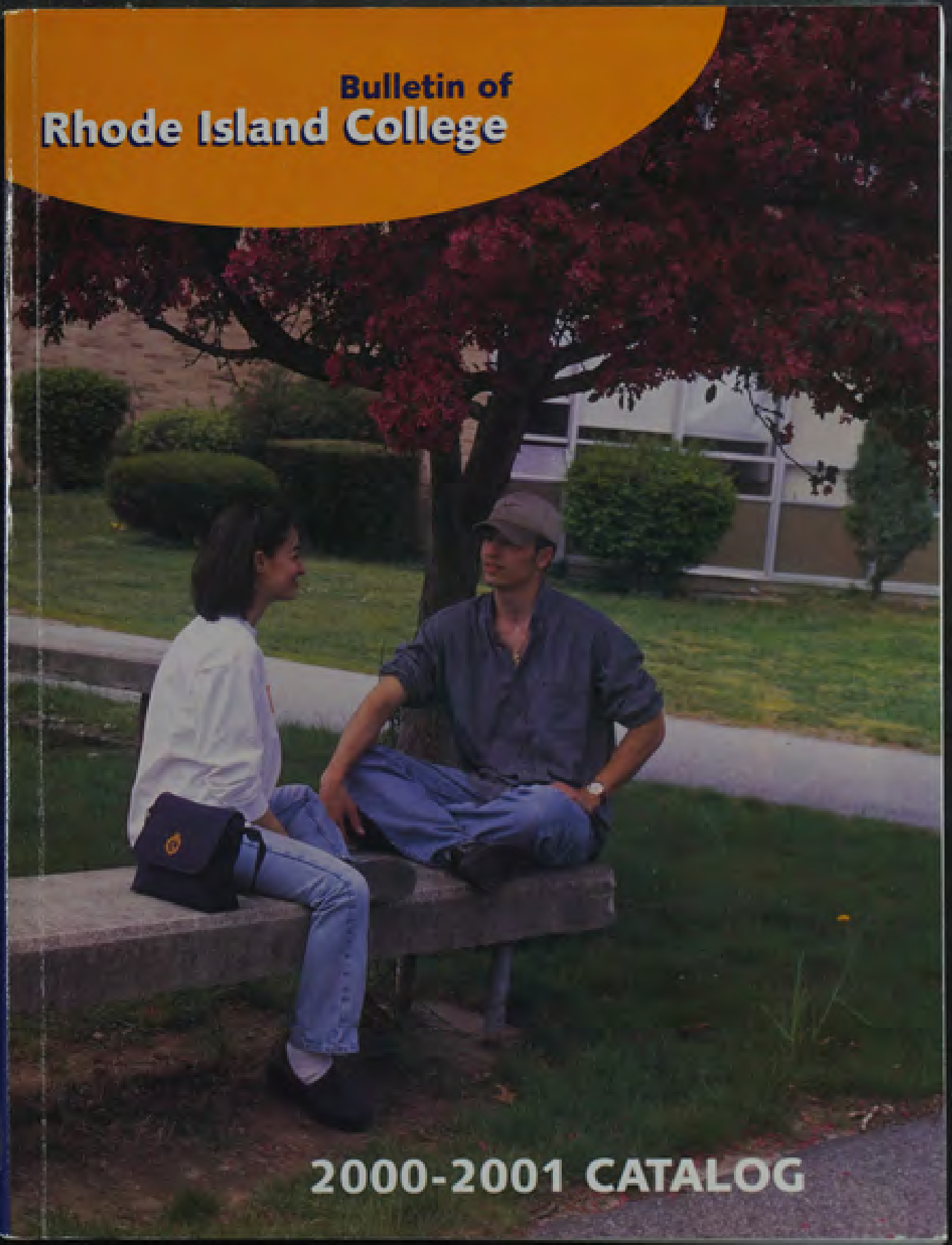
Bulletin of Rhode Island College



2000-2001 CATALOG

RHODE ISLAND COLLEGE 2000–2001 CATALOG

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

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

Number 155, August 2000, Bulletin of Rhode Island College (USPS 803-620) published in Providence, RI, by the Office of Publishing Services of Rhode Island College, 600 Mt. Pleasant Avenue, Providence, RI 02908-1991. Issued five times annually: January, August, September, October, and November. Periodicals postage paid at Providence, RI.

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

Telephone: (401) 456-8000

TDD (for the hearing impaired): (401) 456-8061

Web site: http://www.ric.edu

Notice of Affirmative Action and Nondiscrimination
Pursuant to the philosophy of the Board of Governors for Higher Education, and Rhode Island College and its administration, the College does not discriminate on the basis of race, color, creed, national or ethnic origin, gender, religion, disability, age, sexual orientation, disabled veteran, veteran of the Vietnam Era, or citizenship status. This nondiscrimination policy encompasses the operation of the College's educational programs and activities, including admissions policies, scholarship and loan programs, athletic, and all other programs. It also encompasses the employment of College personnel and contracting by the College for goods and services. Rhode Island College is committed to taking affirmative action to ensure that this nondiscrimination policy is effectively observed in all the College's endeavors.

Inquiries concerning the College's administration of the nondiscrimination laws should be addressed to the Director of Affirmative Action, 314 Roberts Hall, Rhode Island College, Providence, RI 02908-1991, tel. (401) 456-8218 or (401) 456-8216 (TDD); or to the Assistant Secretary for Civil Rights, U.S. Department of Education, Washington, DC 20202; or the Director, Office of Civil Rights, U.S. Department of Education, Region 1, Boston, MA 02109. Questions regarding provisions for persons with disabilities should be directed to the Office of Student Life, 127 Craig-Lee Hall, Rhode Island College, Providence, RI 02908-1991, tel. (401) 456-8061 (voice and TDD).

Reasonable accommodation available upon request.

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

● Designates handicap access

★ Blue Light Emergency Phones

RHODE ISLAND COLLEGE

ACADEMIC CALENDAR

FALL SEMESTER 2000

August		
21	Monday	New student orientation begins
24	Thursday	Late telephone registration for returning students begins
28	Monday	Administrative conference
30	Wednesday	President's address to the College community
September		
1	Friday	Telephone registration for senior citizens and students with unemployment waivers
4	Monday	Labor Day (College closed)
6	Wednesday	Classes begin
19	Tuesday	Last day for adding courses
October		
9	Monday	Columbus Day (College closed, library open—holiday hours)
11	Wednesday	Monday classes meet today
20	Friday	Midsemester grades due by noon
23	Monday	Spring telephone registration begins for degree candidates
November		
3	Friday	Last day to drop courses
11	Saturday	Veterans Day **(classes will meet)**
13	Monday	Veterans Day observed **(classes will meet)**
23	Thursday	Thanksgiving recess
27	Monday	Classes resume
December		
1	Friday	Spring telephone registration ends for degree candidates
16	Saturday	Fall semester classes end
18	Monday	Final examinations begin
23	Saturday	Final examinations end
25	Monday	Christmas Day (College closed)
28	Thursday	Grades due by noon

SPRING SEMESTER 2001

January		
1	Monday	New Year's Day (College closed)
8	Monday	New student orientation begins
10	Wednesday	Late telephone registration begins
15	Monday	Martin Luther King Day (College closed)
19	Friday	Telephone registration for senior citizens and students with unemployment waivers
22	Monday	Classes begin
February		
2	Friday	Last day for adding courses
March		
9	Friday	Midsemester grades due by noon
12	Monday	Spring recess begins
19	Monday	Classes resume
30	Friday	Last day for dropping courses
April		
2	Monday	Summer and fall telephone registration begins
May		
2	Wednesday	Cap and Gown Convocation
5	Saturday	Spring semester classes end
7	Monday	Final examinations begin
12	Saturday	Final examinations end
14	Monday	Grades due for degree recipients by noon
16	Wednesday	All other grades due by noon
17	Thursday	Graduate Commencement
18	Friday	Fall registration ends for degree candidates
19	Saturday	Undergraduate Commencement
21	Monday	Summer Session I begins
28	Monday	Memorial Day (College closed)
June		
29	Friday	Summer Session I ends
July		
2	Monday	Summer Session II begins
4	Wednesday	Independence Day (College closed)
August		
10	Friday	Summer Session II ends
13	Monday	Victory Day (College closed)

Note: Calendar subject to change.

CLASS CANCELLATIONS

Classes will be held at Rhode Island College except in cases of extreme emergency as determined by the administration. When classes cannot be held, every effort will be made to notify those broadcast stations designated by the College not later than 7:00 a.m. If no announcement has been made by 7:00 a.m., faculty members and students should make every effort to attend classes. The morning broadcast will not apply to classes beginning at 4:00 p.m. and after. If the College is in session and it becomes necessary to cancel classes during the day, official notice will be broadcast on campus, as soon as possible, to the vice presidents, deans, directors, department chairs, and faculty. Written notices will be posted on the Student Union bulletin board and an attempt will be made to inform all offices on campus. Announcements will be broadcast from designated radio and television stations at the earliest opportunity in accordance with policies at the several broadcasting stations. If no announcement is made prior to 3:00 p.m. indicating that evening classes are canceled, students and faculty will be expected to attend even if classes earlier in the day have been canceled.

Radio stations designated by the College for carrying the official announcements of cancellation of classes and/or closure of the College are WPRO (630 AM–92.3 FM), WSNE (93.3 FM), and WXIN (580 AM). Television stations which will be notified are WLNE Channel 6, WPRI Channel 12, and WJAR Channel 10. When classes are canceled, other activities scheduled on campus may also be canceled. Listen for announcements or contact the sponsoring organization. Confirmation of any decision to cancel classes and/or close the College can be obtained by calling a recorded message at (401) 456-9500.

When it is necessary to cancel classes, non-teaching employees are still expected to report to work unless the governor has authorized otherwise by using an Executive Order. Parking lots D and E (in front of Roberts Hall) will be given priority for clearing under these circumstances. Employees who are unable to report to work or complete their work schedule due to adverse weather conditions may, with the approval of their supervisor, seek to use salary deferred pay, leave without pay, personal leave, or annual leave to compensate for their absence. The telephone switchboard will be staffed during these times. Provision will be made to meet the dining needs of residence hall students.

