle analysis, and the application of pollution prevention measures.

(4) 3 credit hours. Prerequisite: TECH 200 or 202. Offered fall.

TECH 326: Communication Systems

Communication processes, systems, and their applications are examined. Study includes the technological processes used in developing, producing, delivering, and storing ideas and information in a technological society.

(4) 3 credit hours. Prerequisite: TECH 200 or 202. Offered fall.

TECH 327: Construction Systems

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. (Formerly TECH 305: Construction Technology.)

(6) 3 credit hours. Prerequisite: TECH 200 or 202. Offered spring.

TECH 328: Manufacturing Systems

This is an exploration of contemporary manufacturing systems, design considerations, production techniques, and automated systems and control devices to produce products. Organizational and management structures are also practiced.

(4) 3 credit hours. Prerequisite: TECH 200 or 202. Offered spring.

TECH 329: Transportation Systems

Focus is on transportation technology, modes, vehicular systems, and support systems for moving people and cargo in various environments. Study includes the effects of transportation on individuals, society, and the environment.

(4) 3 credit hours. Prerequisite: TECH 200 or 202. Offered fall and summer.

TECH 400: Technological Enterprise

The organization, management, and operation of a technological enterprise are examined. Students design, produce, and evaluate a product and organize, staff, and operate an enterprise.

(4) 3 credit hours. Prerequisite: TECH 200 or 202. Offered as needed.

TECH 406: Methods in Technology Education

Students are introduced to a variety of teaching strategies involved in the daily instruction of technology education. Included are support materials and evaluation tools.

4 credit hours. Prerequisite: TECH 300, with minimum grade of B-; completion of 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 and spring.

TECH 407: Practicum in Elementary Technology Education (Grades K through Six)

Strategies for presenting technological topics and learning activities at the elementary school level are introduced. Topics include theory, activity safety, and the development of elementary integration activities.

(6) 4 credit hours. Prerequisite: TECH 300, with minimum grade of B-; TECH 406, with minimum grade of B- and positive recommendation from the instructor; completion of 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)

Three major instructional units in technology education are presented. Topics include the principles and practices of technology education, selected technology learning activities, and laboratory planning and management concepts.

4 credit hours. Prerequisite: admission to the technology education teacher preparation program. Offered fall.

TECH 421: Student Teaching in Technology Education

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.

10 credit hours. Prerequisite: TECH 407 and 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 and spring.

TECH 422: Student Teaching Seminar in Technology Education

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.

2 credit hours. Prerequisite: concurrent enrollment in TECH 421. Offered fall and spring.

TECH 511: Implementing Technology Education

Teaching strategies are provided, with focus on implementing programs, integrating with STEM areas, and developing activities. (Formerly TECH 510: Analysis and Implementation of Objectives for Technology Education.)

3 credit hours. Prerequisite: graduate status and certification in technology education, or consent of department chair. Offered as needed.

TECH 512: Program Development and Funding

Focus is on developing funding plans and grants to sustain technology education programs.

3 credit hours. Prerequisite: graduate status and certification in technology education, or consent of department chair. Offered as needed.

TECH 520: Curriculum Models in Technology Education

New curriculum models used in technology education programs at the national level are presented. Career education and prevocational curriculum thrusts are identified and analyzed for implementation in technology education programs.

3 credit hours. Prerequisite: graduate status and certification in technology education, or consent of department chair. Offered as needed.

TECH 531: Issues in the Workplace

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.

3 credit hours. Prerequisite: graduate status and certification in technology education, or consent of department chair. Offered spring.

TECH 562: Research in Technology Education

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. (Formerly TECH 561: Seminar on Technology Research.)

3 credit hours. Prerequisite: 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

Students apply techniques for analyzing problems, framing decisions, and stimulating critical analysis and creative thought.

3 credit hours. Prerequisite: graduate status and certification in technology education, or consent of department chair. Offered fall.

TECH 590: Directed Study

Students select a topic and undertake a concentrated research project under the supervision of a faculty advisor.

3 credit hours. Prerequisite: graduate status and either completion of all required courses or final semester of study. Offered as needed.