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

When there is a storm alert and College classes have not been canceled, students unable to get to class shall be allowed to make up any examinations and shall be allowed to submit required papers at the first opportunity after the storm alert.

INTRODUCTION TO
RHODE ISLAND COLLEGE

Rhode Island College

An Overview

Rhode Island College is located on a 170-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 Social Work, and the Center for Management and Technology, 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 National League for Nursing.

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

The College has undergone expansion in recent decades at both the undergraduate and the graduate levels. It now serves approximately 8,500 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 15 members: 12 individuals (including a student) appointed by the governor, the chairperson of the Board of Regents for Elementary and Secondary Education, and two members of the Rhode Island General Assembly.

Mission of the College

Rhode Island College, founded in 1854, is the comprehensive public institution of higher education in the State of Rhode Island. Its primary mission is to make its academic programs available to any qualified resident of Rhode Island who can benefit from its educational services. The College fulfills its educational mission by offering undergraduate programs in the liberal arts and sciences and in a variety of professional fields. It also offers a range of selected graduate programs in the arts and sciences, and in areas of social, public, and community service. The education provided is premised on a commitment to the complementary relationship between liberal and professional education and has as its objectives preparation for advancement in professional areas, and breadth of perspective and knowledge for enlightened and constructive citizenship. The College is supported by the State of Rhode Island as its only comprehensive college, and as part of the system of public higher education which includes the Community College and the University with which articulation agreements exist for student transfer within the system.

As a comprehensive institution of higher education, Rhode Island College offers programs of study in that array of disciplines traditionally considered as the liberal arts including humanities, social sciences, sciences, and fine arts, and a broad array of professional offerings in the health and helping professions, education, management, and technology. Selected curricula are offered at the graduate level within the liberal arts and in applied and practitioner-oriented fields within the service sector.

In order to achieve its primary goal which is the intellectual growth and development of students, the faculty of Rhode Island College is committed to excellence in teaching. Teaching activities are complemented and enriched by scholarship and creative expression, as well as by service to the College, the City of Providence, the State of Rhode Island, and the wider community. The College is advantaged by its location in the metropolitan center of the State and seeks to enrich student experiences by internships and practica in the area's many agencies and institutions.

The prevailing educational philosophy is that a strong, integrative relationship should obtain between liberal education and professional education in order to provide professional skills leading to productive career outlets and the basis for continuing personal and professional growth. Liberal education refers to learning opportunities designed to ensure that students have a breadth of educational experiences which foster the development of insights and multiple perspectives on ideas, issues, and events as well as an appreciation of the interconnectedness of fields of knowledge, and the value dimensions of the human condition. Professional education refers to learning opportunities designed to give students concentrated knowledge and depth in a field directly related to a specific profession.

Rhode Island College views the student as an active agent in the educational process, assuming major responsibility for learning. The College recognizes its obligation to provide an environment that fosters students' personal growth through recognition of individual differences, creative potential, and learning styles. Rhode Island College offers its academic programs to undergraduates of traditional age as well as to older students who often study and work part-time while earning undergraduate or advanced degrees. Aware of the richness that accrues to a college from diversity in its student body (the preponderance of which comes from Rhode Island), the College recognizes the need for a more diverse student group and welcomes students from other states and countries. It is also committed to including racial and ethnic minorities, the economically disadvantaged, and students with handicapping conditions, with special effort and attention given to the inclusion of groups that are underrepresented in higher education.

Each of its many and varied programs and activities is aimed at preparing its students and alumni for meaningful lives and professional careers. By these contributions of educated talent to the Rhode Island workforce and by its own status as an employer and purchaser of goods and services, the College makes a significant contribution to the economic development of the State.

Rhode Island College responds in a positive and active fashion to its environment by contributing to the high quality of elementary, secondary, and post-secondary education in Rhode Island, and by providing a multitude of educational and cultural services for educators and the Rhode Island citizenry. The College also contributes directly to the cultural life of the State through ongoing theatre and concert performances, art exhibits, lectures, and films which are all open to the public. Through its educational, social, and cultural programs and activities, the College seeks to contribute to the professional mobility and advancement of its students and alumni, to the economic development of the State of Rhode Island, and to the enrichment of the larger community. In the last analysis, Rhode Island College is a primary contributor to the educational, social, and cultural enrichment of the citizens of Rhode Island.

UNDERGRADUATE GENERAL INFORMATION

Admissions

Admissions Policy

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

Freshman Applicants

Admission Requirements

To qualify for admission, freshman applicants must possess a diploma from an accredited secondary school or expect to receive one before enrolling at the College. The applicant's secondary school program must include at least 18 units of college preparatory academic subjects, with the following requirements:

- **4 units of college preparatory English.** Students are expected to have four full years of high school English, which should include substantial course work in language study and grammar, in different types of writing, in literary analysis, and in a variety of imaginative and expository literature.
- **3 units of mathematics.** Students are expected to have mastered skills associated with algebra and geometry. Students expecting to enter a technical field (nursing, management, mathematics, and the sciences) should complete four years of mathematics. It is recommended that all students include a substantial unit of mathematics in the senior year.

- **2 units of social studies.** Citizens in a democratic society need knowledge about central institutions and values in their own society and in other societies around the world. Students should study United States history and government and social sciences which might include anthropology, economics, geography, political science, psychology, and sociology.
- **2 units of laboratory science.** Students should be prepared in the fundamental sciences. The two units of study should be chosen from biology, chemistry, and physics. Students planning to enter a technical, scientific, or health-related field should take more than the minimum number of science units.
- **2 units of the same foreign language** (technology education majors may substitute two units of industrial arts subjects). Language study fosters an awareness of cultural diversity, enhances genuine communication, and can be an essential component of study for careers in business, international relations, law, science, and the arts. In addition, advanced study in certain fields requires knowledge of another language. College-bound students are encouraged to complete three years of a foreign language.
- **1/2 unit in the arts.** Preparation in the arts assists in cultivating the imagination, encouraging self-discipline, and building confidence in one's own artistic efforts.
- **1/2 unit in computer literacy.** Computer-related skills are essential in order to become a fully literate citizen in an information-based society.

Students are expected to complete *four additional college preparatory units* of study for a total of 18 college preparatory units.

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

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

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

Application Procedures

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

1. **A completed application form accompanied by a $25 nonrefundable application fee.** Forms are available from the admissions office and from high school guidance offices.
2. **Official high school transcript(s) and recommendations.** The applicant must arrange to have these materials forwarded to the admissions office. In most instances, applicants are required to submit senior midyear grades for review.
3. **Scores on the Scholastic Assessment Test (SAT-I) of the College Entrance Examination Board.** The applicant is fully responsible for arranging to take the test. Complete information is available from high school guidance offices or from the College Board, P.O. Box 592, Princeton, NJ 08540. Arrangements should be made at least five weeks prior to the desired examination date.

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

Scores on the SAT-II: Subject Tests (formerly Achievement Tests) may be submitted for additional consideration; they are not a requirement. (See Proficiency and Advanced Placement on page 15.) Students are encouraged, however, to take the College Board SAT-II: Writing Test in order to fulfill the College Writing Requirement. (See College Writing Requirement on page 42.)

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

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

Transfer Applicants

Admission Requirements

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

Application Procedures

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

1. **A completed application form accompanied by a $25 nonrefundable application fee.** Forms are available from the admissions office.
2. **Official transcripts from all colleges attended.** Final spring-semester transcript is due by July 1.
3. **Official high school transcripts and Scholastic Assessment Test (SAT-I) scores** of students who will have earned fewer than 24 college credits before entering degree candidacy at Rhode Island College.

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

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

Transfer credit is usually granted for courses completed at a regionally accredited college in which the student has achieved a grade of C or better; however, Rhode Island College reserves the right of final judgment on any such decision. At the discretion of the admissions office, college credit more than 10 years old may be accepted for transfer. The chair of the student's major department will determine how the credit is to be applied in the student's program of study.

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

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

A minimum of 30 credits must be earned at Rhode Island College to fulfill degree requirements. Transfer students must also satisfy the College Writing Requirement, the College Mathematics Requirement, and all General Education 2000 requirements.

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

According to the Board of Governors' "Policy for Articulation and Transfer," all college credit earned in comparable courses at the University of Rhode Island and the Community College of Rhode Island with minimally acceptable grades is transferable to Rhode Island College. The *Transfer Guide* is available through the College's Web site.

Students with a cumulative grade point average of 2.4 or higher, graduating from CCRI with an Associate in Arts, an Associate in Science in business administration or computer science, or an Associate in Applied Science in radiography, are guaranteed admission to Rhode Island College. (There are restrictions on entry into certain majors and professional programs.) These students will be able to transfer all credit earned for their associate degree, but any credit earned beyond it will be evaluated separately. In addition, all General Education 2000 requirements for those students who matriculated at CCRI prior to the fall semester of 1994, will be considered as completed if the student possesses the appropriate associate degree when first matriculating at the College.

Students who possess the specified degree but whose grade point average is below 2.4 may be accepted to Rhode Island College. Their credits will be evaluated on a course-by-course basis.

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

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

1. Enroll in the Joint Admission Program at CCRI as a freshman by completing an Intent to Enroll Form.
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 non-academic admissions requirements for Rhode Island College.

Other Forms of Admission

Bachelor of General Studies Degree Admission

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

Early Admission

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

International Student Admission

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

1. **A completed application form accompanied by a $25 nonrefundable application fee.**
2. **Official records or certified copies of past academic work.** A certified literal English translation is required. Applicants may be required to provide an evaluation of their educational records if information is not readily available.
3. **Scores on the Test of English as a Foreign Language (TOEFL) or on the English Language Proficiency Test (ELPT, an SAT-II of the College Entrance Examination Board) for students whose native language is not English. Otherwise, the SAT-I is required.** Applicants are expected to have a minimum score of 213 on the TOEFL or 960 on the ELPT.
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 students should contact the international student advisor in the Office of Student Life for information concerning U.S. laws, regulations, and employment practices.

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

Performance-based Admission
Individuals who are at least 20 years old, who have been away from formal schooling for some time, who have little or no college credit, and who lack some of the usual college entrance requirements can be considered for freshman admission through the Performance-based Admission (PBA) Program. Applicants must submit the following materials:

1. **The regular application form accompanied by a $25 nonrefundable application fee.** Applications must be received by November 15 for the spring semester and June 1 for the fall semester.
2. **Official copies of high school transcripts.**
3. **Scores on the High School General Educational Development (GED) tests** (if the candidate has not earned a traditional high school diploma).

An interview is also required.

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

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

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

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

Preparatory Enrollment Program (PEP) Admission
A limited number of recent graduates from Rhode Island high schools who have the ability and potential to succeed in college with appropriate academic support services, *but who do not meet the College's criteria for regular admission,* may be selected to participate in the Preparatory Enrollment Program (PEP). *Preference in selection is given to applicants who come from economically disadvantaged backgrounds, who come from families in which neither parent graduated from college, and/or who have disabilities.* PEP is designed to assist students who have underdeveloped academic skills, inadequate/inappropriate curricula in high school, lower-than-average standardized test scores, etc.

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

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

The admission process involves a review of the student's academic records, SAT-I scores and other standardized test scores (if appropriate), a statement written by the applicant, family/student financial information, a guidance counselor recommendation, and an extensive personal interview. Applications must be submitted by February 15.

Re-admission
Undergraduate degree candidates in good academic standing who withdraw from the College will be eligible to re-register without completing a formal application for re-admission, unless they have taken courses at another institution during their absence or have course credit(s) 10 years or older. Registration materials will be mailed to students in the above category for three consecutive semesters. After three semesters, students may call the Records Office to request registration materials.

Undergraduate degree candidates who have been dismissed for academic reasons or who have withdrawn and taken courses at another institution, must submit a formal application for re-admission along with a $25 nonrefundable application fee. Application deadlines are August 1 for fall-semester enrollment and November 15 for spring-semester enrollment.

Second Degree Applicants

Persons holding baccalaureate degrees from accredited institutions may apply to Rhode Island College for a second undergraduate degree. This assumes completion of all previous baccalaureate requirements, including general education as well as the attainment of a 2.00 cumulative grade point average.

Applicants for a second bachelor's degree are required to submit the following materials by June 1 for fall-semester enrollment or by November 15 for spring-semester enrollment:

1. **A completed application form accompanied by a $25 nonrefundable application fee.**
2. **Official transcripts from all colleges attended,** which the applicant must arrange to have forwarded to the Office of Undergraduate Admissions.

Once the application and all credentials have been received, the admissions office will notify and instruct the candidate to schedule an appointment with the appropriate department chair(s) to determine the courses needed to meet requirements for the second degree. Candidates should be advised that certain programs, e.g., teacher education, nursing, social work, have specialized requirements and admission standards which 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. At least 15 of the 30 hours must be taken in the department of the major or program. Course/credit proficiency, field experience, or prior learning credit may not be counted toward this 30-credit-hour requirement.

Early Enrollment Program

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

Proficiency and Advanced Placement

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

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.

Health Requirements

After being admitted, candidates are provided with an Admission Physical Examination form, which must be completed and signed by a physician and returned directly to the College Health Services before the candidate enrolls.

As required by Rhode Island state law, all new entering students must present to Health Services a certificate signed by a physician, attesting to his/her immunity to measles and rubella (German measles).

Candidates should also be aware that certain departments have special health requirements for admission to their programs.

Registration

Registration Procedures

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

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

Non-degree Students
New and returning non-degree 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 $10 is charged to those who do not complete registration during the designated periods.

Pre-registration

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 automated telephone registration system. Courses may be added at any time during the first two weeks of classes and may be dropped without a grading penalty up to mid-semester.

Inter-institutional 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 (12–18 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 seven 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 five credits at Rhode Island College and the total number of credits taken at all institutions combined must be 18 or less. The forms required for this procedure are available at the Records Office. This agreement is a reciprocal one allowing students at URI and CCRI to have the same benefits.

Transcripts

Official transcripts are issued by the Records Office only upon written request and for a one-time charge of $25. 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 for the 2000–2001 academic year. Students are required to pay all applicable fees in accordance with the billing due dates. Also, the College offers an extended payment plan for students who wish to pay on a monthly basis. The cost of this service is approximately $35 per semester. Details are available in the Office of the Bursar.

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

It is the responsibility of the student to inform the College of his/her status in order to assess the aforementioned tuition and fee charges.

Because of rising costs, the Board of Governors for Higher Education reserves the right to change fees without notice as conditions necessitate.

Tuition and Fees for Full-Time Students

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

	In-State	*Out-of-State*
Tuition (General Fee)	$1,390	$3,940
Student Activity Fee	40	40
Athletic Fee	20	20
Dining Center/Student Union Fee	106	106
Fine Arts Fee (degree candidates only)	20	20
Library Fee	40	40
Recreation Fee	45	45
Technology Fee	25	25
Total:	**$1,686**	**$4,236**

Note: Students who take more than 18 credit hours of course work per semester pay an additional $124 per credit hour (if in state) or an additional $330 per credit hour (if out of state).

Tuition and Fees for Part-Time Students

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

	In-State	*Out-of-State*
Tuition (General Fee)	$124	$330
Student Activity Fee	5	5
Athletic Fee	2	2
Library Fee	4	4
Recreation Fee	4	4
Technology Fee	3	3
Total:	**$142**	**$348**

Part-time undergraduates (in-state and out-of-state students) also pay *once per semester:*

Fine Arts Fee: $8 (degree candidates only)

Registration Fee: $42

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
$25

Applied Music Fee
$340 per semester, for students taking Music 270–288 or 370–388
$170 per semester, for students taking Music 170–188

Enrollment Fee Deposit
All incoming freshman, transfer, second degree, and re-admitted students are required to pay a nonrefundable enrollment fee deposit of $100 at the time of their acceptance. The deposit will be applied toward tuition.

Laboratory/Studio Art Fee
$10 per course

Late Fee
$10, for students who fail to register during the designated period

Orientation Fee
$85 for incoming freshmen
$38 for transfer students

Room
$2,800 to $2,940 per year (see Housing on page 64)

Board
$2,700 to $3,050 per year (see Housing on page 64)

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

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

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

Transcript Fee
$25 one-time fee charged to all students to cover all requests for official transcripts

Explanation of Fees

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

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

The **Applied Music Fee** is used to cover 14 private 50-minute lessons, which make up Music 270-288 and 370-388. The fee for Music 170-188 covers 14 private 30-minute lessons.

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

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

The **Late Fee** is used to defray the costs of registering a student beyond the designated registration period.

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

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

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

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

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

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

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

Determination of Residency for Tuition Purposes

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

When residence status is in question, the student, if under 18, must present certification to the appropriate College official that the parents or legal guardians have resided in Rhode Island for at least 12 months. This certification must be verified by the clerk of the city or town in which legal residence is claimed.

If the student is over 18 and claims independent status, a notarized statement must be furnished indicating residence in Rhode Island for at least one year prior to the student's first registering at Rhode Island College. In addition, to be considered independent of his/her parents, a student must not have been claimed as a dependent for tax purposes for two years, and the student must have resided in Rhode Island for at least one year. A notarized statement from the parents attesting to the fact that the student was not claimed for Internal Revenue Service purposes for two years is required. This statement authorizes the College to verify the fact with the IRS.

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

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

Metropolitan Tuition Policy (MTP)

Rhode Island College students whose permanent place of residence is a Massachusetts community within a 20-mile radius of Providence are eligible for in-state tuition rates plus 50 percent. The Metropolitan Tuition Policy includes both full-time and part-time students, undergraduate and graduate students, and degree and non-degree students. The communities within the 20-mile radius are: Attleboro, Bellingham, Berkley, Blackstone, Dartmouth, Dighton, Douglas, Easton, Fall River, Foxboro, Franklin, Freetown, Hopedale, Lakeville, Mansfield, Mendon, Millville, Norfolk, North Attleboro, Norton, Plainville, Raynham, Rehoboth, Seekonk, Somerset, Swansea, Taunton, Uxbridge, Walpole, Westport, and Wrentham.

Forms for verification of residence for this purpose are available in the Records Office and 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 fees plus 50 percent. The student's program of study must be one not offered at an institution in the student's home state, or Rhode Island College must be closer in traveling time to the student's legal residence than is an institution offering an approved RSP program in the home state.

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

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

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

Rhode Island National Guard State Tuition Exemption Program

Rhode Island National Guard members in good standing may apply for tuition assistance through the State Tuition Exemption Program (STEP). This program applies to both undergraduate and graduate courses and will cover both tuition and mandatory fees for up to four courses within a 12-month period, but it is limited to one course each semester. Those wishing to apply for STEP should contact their Rhode Island National Guard commanders for details.

Senior Citizen Waiver

All Rhode Island residents who are at least 60 years old are eligible to take courses at Rhode Island College without having to pay the regular tuition charges. However, the registration, recreation, and other applicable laboratory/studio fees will be charged. Three other restrictions apply:

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

Unemployment Waiver

Rhode Island General Law 28-42-81 provides that any Rhode Island resident receiving unemployment benefits, including benefits earned in another state, is eligible for waiver of tuition and registration fees 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 wishing 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 not waived include lab fees, recreation fees, and activity fees.

Refund of Tuition and Fees

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

Refund of Room and Board Fees

Room Refunds

Withdrawal prior to the "contractually publicized" July 15 date will cancel all room charges. Otherwise the room contract will remain binding upon the student until the end of the first semester during which the cancellation is effected (first semester, July 15 to December 31; second semester, January 1 to May 25). However, proration of the charges may be made by the Office of Residential Life and Housing if the space created by the withdrawal is filled by a new resident prior to the close of the semester. In all cancellations, the room reservation deposit ($100) shall be forfeited.

Board Refunds

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

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

Indebtedness to the College

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

Financial Aid

In order to assist students who are unable to meet the cost of financing a college education, the Office of Student Financial Aid administers an extensive program of scholarships, grants, loans, and part-time employment opportunities. Demonstrated financial need is the primary factor used in the awarding of financial aid, although some scholarships are given each year in recognition of superior academic achievement or special talent. At Rhode Island College, nearly 88 percent of undergraduate financial aid applicants receive financial aid, with an average award of about $5,225 per year.