Theatre (THTR)

THTR 091: Portfolio Review

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. *0 credit hours. Offered fall and spring.*

THTR 105: Introduction to Theatre

The basic principles of playwriting, acting, and directing are examined. *3 credit hours. Offered fall and spring.*

THTR 110: Fundamentals of Theatrical Design and Production

The basic principles and practices of design and production are examined. *3 credit hours. Offered fall and spring.*

THTR 178: Theatre Production I

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. *1 credit hour. Offered fall and spring.*

THTR 217: Fundamentals of Stage Management

The basic principles of stage management are covered. *3 credit hours. Prerequisite: THTR 105 and 110, or consent of department chair. Offered spring.*

THTR 220: Voice and Articulation for the Performer

The fundamentals of voice production and articulation are studied from the physiological and phonetic bases of speech. *3 credit hours. Offered as needed.*

THTR 221: Movement for the Actor

The performer is trained in controlling, shaping, and moving the body. Attention is given to the development of physical characterization. *3 credit hours. Prerequisite: THTR 105 or consent of department chair. Offered fall and spring.*

THTR 222: The Actor's Self: Improvisation and Technique

The actor is introduced to self-discovery in performance. Improvisational techniques free the beginning actor physically, vocally, and emotionally. *3 credit hours. Prerequisite: THTR 105 or consent of department chair. Offered fall and spring.*

THTR 228: Basic Design Principles for Theatre

Students are introduced to the language of design. The elements and principles of design and basic drawing techniques are also examined. *3 credit hours. Prerequisite: THTR 105 and 110, or consent of department chair. Offered fall.*

THTR 230: Stagecraft

The basics of drafting, theatrical building practices, electrical, and sound pathways are introduced. Research and shop projects are required. *3 credit hours. Prerequisite: THTR 105 and 110, or consent of department chair. Offered spring.*

THTR 231: Scenography

Theatrical rendering techniques and the fundamentals of the theatrical scenic model are studied. *3 credit hours. Prerequisite: THTR 105 and 110, or consent of department chair. Offered spring.*

THTR 232: Technical Theatre Principles

Advanced technical concepts and systems are examined. Focus is on how different systems are interrelated on stage. *3 credit hours. Prerequisite: THTR 230. Offered spring.*

THTR 233: Architecture and Décor

The history of visual style is explored. Clothing, art, and architecture are examined through various key periods of history. *3 credit hours. Prerequisite: THTR 105 and 110, or consent of department chair. Offered spring.*

THTR 240: Appreciation and Enjoyment of the Theatre

The theatrical process—from playwriting to performance to criticism—is studied. Attendance at theatre productions is required. *3 credit hours. Gen. Ed. category A for nonmajors. Offered fall and spring.*

THTR 241: American Musical Theatre

The development of musical comedy and its variations within the United States from the eighteenth century to the present are traced.

3 credit hours. Offered fall (even years).

THTR 242: Acting for Nonmajors

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.

4 credit hours. Gen. Ed. A. Offered annually (summer).

THTR 261: Contemporary Black Theatre: Cultural Perspectives

African American theatre in America and English-speaking Africa since the 1960s is studied, with emphasis on representative plays, playwrights, movements, and artists.

4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered as needed.

THTR 278: Theatre Production II

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.

1 credit hour. Prerequisite: THTR 178. Offered fall and spring.

THTR 302: Oral Interpretation

The analysis, preparation, and performance of a variety of literary forms are examined, including drama, prose, and poetry.

3 credit hours. Prerequisite: COMM 220 or THTR 220 or consent of department chair. Offered as needed.

THTR 320: Character Study: Psychological Realism

The actor is introduced to the basic elements of characterization. Play structure, the function of characters within the structure, and individual characters are analyzed. (Formerly Character Study I.)

3 credit hours. Prerequisite: THTR 220 and either 221 or 222, or consent of department chair. Offered annually.

THTR 321: Character Study: Transformation

Through scene studies, students prepare complex and eccentric characterizations as found in the plays of Albee, Brecht, Ionesco, and others. (Formerly Character Study II.)

3 credit hours. Prerequisite: THTR 220 and either 221 or 222, or consent of department chair. Offered annually.

THTR 330: Theatrical Design Concepts

The differences and similarities within the design disciplines are explored. Students create multiple designs for a single production.

3 credit hours. Prerequisite: THTR 228 and 231, or consent of department chair. Offered fall.

THTR 346: Musical Theatre Performance

The performance of music for musical theatre is studied in its theatrical context. Emphasis is on performance techniques and stylistic characteristics unique to the genre in solo and ensemble performance.