Eligibility Standards

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

1. Students who have been accepted into a program that will lead to a degree.
2. Students who are U.S. citizens or eligible noncitizens.
3. Students who are enrolled at the College carrying at least one-half the normal full-time academic load (limited Federal Pell Grants are available to some students studying less than half-time).
4. Students who are maintaining satisfactory academic progress (see page 37).

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

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

Application Procedure

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

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

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

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

Re-admitted and New Transfer Students (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 spring and summer. Awards to late applicants, if made, are normally not made until October/November or February/March.

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

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

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

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

Employment

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

Financial Aid 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 March 1 each year. Summer session aid is contingent upon the availability of funds and normally consists of Pell Grants, Stafford Loans, and Federal Work-Study. To be considered for Federal Work-Study for Summer Sessions, the FAFSA must be received at the federal processing center by March 1 and the Application for Financial Aid—Summer Sessions must be received in the Office of Student Financial Aid by April 1.

Financial Aid Programs

Federal Programs

Federal Pell Grants

These are federal entitlement grants ranging from $400 to $3,300 annually. Eligibility is determined by the United States Department of Education, using a national formula. Actual awards vary according to the cost of attendance, the student's enrollment status (full, three-quarters, half, or less-than-half time), and a family's expected contribution.

Federal Supplemental Educational Opportunity Grants

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

Federal Parental Loans for Undergraduate Students (PLUS)

Federal PLUS loans allow parents of dependent undergraduate students to borrow up to the full cost of college less other student aid. There is no need requirement for the PLUS loan, but parents must pass a credit review in order to qualify for the loan. Repayment begins 60 days after receiving the funds and may extend for up to 10 years. However, the minimum monthly payment is $50. PLUS loans have a variable rate of interest based on the three-month treasury bill rate plus 3.1 percent. The interest rate cap on new loans is 9 percent. These loans have a combined origination and insurance fee of 4 percent on the amount borrowed.

Federal Perkins Loans

This loan program is administered directly by the Office of Student Financial Aid. Student eligibility is based on financial need as determined from the FAFSA. Annual loan amounts may total up to $4,000 for undergraduates and $6,000 for graduates. The cumulative borrowing limit is $20,000 at the undergraduate level and $40,000 at the graduate level. Actual award amounts depend on federal funding levels, and priority is given to those applicants with the greatest need. Repayment at 5 percent interest begins nine months after the borrower drops below half-time enrollment (six credits per semester). Students may be allowed up to 10 years to repay; however, a minimum monthly payment of $40 is required.

Federal Stafford Loans
Eligibility for subsidized Federal Stafford Loans is based upon financial need as determined by the Office of Student Financial Aid, using information from the FAFSA. Subsidized loans are interest free during the student's period of enrollment and for a six-month grace period after leaving school or dropping below half-time status. Students who cannot demonstrate need may be eligible for an unsubsidized Federal Stafford Loan. Unsubsidized loans have an interest charge during the in-school and grace periods. Interest rates on both subsidized and unsubsidized loans are variable and are adjusted on July 1 each year. The interest rate on unsubsidized loans charged while students are enrolled and during the six-month grace period is based on the three-month treasury bill rate plus 1.7 percent. During the repayment period, the interest rate on both subsidized and unsubsidized loans is based on the three-month treasury bill rate plus 2.3 percent. Both loans have an interest cap of 8.25 percent. In addition to interest, these loans have a combined origination and insurance fee of 4 percent on the amount borrowed. The repayment period extends up to 10 years, but there is a minimum monthly payment of $50.

Loan limits are as follows: $2,625 for first-year undergraduates; $3,500 for second-year undergraduates; $5,500 per year for upper-class undergraduates; and $8,500 per year for graduate students. Financially independent students may apply for additional unsubsidized loans of up to $4,000 in the freshman and sophomore years, $5,000 in the junior and senior years, and $10,000 for each year of graduate study.

Federal Work-Study Program
This is a part-time employment program based upon financial need. A work-study award is paid biweekly at an hourly rate, based on hours worked. Current wage rates range from $5.65 to $6.80 per hour for most jobs. Eligibility is determined by the Office of Student Financial Aid, using information from the FAFSA. The Career Development Center assists work-study students with job placement on or off campus. While work-study students receive priority for job placement, the College cannot guarantee placement in a position.

State Programs

Rhode Island State Grants
These grants are restricted to residents of Rhode Island. Awards range from $250 to $750 per year based on information reported on the Free Application for Federal Student Aid (FAFSA). The priority application deadline for receipt of the FAFSA at the federal processing center is March 1 prior to the following academic year. Eligibility is determined directly by the Rhode Island Higher Education Assistance Authority, 560 Jefferson Boulevard, Warwick, RI 02886, (401) 736-1100.

Rhode Island Higher Education Assistance Authority Work Opportunity Program
This part-time student employment program is restricted to residents of Rhode Island. Awards are determined by the Office of Student Financial Aid on the basis of financial need. Students are paid biweekly at an hourly rate for the number of hours worked, and wage rates typically range from $5.65 to $6.80 per hour. The Career Development Center assists recipients with job placement on campus or in off-campus agencies.

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

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

Grants

Preparatory Enrollment Program (PEP) Grants
These grants are restricted to students accepted for admission to the Preparatory Enrollment Program. Awards typically range from $200 to $7,500 per year based on financial need as determined by the Office of Student Financial Aid. All applicants are required to file the Free Application for Federal Student Aid (FAFSA). In addition, new freshman and transfer applicants are required to file the Rhode Island College Financial Aid Application in order to be considered for this program.

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

Scholarships

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

Adjutant General, Office of
Colonel John Joseph and Mary Drew Prybyla Rhode Island National Guard Scholarship Fund

Alumni Affairs, Office of
Alumni Children Academic Scholarship
Alumni Departmental Awards
Alumni Financial Aid Award
Alumni Freshman Award
Alumni Graduate Scholarship
Andreoli Scholarship
Frank and Agnes Campbell Scholarship

American Federation of Teachers/Rhode Island College
Donald C. Averill Scholarship

Biology, Department of
Mary M. Keeffe Scholarship
Earl H. Webster Scholarship Fund
Robert M. Young Scholarship Endowment Fund

Communications, Department of
Marjorie H. Eubank Scholarship

Counseling and Educational Psychology, Department of
Helene Penza Scholarship Fund

Development, Office of
Dayna A. Bazar Memorial Scholarship
Donald F. Lyons Scholarship Fund
Mt. Pleasant Teachers Academy
Anne B. Saute Scholarship Fund
Richard Zorabedian Scholarship

Elementary Education, Department of
Elizabeth S. Carr Scholarship
Juliet Romano Endowed Scholarship

English, Department of
English Department Faculty Writing Awards
English Department/Gunning Scholarship

Federal Products Corporation Personnel Office
Frederick C. Tanner Memorial Scholarship

Feinstein School of Education and Human Development
S. Elizabeth Campbell Fund
Class of 1940 Scholarship
Class of 1941 Scholarship
Class of 1942 Scholarship
Class of 1947 Scholarship
Class of 1959 Scholarship
Class of 1960 Scholarship
Sarah T. Foster Scholarship
Renato and Elena Leonelli Physical Science Scholarship
Gilda R. Martone Endowed Scholarship Fund for Education
Marguerite C. Morey Scholarship
Wilhelmina A. Null Memorial Science Scholarship
Olga M. Lusi O'Brien Endowed Scholarship in Elementary Education
Doris Palombo Memorial Endowed Scholarship Fund
Providence Teachers' Association Memorial Scholarship
Romeo R. Romano Endowed Scholarship
Phyllis Moverman Salk Scholarship Fund
Vera Sohigian Endowed Scholarship in Education
B. Ruby Winnerman and Harriet J. Winnerman Memorial Scholarship Fund

Financial Aid, Office of Student
Anonymous Scholarship Fund
Class of 1943 Scholarship
Citizens Bank Scholarship
Richard Dawson Memorial Scholarship
Alma Bishop Doley Endowed Scholarship
Aime J. and Gertrude B. Forand Scholarship Fund
Mae E. Godfrey Scholarship
Laura Fachada Lally Memorial Scholarship
Celia Munir Scholarship
John Nazarian Scholarship
Providence Journal Scholarship (preference given to children of *Journal* employees)
Residence Hall/Dining Center Scholarship
Ethel Salhany Memorial Scholarship
State Scholarships

Honors Program, College
Anonymous Honors Scholarship
Coutts Honors Scholarship
Faculty Honors Scholarship
John Nazarian Honors Scholarship
Residence Hall/Dining Center Scholarship for Honors Students
Rhode Island College Foundation Honors Scholarship
Rhode Island College Honors Project Grant

Management and Technology, Center for
Fidelity Investments Scholarship
Industrial Technology Scholarship
Thomas G. King Memorial Scholarship

Music, Theatre, and Dance, Department of
Louis Appleton Memorial Scholarship
Bicho Family Memorial Scholarship
Katherine Bryer Krueger Scholarship
Drabienko Family Endowed Prize for String Instruments
Sylvan R. and Helen Forman Scholarship
Mark E. Goldman Theatre Scholarship
John A. Kelly Theatre Scholarship
Thomas R. Pezzullo Memorial Scholarship
Robert D. Soule Technical Theatre Scholarship Fund
Melody Stappas Memorial Scholarship

Nursing, Department of
William F. Ciambrone Memorial Endowed Scholarship
Debra Dumont Memorial Scholarship Fund
Mary E. Love Scholarships
Eleanor M. Olson Nursing Scholarship Award

Social Work, School of
Ida Maiello Memorial Scholarship Endowment

Special Education, Department of
Elsa F. Bonaventura Memorial Scholarship

Student Community Government, Office of
Student Leadership Fund

Study Abroad Office
Ridgway F. Shinn, Jr., Study Abroad Fund

Talent Awards
Art Award (apply through the Department of Art)
Chess Award (apply to the Chess Team Advisor)
Dance Award (apply through the Department of Music, Theatre, and Dance)
Debate Award (apply to the Debate Team Advisor)
Communications Awards (apply through the Department of Communications)
Model Legislature Award (apply through the R.I. Model Legislature Program)
Music Award (apply through the Department of Music, Theatre, and Dance)
Theatre Award (apply through the Department of Music, Theatre, and Dance)

Tolman High School
Myrtle Karlin Scholarship
Helen L. Nolan Scholarship

Woonasquatucket Valley Rotary Club
Woonasquatucket Valley Rotary Club Scholarship

Short-Term Loans

The following short-term loans are available for emergency expenses:

1. Alumni RICochet Fund
2. Margaret Hill Irons Loan Fund
3. Student Community Government, Inc., Short-Term Loan Fund (in memory of Donald C. Averill)
4. Student Parliament Emergency Loan Program

Students may apply for these loans through the Office of Student Financial Aid.