3 credit hours. Prerequisite: THTR 220, 221, and consent of instructor(s) and department chair. Offered spring (even years).

THTR 378: Theatre Production III

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. (Formerly Theatre Production.)

1 credit hour. Prerequisite: THTR 278 or consent of department chair. Offered fall and spring.

THTR 405: Readers Theatre

Focus is on alternative modes of readers theatre, including selection, adaptation, and presentation of material. Included are casting, rehearsing, performing, and directing techniques.

(4) 3 credit hours. Prerequisite: 60 credit hours of undergraduate courses or consent of department chair. Offered as needed.

THTR 411: Technical Direction

The skills needed by a technical director in both commercial and noncommercial theatre are introduced and developed.

3 credit hours. 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

The design process as it relates to the production as a whole is explored. Designer's concepts are translated into practical, theatrical, visual terms through sketching, mechanical drawings, and model building.

3 credit hours. Prerequisite: 60 credit hours of undergraduate courses, including THTR 330, or consent of department chair. Offered as needed.

THTR 413: Sound Design for the Theatre

The art and technology of theatrical sound are explored. Topics include recording, editing, and reinforcement techniques and equipment. May be repeated once for credit.

3 credit hours. Prerequisite: 60 credit hours of undergraduate courses, including THTR 232 and 330, or consent of department chair. Offered as needed.

THTR 414: Costume for the Theatre

Theoretical and practical design concepts, civil dress history, and characterizations are studied through theatre application and projects.

3 credit hours. Prerequisite: 60 credit hours of undergraduate courses, including THTR 330, or consent of department chair. Offered fall.

THTR 415: Lighting for Theatre and Dance

Lighting for the stage is explored.

3 credit hours. 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

Techniques of makeup, chart construction, and research are studied. Twenty hours of laboratory experience on a major Rhode Island College Theatre production are required.

3 credit hours. Prerequisite: THTR 110 or consent of department chair. Offered annually.

THTR 417: Stage Management for Theatre and Dance

Focus is on the responsibilities of a stage manager for both commercial and noncommercial theatre and dance companies.

(3–4) 3 credit hours. Prerequisite: 60 credit hours of undergraduate courses, including THTR 105, 110, and 217, or consent of department chair. Offered as needed.

THTR 418: Scenic Painting

The basic principles and techniques of scenic painting are examined. May be repeated once for credit.

3 credit hours. Prerequisite: 60 credit hours of undergraduate courses, including THTR 330, or consent of department chair. Offered as needed.

THTR 419: Performing Arts Management

The problems of organizing and publicizing the performing arts, and the coordination and administration of staff, budgets, and facilities are explored. This course may be counted as a management elective with consent of the advisor.

3 credit hours. Prerequisite: one 300-level course in art, dance, music, or theatre; or consent of department chair. Offered as needed.

THTR 422: Period Styles of Acting I

The actor is trained in the performance of Greek tragedy, commedia dell'arte, and the plays of Molière.

(4) 3 credit hours. Prerequisite: THTR 221, 222, 320, 321, or consent of department chair. Offered as needed.

THTR 423: Period Styles of Acting II

The actor is trained in the performance of Elizabethan and Jacobean tragedy and comedy, Restoration comedy, and nineteenth-century melodrama and farce.

(4) 3 credit hours. Prerequisite: THTR 221, 222, 320, 321, or consent of department chair. Offered as needed.

THTR 424: Auditioning Techniques

Through the selection, preparation, presentation, evaluation, and coaching of audition materials, students improve their auditioning skills.

3 credit hours. Prerequisite: 60 credit hours of undergraduate courses, including THTR 105, 220, 221, 222, 320, 321, or consent of department chair. Offered annually.

THTR 425: Fundamentals of Directing

Basic play interpretation, casting, rehearsal procedures, and other directorial duties are covered. Student-directed scenes involve problems in composition, movement, tempo, and rhythm. (Formerly THTR 325.)

3 credit hours. Prerequisite: THTR 105, 110, 320, 321, or consent of department chair. Offered annually.

THTR 430: Creative Drama with Children and Youth

Improvised drama is explored as a process in fostering creative expression in children and youth in a variety of educational and community settings. (Formerly THTR 330.)