The Rights and Responsibilities of Students Receiving Financial Assistance

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

Student Rights

1. Students have the right to know the cost of attending the institution.
2. Students have the right to know where and from whom information on student assistance at the institution may be obtained.

3. Students have the right to know what financial aid programs are available at their school.
4. Students have the right to know how to apply for the student assistance programs and what standards are used to determine eligibility.
5. Students have the right to know the deadlines for submitting applications for each of the financial aid programs available.
6. Students have the right to know how financial aid will be distributed, how decisions on that distribution are made, and the basis for these decisions.
7. Students have the right to know how their financial need was determined. This includes how costs for tuition and fees, room and board, travel, books and supplies, personal miscellaneous expenses, etc., are considered in their budget.
8. Students have the right to know what resources (such as parental contribution, other financial aid, student assets, etc.) were considered in the calculation of their need.
9. Students have the right to know how much of their financial need as determined by the institution has been met.
10. Students have the right to request an explanation of the various programs in their student aid package.
11. Students have the right to know what portion of the financial aid they received must be repaid and what portion is grant aid. If the aid is a loan, students have the right to know what the interest rate is, the total amount that must be repaid, the payback procedures, the length of time they have to repay the loan, and when repayment is to begin.
12. Students have the right to know the means by which financial aid will be disbursed and the frequency of disbursements.
13. Students have the right to know how the school determines whether they are making satisfactory progress, what happens if they are not, and the procedures by which a student who has failed to maintain such progress may re-establish 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 are available.

Student Responsibilities

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

Standards for Measuring Satisfactory Academic Progress of Undergraduate Financial Aid Recipients

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

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

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

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

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

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

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

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

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

Academic Policies and Requirements

IMPORTANT Graduation Requirements FOR ALL STUDENTS

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

1. All curriculum requirements, including General Education 2000 requirements, requirements in the major(s) or concentration(s), and, if applicable, requirements in the minor(s).
2. The College Writing Requirement.
3. The College Mathematics Requirement.
4. A minimum of 120 credits, with a minimum of 30 taken at Rhode Island College. Of the 30 credits, a minimum of 15 must be in the major (12 of which must be at the 300- or 400-level).
5. A minimum overall grade point average of 2.00 on a 4.00 scale.

Glossary of Academic Terms

1. **Capstone** means "culminating" or "crowning"; it is used to describe a course that is the culminating experience for a program of study.
2. **Cognates** are required courses in disciplines related to the major. Cognates are intended to broaden and enhance the major.
3. **Concentration** is the area of specialization. Courses in the concentration are a group of courses that relate specifically to the student's area of study.
4. **Distribution Requirements** within General Education 2000 consist of six courses in the arts, mathematics, and the sciences, in addition to four core courses.
5. **Electives** are courses which the student may choose beyond the specifically required courses, in order to fulfill the degree requirements.
6. **Enrolled** means a student has been admitted to the College and/or a program and has registered for courses.
7. **Full-Time Student** is a student taking 12 to 18 credit hours per semester.

8. **Major** is the discipline or academic area in which the student is studying in depth and normally requires a minimum of 30 credit hours.
9. **Matriculate** means to be admitted formally to a degree program.
10. **Minor** is a secondary specialization in a degree program that normally requires a minimum of 15 credit hours.
11. **Part-Time Student** is a student taking fewer than 12 credit hours per semester.
12. **Program of Study** usually consists of the following: General Education 2000, a major (or for elementary education curricula, a teaching concentration), cognates, and electives.
13. **Required Courses** are courses students must take to fulfill degree requirements.
14. **Retention Requirements** are requirements students must meet in order to remain enrolled at the College and/or in a program.
15. **Teacher preparation program** is a term used in the elementary education, secondary education, and pre-kindergarten to 12th-grade programs to describe the major and other requirements needed to be eligible for certification as a teacher.
16. **Teaching concentration** is a term used in the elementary education curricula; it is a group of courses in the student's teaching specialization taken in lieu of a major.

Academic Assessment

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

Auditing a Course

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

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

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

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

College Mathematics Requirement

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

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

Note: Fulfillment of the College Mathematics Requirement is distinct from and does not substitute for completion of the Mathematics Category of General Education 2000.

Entering Freshmen:

1. Students who score 480 or better on the quantitative portion of the SAT-I will have met the College Mathematics Requirement.
2. Freshmen who scored less than 480 on the quantitative portion of the SAT-I will be required to take the Mathematics Assessment Examination prior to or during freshman orientation. Students who achieve a satisfactory grade on the assessment examination will have met the College Mathematics Requirement.
3. Students who do not achieve a satisfactory grade on the assessment examination must enroll in Mathematics 010 prior to or during their first semester at Rhode Island College. Should such a student fail to earn a satisfactory grade during that semester, he/she shall be required to retake Mathematics 010 until successful completion.

Entering Transfer Students:

1. Students who score 480 or better on the quantitative portion of the SAT-I will have met the College Mathematics Requirement.
2. Students who receive transfer credit for a course deemed equivalent to Mathematics 010 or 177 or higher will have met the College Mathematics Requirement.

3. Transfer students who do not fulfill the College Mathematics Requirement by 1 or 2 above will be required to take the Mathematics Assessment Examination prior to or during their first semester at Rhode Island College. Students who achieve a satisfactory grade on the assessment examination will have met this requirement.

4. Students who do not achieve a satisfactory grade on the assessment examination must enroll in Mathematics 010 prior to or during their first semester at Rhode Island College. Should such a student fail to earn a satisfactory grade during that semester, he/she shall be required to retake Mathematics 010 until successful completion.

College Writing Requirement

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

This requirement may also be satisfied by (1) passing the appropriate College Level Examination Program (CLEP)/English Composition Exam with Essay with a minimum score of 420 and reporting the score to the admissions office and to the Writing Center director, (2) passing the course equivalent of Writing 100 with a C- or better, or (3) scoring at least 550 on the College Board SAT-II: Writing Test.

All students who score 350 or below on the Verbal Reasoning section of the SAT-I or students who have not taken the SAT-I are required to sit for the College Writing Examination. This placement examination will determine the student's readiness for Writing 100. As a result of the placement examination, some students may be required to enroll in English 010 prior to taking Writing 100.

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

Failure in a Course

After failing a required course twice, a student is subject to dismissal from degree candidacy. Upon the second failure, the student will be notified that he/she 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, a student must enroll in a new major or curriculum by the end of the late registration period of the succeeding semester. Should a student fail to complete this process within the designated time, dismissal will result, and the action will be recorded on the student's permanent record.

Grading System

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

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

*Included in the calculation of cumulative grade point average

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

I—Incomplete. No grade points.

CR—Passing grade in course taken with Credit/No Credit option. Credits counted toward graduation, but there is no effect on the GPA.

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

Z—Financial obligations outstanding. Not computed in GPA, no credits earned.

NA—Not available. Instructor did not report grade.

M—Missing or multimark. Error on the submitted grade sheet.

AUD—Notation for course which was audited.

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

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

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

Incomplete Grade

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

Independent Study

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

Leave of Absence

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

Plagiarism

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

Repeating a Course

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

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

Retention Requirements

The College has set certain minimum requirements for cumulative grade point averages, 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

This policy pertains to undergraduates matriculating as of fall 1993. Undergraduates who matriculated before fall 1993 should contact the Records Office if they have questions about probation and dismissal criteria.

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

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

Transfer Credit

In special instances, students may be permitted to take courses at other colleges, either during a summer or regular session, and have the credit transferred to Rhode Island College. Students must file Authorization of Credit forms with the Records Office before pursuing credit and must obtain the permission of the chair of the department involved, or in the case of interdisciplinary courses, the permission of an academic 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.

Withdrawal from a Course

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

Withdrawal from a course after midterm requires the approval of the instructor or the chair of the department in which the course is located and approval of the appropriate academic dean. Approval is based on evidence of extenuating circumstances other than academic difficulty in the course. Forms for withdrawing from a course are available in the Records Office. Withdrawal from a course during the last two weeks of classes requires review and approval of a panel of administrators, whose decision will be based on documented evidence of extenuating circumstances. Students who do not follow the official procedures, but stop attending classes, receive a grade based on the total course requirements. Special forms are required for petitioning the panel of administrators for withdrawal during the last two weeks of the semester. These special forms are available in the offices of the academic deans.

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

Honors and Awards

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

Dean's List

Full-time students who attain a minimum grade point average 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 grade point average of 3.00, as well as a minimum semester grade point average 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 their major, an opportunity to participate in a four-year honors experience. The program has two parts: general education honors and departmental honors. The two parts can be taken separately; however, both parts must be completed for a student to receive College honors.

Each year the College awards a number of merit-based scholarships to students participating in the College Honors Program. These scholarships are renewable for four years as long as the student maintains a minimum grade point average of 3.00, full-time status, and makes satisfactory progress toward completing the program.

In addition to the merit-based scholarships, the College Honors Program offers the Eleanor M. McMahon Award to an outstanding graduating senior and the John Nazarian Honors Award to an outstanding incoming freshman.

General Education Honors

Students participating in general education honors take a minimum of six courses, which normally include the four honors core courses, chosen from their 10 general education courses and Writing 100 in specially designed honors sections. These sections are designed to be more intellectually challenging than regular courses and are kept small in size, thus allowing ample opportunity for class discussion and for individualized study.

Honors students have access to an honors lounge and to extracurricular activities. There are also special places set aside in the residence halls for students in the program who wish to live on campus. Residence hall scholarships for honors students may also be available.

Successful completion of general education honors requires a minimum overall grade point average 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 without prejudice to their academic standing and will retain the Honors designation for any honors courses taken.

Admission to the program is by invitation of the director of honors and the College Honors Committee. Students invited into the program normally rank in the top 20 percent of their high school class, have taken demanding academic schedules, and have scored at least 1100 on the SAT-I. Students may also join the program on the basis of their performance at the College during their first semester. Special arrangements can be made for transfer students who wish to join the College Honors Program.

Students who have completed general education honors have the option of participating in departmental honors, normally in their major. Students who successfully complete both general education honors and departmental honors will receive general education honors, departmental honors, and College honors at graduation. It is also possible to take departmental honors alone without taking general education honors (see Departmental Honors below).

Departmental Honors

Departmental honors courses are designed to challenge the intellectual curiosity of the superior student. Honors study provides an opportunity for the student to exercise self-reliance, creativity, and responsibility through independent study, research, and special course work. Recognition of the successful completion of an honors program appears on the student's transcript.

The following requirements apply to students seeking honors:

1. Students are eligible to enroll in an honors program only in the department of the intended major.
2. Students must formally apply to the Departmental Honors Committee, which will also make decisions regarding retention in the honors program.
3. A minimum grade point average of 3.00 is required in all courses taken in the major and a minimum cumulative grade point average of 2.50 (some departments require higher minimum grade point averages).

Students should consult respective honors program directors for specific details.

Honors programs are offered in accounting, anthropology, art, art education, art history, biology, chemistry, communications, computer information systems, computer science, economics, English, film studies, French, geography, history, management, marketing, mathematics, music, music education, nursing, philosophy, physics, political science, psychology, sociology, Spanish, and theatre.

Graduation Honors

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

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

National Honor Societies

Kappa Delta Pi

The Epsilon Rho Chapter of Kappa Delta Pi, the National Honor Society in Education, was organized at the College in 1944. It encourages high personal, professional, and intellectual standards and recognizes outstanding contributions to education. More than 170 colleges in the United States have chapters in this society.

Alpha Delta Mu

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

Psi Chi

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

International Honor Societies

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

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

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

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

Awards

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

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

Accounting
Outstanding Student Award

Anthropology and Geography
James Houston Award in Anthropology/Geography

Art
Art History Award
Studio Art Award

Biology
W. Christina Carlson Award
Mary M. Keeffe Award for Excellence
Theodore Lemeshka Award

College Honors Program
Eleanor M. McMahon Award

Communications
Communications Achievement Award
Maryellen Hoye Memorial Fund

Computer Information Systems
Outstanding Student Award

Economics and Finance
Wall Street Journal Award

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

Elementary Education
Elementary Education Faculty Award

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

Film Studies Program
Film Studies Program Faculty Award

Health and Physical Education
Health and Physical Education Faculty Senior Award

History
Claiborne deB. Pell Award
Evelyn Walsh Prize

Industrial Technology
Outstanding Student Award

Intercollegiate Athletics
John E. Hetherman Award
Helen M. Murphy Award

Management
John Silva Memorial Scholastic Award (Senior)

Marketing
Outstanding Student Award

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

Modern Languages
Nelson A. Guertin Memorial Award (French)
Nelson A. Guertin Memorial Award (Spanish)
Leonelli Family Memorial Award
Tegu Polygot Award

Music, Theatre, and Dance
Peter Jeffrey Archambault Memorial Award
Marjorie H. Eubank Performing Arts Award
Cantor Jacob Hohenemser Award
Katherine Bryer Krueger Music Fund
Alice K. Pellegrino Music Education Award
Rhode Island College Theatre Award
Yetta Rauch Melcer Dance Award

Nursing
Nursing Faculty Award (Undergraduate)
Nursing Faculty Award (Undergraduate Registered Nurse)

Philosophy
Thomas J. Howell Award

Physical Sciences
American Institute of Chemists Award
Ronald J. Boruch Award
Chemical Rubber Company Award
Departmental Physics Award
Renato and Elena Leonelli Physical Science Award

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

Psychology
Psychology Faculty Senior Award

Rhode Island College Foundation
Bertha Christina Andrews Emin Award (Outstanding Achievement)
Bertha Christina Andrews Emin Award (Scholastic Excellence)

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

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

Special Education
Elisa F. Bonaventura Award
Josephine A. Stillings Award

Student Affairs
Rose Butler Browne Award

Academic Facilities and Services

Academic Advisement Information Center

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

Academic Development Center

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

Academic Support and Information Services, Office of (OASIS)

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

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

Adams Library

The College library is named for the late James P. Adams, chair of the Board of Trustees of State Colleges from 1955 to 1960. The resources of the library include over 400,000 volumes, 1,500 periodical subscriptions, major collections on microfilm and microfiche, CD-ROM databases, and a wide selection of sound recordings. The library also maintains a depository for selected U.S. government documents, as well as the following special collections: the Amy Thompson Children's Literature Collection, the College Archives, the Social and Political Materials Collection, the papers of Nathaniel Bacon, Judge Michael DeCiantis, and Irving Jay Fain. Most of the materials are available in open stacks. The library's participation in the state's Higher Education Library Information Network (HELIN) enables students and faculty to borrow from the libraries of URI, CCRI, Providence College, Roger Williams University, and Johnson & Wales University.

Audiovisual Department

The Audiovisual Department is a centralized instructional support service that provides a full range of instructional media and related services for faculty, staff, and students.

The department's equipment and facilities include projection media, audio and video recorders and players, audio and video duplication services, and portable television systems. Newer offerings include video projection and interactive videodisc players. The department maintains a library of 8,000 educational films and videotapes. Department staff will assist faculty in locating and ordering rental media.

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

Career Development Center

The Career Development Center provides a range of services for students and alumni that may be helpful at any stage of the career decision-making or job search process. In addition to individual counseling, students may use SIGI (System of Interactive Guidance and Information)—a computer system which helps students examine their values, identify and explore options, and reach informed decisions concerning careers. The office schedules on-campus interviews with prospective employers, sponsors career programs, and conducts workshops on topics such as job search, résumé writing, and interviewing. It also maintains job listings and a resource library with employment projections, employer directories, company literature, and other pertinent materials. Students are encouraged to make

use of the facilities of the Career Development Center throughout their college years. The Career Development Center also administers a student employment program, which offers career-related opportunities during college, work-study jobs on and off campus, and off-campus nonwork-study jobs. A professional Résumé Bank is available to graduating students and alumni.

Clinical Experiences in Teacher Education

In cooperation with the Feinstein School of Education and Human Development's academic departments, the Office of Clinical Experiences in teacher education is responsible for administering and developing programs in education that connect theoretical knowledge and professional application. There are three basic clinical programs: practicum, student teaching, and internship. Clinical experiences take place at the Henry Barnard School, public schools and clinics, and in other public and private agencies. The Office of Clinical Experiences also provides cooperating teachers with information to familiarize them with the Feinstein School of Education and Human Development's teacher education programs.

Computer Center

Management Information Services (MIS)

Management Information Services is responsible for the College's information processing systems. It manages PeopleSoft modules in the offices of admissions, records, bursar, and financial aid, as well as the human resources office and financial areas. MIS also manages the Periphonics telephone registration system, ensuring its availablity for registration periods; it provides verification of Periphonics status, PeopleSoft Help Desk Support, PeopleSoft Training, ad hoc reporting, technical support for the department of OASIS, and stand alone departmental information systems primarily based on Microsoft Access.

Network and User Services (NUS)

The College has two walk-in microcomputer facilities for student use. They are located in the Horace Mann Technology Center and in Whipple Hall, where over 150 PCs and Apple Macintoshes are available for students. In addition, teaching laboratories are available in Gaige Hall, Mann Hall, Henry Barnard School, and Whipple Hall. All locations are interconnected by a campus-wide Ethernet network. This allows all PCs and Macs to have access to the Internet and to the World Wide Web. Additional buildings and residence halls are being connected so that all students and staff will have the capability of using the newer technologies.

Curriculum Resources Center

The Curriculum Resources Center (CRC), located in Adams Library, was established in 1959 to provide instructional material and curriculum development literature for teacher education programs. Resources are available to students, faculty, and other Rhode Island educators. Most materials may be borrowed on a two-week basis.

The CRC collection includes audiovisuals, curriculum guides, games, microcomputer software, microfiche, multimedia materials, periodicals, reference materials, simulations, and textbooks. All subjects from kindergarten through grade 12 are represented. Some preschool materials are also available.

Center services include circulation of resources, class orientation, connection to on-line databases for kindergarten through grade 12 instruction, interlibrary loan, media preview, reference assistance, and text copy.

The CRC website (http://www.ric.edu/library/dept/crc/index.html) provides an introduction to the center, enables patrons to search the online HELIN Catalog, and offers fast access to over 150 high quality Web sites, with activities, lesson plans, professional information, and other resources for all fields of K–12 curriculum.

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

Economic Education, Center for

The Rhode Island College Center for Economic Education was established in 1968 to increase opportunities for and improve the teaching of economics in the elementary and secondary schools in the state.

The center provides a variety of services and programs, such as curriculum consultation; teacher and staff development through courses, workshops, and conferences; and distribution of classroom materials from its extensive lending library of print and multimedia resources.

The activities of the Center for Economic Education are supported by private contributions and grants from the College and charitable foundations. It is staffed by members of the College's Department of Economics and Finance. The center is affiliated with the Rhode Island Council on Economic Education, the National Council on Economic Education, and a network of 50 state councils and 240 university and college centers.

Educational Management Development, Center for

The Center for Educational Management Development is a unit in the Feinstein School of Education and Human Development which encourages excellence in policies and practices of educational leadership. The center sponsors research, seminars, workshops, study groups, and colloquia to assist school managers, school committee members, and others responsible for the development of educational policy to enhance their knowledge of and skills in effective educational leadership and school management. The center also maintains cooperative programs with other higher education institutions and educational agencies to provide ongoing professional growth as well as to facilitate students' continuation toward the doctorate in educational administration.