3 credit hours. Prerequisite: theatre majors: 60 credit hours of undergraduate course work or consent of department chair. Elementary education students: ELED 300 or consent of department chair. Offered fall.

THTR 435: Theatre for Children and Youth

The theoretical aspects involved in the selection and preparation of scripts, casting, rehearsing, and production of theatre for and with children and youth are explored. (Formerly THTR 335.)

3 credit hours. Prerequisite: THTR 430 or consent of department chair. Offered spring.

THTR 440: History of Theatre: Origins to 1800

Students examine the development of the physical theatre and of dramatic art from their origins to 1800. THTR 440 and 441 do not have to be taken in sequential order. (Formerly History of Theatre I: Origins to 1625.)

4 credit hours. Prerequisite: two 200-level theatre courses or consent of department chair. Offered annually.

THTR 441: History of Theatre: 1800 to the Present

Students examine the development of the physical theatre and of dramatic art from 1800 to the present. THTR 440 and 441 do not have to be taken in sequential order. (Formerly History of Theatre: 1625 to 1875.)

4 credit hours. Prerequisite: two 200-level theatre courses or consent of department chair. Offered annually.

THTR 442: History of Theatre: 1875 to the Present

The development of the physical theatre and of dramatic art from 1875 to the present is studied. Attendance at theatre productions is required. THTR 440, 441, and 442 do not have to be taken in sequential order. (Formerly Modern Theatre.)

3 credit hours. Prerequisite: 60 credit hours of undergraduate courses or consent of department chair. Offered annually.

THTR 460: Seminar in Theatre

A selected area of theatre is explored in depth, culminating in a major research paper and oral presentation.

3 credit hours. Prerequisite: THTR 221, 222, 320, 321; 30 credit hours of theatre courses; or consent of department chair. Offered spring.

THTR 475: Theatre Internship

Students gain a comprehensive understanding of theatre arts through on-the-job training. Full-time work with an approved theatre company is required. Grading is H, S, or U.

9 credit hours (6 credit hours for summer). Prerequisite: THTR 105 and 110; open only to theatre majors (1) who are juniors or seniors, and (2) who have GPA of 3.00 in the major and minimum cumulative GPA of 2.00. Application must be made one semester prior to the period of internship. Offered as needed.

THTR 477: Touring Theatre Production

The student actor and student technician are trained in the touring process. Focus is on vivid material and concept, movement, and dialogue, rather than on technical production. (Formerly THTR 377.)

(15) 3 credit hours. Prerequisite: for student actors: THTR 105, 110, 220, 221, 222, 320, 321, and consent of department chair. For student technicians: THTR 105, 110, 411, and one course from 412, 414, 415, 417, and consent of department chair. Offered fall.

THTR 478: Theatre Production IV

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. (Formerly Theatre Production.)

1 credit hour. Prerequisite: THTR 378 or consent of department chair. Offered fall and spring.

THTR 490: Independent Study in Theatre

Scholarly research culminating in a thesis paper is required. This course may be repeated once for credit with a change in content.

3 credit hours. Prerequisite: junior or senior standing and consent of department chair and dean. Offered as needed.

THTR 491: Special Problems in Theatre

A project and a written report of the procedures followed in accomplishing the project are required. This course may be repeated once for credit with a change in content.

3 credit hours. Prerequisite: junior or senior standing and consent of department chair and dean. Offered as needed.

THTR 493: Special Problems in Design

A design project and a written report of the procedures followed in accomplishing the project are required. This course may be repeated once for credit with a change in content.

3 credit hours. Prerequisite: junior or senior standing and consent of department chair and dean. Offered as needed.

THTR 498: Special Problems in Directing

A directing project and a written report of the procedures followed in accomplishing the project are required. This course may be repeated once for credit with a change in content.

3 credit hours. Prerequisite: junior or senior standing and consent of department chair and dean. Offered as needed.

Writing (WRTG)**WRTG 100: Writing and Rhetoric**

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. (Formerly Introduction to Academic Writing.)

4 credit hours. Gen. Ed. category FYW. Offered fall, spring, summer.

GLOSSARY OF ACADEMIC TERMS

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.

Hybrid courses combine in-class learning with online instruction. Emphasis is on in-class learning.

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 15 credit hours.

Online courses are courses in which most or all of the learning occurs online. (Some online courses have a first meeting and a last meeting face-to-face.)

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.



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