Henry Barnard School

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

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

The Barnard school established a Child Care Center designed to train prospective leaders and to model activities for day care programs. An After-School Program has been developed to serve those families within the school community who need child-care services beyond the end of the school day. The program, like the Child Care Center, serves as a model for other developing programs within the state's schools.

Mathematics Learning Center

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

Multimedia Center

The Multimedia Center consists of the Language Laboratory and the adjacent Computer Instruction Laboratory. The centerpiece of the facility is a Sony LLC-9000 Console, part of a 24-station intermedia system, which is entirely computer controlled. This system is engineered to include many advanced operational features, such as stereo sound reproduction and several visual display units with touch-screen control. The Multimedia Center has several interactive stations that combine audio, video, digital, laser, and CD-ROM technology. There is also a vast library of audio and video materials for students, faculty, and staff to use in the center, in the classroom, or at home.

New Student Services

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

Outreach Programs

Outreach programs are grant-funded projects designed to train unemployed and dislocated workers for new employment opportunities. These programs start with assessment of participants' prior professional, educational, and work experience. Training is then provided in emerging technologies, job skills, and other areas, depending on participants' needs. The program is housed in the Center for Management and Technology.

Student Support Services

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

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

Student Support Services also offers a unique academic enrichment experience called the Preparatory Enrollment Program (PEP). PEP is a college-funded program for students who meet the federal eligibility requirements of Student Support Services. PEP is designed for recent high school graduates who have the ability and potential to succeed in college, but who do not otherwise meet the criteria for regular admission due to underdeveloped academic skills and inadequate curricula in their high schools (see page 13).

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

Tutorial Services

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

Writing Center

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

Campus Life

Intercollegiate Athletics

Rhode Island College sponsors 19 varsity sports through the Department of Intercollegiate Athletics. Six team sports are offered in the fall, six team sports during the winter, and seven during the spring.

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

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

In men's athletics, Rhode Island College holds membership in the National Collegiate Athletic Association (Division III), the Eastern Collegiate Athletic Conference, the New England College Athletic Conference, and other sport conferences for cross country, track and field, and wrestling. In women's athletics, the College is a member of the National Collegiate Athletic Association (Division III), the Eastern Collegiate Athletic Conference, the National Collegiate Gymnastic Association, the Rhode Island Association of Intercollegiate Athletics for Women, and other sport conferences for cross country, track and field, and lacrosse. 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 College, University of Massachusetts at Dartmouth, University of Massachusetts at Boston, Eastern Connecticut State University, University of Southern Maine, Western Connecticut State University, and Keene State College.

Campus Center

The Campus Center, located in the Student Union, offers facilities, services, conveniences, and amenities to all members of the campus community. Located in the Student Union are the Campus Store, Coffee Ground, Campus Card etc. Office (I.D. Office), the Chaplains' Office, Information Center, Games Room, and Video Den. The building also houses the Campus Center Office, the Office of Student Activities, Student Community Government, *The Anchor* (student newspaper), WXIN Radio, Student Programming, and many other student organizations.

Chaplains' Office

The Catholic and Protestant chaplains serve the entire Rhode Island College community: students, faculty, administration, and staff. They are available to hear from parents and to speak with them and offer a theological and spiritual perspective on issues of importance to the campus community. In addition to retreats and times of reflection, the chaplains provide prayer and worship services, especially around the liturgical calendar. The Chaplains' Office also sponsors bible studies and workshops on religious topics and current social concerns. Both chaplains provide pastoral care and counseling, spiritual direction, and sympathetic listening in times of need.

The Catholic Campus Ministry offers a program that prepares students for baptism, Eucharist, and/or confirmation, beginning in September (call to register). A Catholic Student Association provides all students with an opportunity for ongoing social and spiritual development.

Many service activities and opportunities are coordinated throughout the year, including Habitat for Humanity, Thanksgiving Food Baskets, The Christmas Giving Tree, and The Alternative Spring Break Service Project. Students are informed about volunteer opportunities whether long or short term.

Childcare—Cooperative Playgroup

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

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

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

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

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

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 group workshops on personal development matters, such as stress management and procrastination. Although friends or faculty may encourage individual students to utilize counseling, it is entirely voluntary, and most students make the decision on their own initiative. Counseling Center services are strictly confidential and are provided to all Rhode Island College students, regardless of age, without charge.

Cultural Activities

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

Opportunities for student involvement are provided through such groups as the Rhode Island College Dance Company, the Rhode Island College Theatre, Growing Stage (a student theatre company), and the College's major musical organizations—the Rhode Island College Symphony Orchestra, the Chorus, the Wind Ensemble, and the Jazz Ensemble. Performances in all areas of the arts are presented on and off campus, and many groups enjoy the participation of professional artists.

There are over 100 performances and exhibits throughout the year. The Bannister Gallery is the site of exhibitions featuring the work of visiting artists and craftsmen, as well as the work of students and faculty. The Performing Arts Series brings prominent performing artists to the campus, and the College Lectures Committee sponsors presentations in all the humanities, including guest lectures and readings by leading authors.

Annually, *Shoreline* publishes student short stories, poems, and visual works.

Health Promotion, Office of

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

Health Services

The College Health Services, located on the ground floor of Browne Hall, provides ambulatory, primary medical care to all students. Local hospitals are used for emergencies or serious illnesses. The College physician is assisted by two full-time and two part-time registered nurses.

The College offers a low-cost, optional illness and accident insurance that provides benefits for any single illness or injury which occurs during the period of August 15 to August 14.

Housing

On-campus housing is available to undergraduate students and graduate students. Five residence halls—Browne, Thorp, Weber, Willard, and Sweet—provide accommodations for 830 men and women. Browne, Thorp, and Weber Halls are designed with suites of eight to 12 single rooms adjacent to a study-lounge area. Sweet and Willard Halls feature double-occupancy rooms, with a select number of single rooms. Sweet Hall, which opened in the fall of 1991, is built along more traditional lines, with rooms on either side of the corridors and a lounge on each floor. Each hall has a recreation area, laundry, and study area, and each room is furnished with a bed, desk, and closet.

In addition to serving as living and study quarters, residence halls form important centers of student life. Individual halls sponsor social events, intramural sports teams, and a range of enrichment activities. The staff of the Office of Residential Life and Housing includes a director, professional hall directors, resident assistants, and undergraduate workers and volunteers, all of whom are available to assist residents.

This office also maintains listings for off-campus housing; however, it does not guarantee the suitability or availability of such housing. A tenant's handbook is available upon request.

Room and Board Fees

The fees given below are for the 2000–2001 academic year.

Room *(per year)*
Browne, Thorp, Weber (each hall single rooms only): $2,800
Willard: $2,800 (double); $2,900 (single)
Sweet (double and triple): $2,940

Board *(per year)*
Plan A: 19 meals per week (includes four weekend meals), $2,900
Plan B: 15 meals per week, $2,700
Plan C: 180,000 points per year, $3,050
Plan D: 160,000 points per year, $2,850

Rooms are contracted on a yearly basis. Upon signing a contract, a student must pay a room reservation deposit of $100 and a damage deposit of $100, plus $14 hall dues. Since on-campus housing is limited, approximately 40 percent of the spaces are reserved for new students. Current residents have priority for a particular room or hall. The College, however, reserves the right to modify assignment priorities.

Residence halls open at the beginning of each semester. They are closed during Thanksgiving, Christmas, and spring recesses and between semesters.

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

Room Refunds

Withdrawal prior to the "contractually publicized" July 15 date will cancel all room charges. Otherwise the room contract will remain binding upon the student until the end of the first semester during which the cancellation is effected (first semester, July 15 to December 31; second semester, January 1 to May 25). However, proration of the charges may be made by the Office of Residential Life and Housing if the space created by the withdrawal is filled by a new resident prior to the close of the semester. In all cancellations, the room reservation deposit ($100) shall be forfeited.

Board Refunds

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

International Students, Office of

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

Recreation Center

The Recreation Center features extensive intramural programs and a wide variety of popular recreational opportunities for undergraduate and advanced-degree students. Programs and activities are also available to faculty, staff, alumni, and the community on a membership-fee basis. Instruction is offered in swimming and water safety, wellness and fitness training, and leisure-time sports activities and programs. Also offered throughout the year are informal weekend activities centered around open recreation, recreational tournaments, and outdoor activities, which may include camping, canoeing, hiking, cycling, and skiing.

The 54,000 square foot center currently includes: a five-lane, 25-yard, L-shaped heated swimming pool; five-lane, 1/10 mile indoor track; three multiple playing courts for basketball, volleyball, and tennis; a cardiovascular/weight training room, featuring some of the most up-to-date cardiovascular equipment available, as well as cybex and free weight components; and a full complement of locker facilities for men and women, including steam and sauna rooms.

Security and Safety

The Department of Security and Safety provides 24-hour service to the campus community in the areas of law enforcement, security and personal safety, fire safety, and right-to-know laws. The department is also responsible for the enforcement of all laws and regulations that apply to campus life, including those of the Board of Governors for Higher Education, and federal and state statutes. Information regarding security and safety, Campus Police, parking, traffic regulations, and vehicle registration is available from the department in Browne Hall. Access to the department is also available on the department Web page through www.ric.edu.

The department provides a variety of crime prevention materials for the asking. There is also a 24-hour escort service for students, faculty, and staff. This service is available on campus by calling extension 8201 or by pushing the escort button on the Blue Light Emergency Phones (see map on page iv for the location of these phones).

Student Community Government

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

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

Student Life, Office of

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

In addition, the Office of Student Life coordinates services for the Unity Center, international students, the Women's Center, health promotion, and students with disabilities.

Students with Disabilities

The College is committed to integrating students with all types of disabling conditions (physical, neurological, hearing and visual impairments, learning disorders, ADD/ADHD, chronic conditions, and psychological/emotional problems) into the campus community. Support services include advisement, referrals, and assistive technology. In compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA), reasonable accommodations are provided within a campus environment that is physically and socially accessible and that enables students to achieve their academic and career goals. The Office of Student Life is the centralized facility on campus for disability-related services and information. As the initial contact point for students with disabilities, it endeavors to make students aware of the many opportunities and resources available to them. The office not only serves as an advocate for students with disabilities, but also encourages students toward self-advocacy, independence, and productivity. Clarification of policies and procedures for disability-related services can be obtained through the Office of Student Life.

Unity Center

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

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

Women's Center

The Rhode Island College Women's Center is a nonprofit organization established in the early 1970s as a resource and growth center for all members of the College community. The Women's Center provides a supportive environment that encourages creativity among women and assists in involving the campus community at-large in women's issues. Services offered include peer advisement, information and referrals to agencies within the state and southeastern Massachusetts, referrals for support groups, a network/exchange program, a pamphlet/booklet display, a lending library with books on women's issues, information on workshops and in-state seminars, and other resources. The center is also involved in community service. The Women's Center is located in the lower level of Donovan Dining Center.

Degree Programs

Bachelor of Arts (B.A.)

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

- African/Afro-American Studies
- Anthropology
- Art (Studio) *with concentrations in*
  - Ceramics
  - Fiber
  - Graphic Design
  - Metals
  - Painting
  - Photography
  - Printmaking
  - Sculpture
- Art History
- Biology
- Chemistry
- Communications *with concentrations in*
  - Public and Professional Communication
  - Public Relations
  - Speech and Hearing Sciences
  - Telecommunications
- Computer Science
- Economics
- Elementary Education *with majors in*
  - African/Afro-American Studies
  - Anthropology
  - Biology
  - Chemistry
  - Communications
  - Economics

English
Film Studies
French
Geography
History
Mathematics
Philosophy
Physics
Political Science
Psychology
Sociology
Spanish
Theatre
Women's Studies

- English
- Film Studies
- French
- Geography
- History
- Justice Studies *with concentrations in*
  - Criminal Justice
  - Justice and Society
- Labor Studies
- Latin American Studies
- Mathematics
- Music
- Philosophy
- Physics
- Political Science
- Political Science *with a concentration in*
  - Public Administration
- Psychology
- Secondary Education *with majors in*
  - Anthropology
  - Biology
  - Chemistry
  - English
  - French
  - General Science
  - Geography

History
Mathematics
Physics
Political Science
Social Science
Sociology
Spanish

- Sociology
- Spanish
- Theatre
- Women's Studies

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

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

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

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

  or a specialization in
  - Manufacturing Jewelry Design

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

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

Bachelor of Music in Performance (B.M.)

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

Bachelor of Science (B.S.)

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

- Accounting
- Art Education
- Career and Technical Education
- Chemistry
- Clinical Laboratory Science
- Computer Information Systems
- Elementary Education *with concentrations in*
  - Language Arts
  - Mathematics
  - Science
  - Middle School—English
  - Middle School—French
  - Middle School—general science
  - Middle School—mathematics
  - Middle School—social studies
  - Middle School—Spanish
  - Special Education—kindergarten through middle school level
  - Special Education—middle school through secondary level
  - Special Education—severe/profound, ages 3–21
- Finance
- Health Education
- Health Education *with concentration in*
  - Community Health
- Industrial Technology *with concentrations in*
  - Graphic Communications
  - Manufacturing
- Management *with concentrations in*
  - General Management
  - Human Resource Management
  - International Management
- Marketing

- Music Education
- Nursing
- Physical Education
- Radiologic Technology
- Technology Education

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

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

The bachelor's degree in social work provides entry-level professional social work practice. In addition to taking classroom courses, students participate in professionally supervised field work in one of several College-approved social service agencies.

Special Programs

Assessment of Prior Learning

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

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

The College accepts the results of the College Level Examination Program (CLEP) and armed services testing programs (DANTES) and makes use of the guide prepared by the American Council on Education (ACE) and other sources which 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.

Continuing Education

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

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

Course work taken by continuing education (nonmatriculated) undergraduates is subject to the following policy:

1. Continuing education students may register for a maximum of 13 credits per semester in courses below the 500-level, provided all prerequisites are satisfied.
2. A maximum of 30 credit hours of undergraduate course work successfully completed at the College as a continuing education student may be applied toward a degree at Rhode Island College. Students who intend to pursue a degree should therefore submit an application to the Office of Undergraduate Admissions prior to completing 30 credit hours, if they wish all these credits to apply toward the degree. Students who submit more than 30 continuing education credits will have those credits evaluated by the admissions office to ascertain which 30 credits may be applied toward the degree.

This policy does not prohibit continuing education students who do not wish to pursue a degree from taking more than 30 credit hours at the College. These students should contact the admissions office and declare their intention to remain in a non-degree status.

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

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

Endorsement in Adapted Physical Education

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

Certification in Case Management

Refer to the section titled School of Social Work.

Endorsement in Bilingual-Bicultural Education

With completion of Bilingual-Bicultural Education 415, 416; Foundations of Education 345; one course in a related discipline, chosen with the consent of the advisor; and a satisfactory degree of bilingualism, a student may be eligible for Rhode Island endorsement in bilingual-bicultural education at the elementary and secondary levels. The bilingual abilities of candidates for this endorsement are evaluated by means of an oral and written test administered by the Department of Modern Languages. A description of the content of this evaluation is available in this department.

Endorsement in Middle School (Elementary and Secondary)

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

National Student Exchange Program

The National Student Exchange Program includes a group of over 160 four-year colleges and universities that allow undergraduate students to study for up to one academic year at a college or university in another part of the United States. The program embraces social and cultural experiences as well as academics, offering an opportunity for further self-exploration and examination of educational objectives.

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

ROTC

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

Summer Sessions

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

Student-designed Majors

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

Study Abroad

The Study Abroad Office assists students in making arrangements for study in a wide variety of countries worldwide; the office provides information about specific programs and sponsors special programs. The Study Abroad Office, in collaboration with the Office of the Dean of the Faculty of Arts and Sciences, runs a summer program called "The London Course," in conjunction with South Bank University and Anglo-American Educational Services, Limited. "The London Course" includes a proseminar at the College during Summer Session I and a three-week residential program in London, England, during Summer Session II. The Study Abroad Office also collaborates with the Office of the Dean of the Feinstein School of Education and Human Development to send education students to the University College of St. Martin in Lancaster, England. In addition, the College participates in the New England–Quebec exchange program, enabling students to study at any university in this Canadian province. Rhode Island College is the national representative for the French Language Summer Abroad Program with TREFLE in the south of France. The College is also an active member of the American Association of State Colleges and Universities (AASCU) and cooperates closely with its Office of International Programs. Students are assisted by the program director in planning for study abroad, as well as in matters related to credit for courses completed abroad and ongoing matriculation at Rhode Island College during the study experience away from campus. Information about scholarships and stipends related to study abroad and the Ridgway F. Shinn, Jr., Study Abroad Fund is available from the Study Abroad Office.

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

GRADUATE

GENERAL INFORMATION

Admissions

Admissions Policy

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

Admissions Requirements

For all degree programs, the materials listed below should be submitted to the academic dean responsible for that program. There are four academic deans/director: dean of the Feinstein School of Education and Human Development, dean of the Faculty of Arts and Sciences, dean of the School of Social Work, and director of the Center for Management and Technology. Applications for graduate study can be obtained from their offices. All application materials should be received by April 1 to ensure full acceptance to the fall term and by November 1 to ensure full acceptance to the spring term. However, many departments review applications on a continuing basis. The application deadline for graduate student assistantships and scholarships is April 1. (Those interested in applying to the M.S.W. program should refer to the section titled School of Social Work for the appropriate admission procedures.)

1. A completed application form accompanied by a $25 nonrefundable application fee. Forms may be obtained from the office of the academic dean responsible for the program to which the student is applying.
2. Official transcripts of all undergraduate and graduate records. The dean will obtain any Rhode Island College transcripts.
3. A minimum cumulative grade point average of B (3.00 on a 4.00 scale) in all undergraduate course work. Applicants with undergraduate averages less than 3.00, may be admitted to degree candidacy upon the submission of other evidence of academic potential, for example, satisfactory performance in post-baccalaureate 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).
6. Three letters of recommendation attesting to the candidate's potential to do graduate work. Placement references are generally not applicable.
7. An interview.

Graduate Record Examination and the Miller Analogies Test

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

The Miller Analogies Test is offered on campus each month and often more frequently. For further information, applicants should contact the Rhode Island College Testing Center.

The Graduate Record Examination is offered at the Sylvan Technology Center in Cranston and at other sites approved by the Educational Testing Service.

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

Students whose native language is not English should submit an official report of scores on the Test of English as a Foreign Language (TOEFL). An appropriate substitute for the Graduate Record Examination or the Miller Analogies Test will be selected and administered by the College Testing Center.

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

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 the College Health Services before the candidate enrolls.

As required by Rhode Island state law, all new entering students must present to Health Services a certificate signed by a physician, attesting to his/her immunity to measles and rubella (German measles).

Candidates should also be aware that certain departments have special health requirements for admission to their programs.

International Student Admission

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

If international students are unable to provide scores on the Graduate Record Examination or Miller Analogies Test, which are required by certain departments, alternative arrangements may be made and the student will be notified.

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

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

Military Personnel and Veterans

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

Fees and Expenses

Tuition and Fees

Nonmatriculating graduate students and graduate students enrolled in undergraduate courses pay undergraduate tuition.

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

	In-State	Out-of-State
Tuition (General Fee)	$168	$335
Library Fee	$4	$4
Recreation Fee	$4	$4
Technology Fee	$3	$3

Note: All graduate students pay a registration fee of $42 per semester. In addition, full-time accepted graduate degree candidates pay a fine arts fee of $20 per semester. Part-time accepted graduate degree candidates pay a fine arts fee of $8 per semester.

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. It is the responsibility of the student to inform the College of his/her status in order to assess the proper tuition and fee charges.

Special Fees

Students are charged the following additional fees, if applicable:

Applied Music Fee
$340 per semester, for students taking Music 370–388 or 570–588

Laboratory/Studio Art Fee
$10 per course

Application Fee
$25

Late Fee
$10, for students who fail to register during the designated period

Transcript Fee
$25 one-time fee charged to all students to cover all requests for official transcripts

Explanation of Fees

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

The **Applied Music Fee** is used to cover 14 private 50-minute lessons, which make up Music 370-388 and 570-588.

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

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

The **Late Fee** is used to defray the costs of registering a student beyond the designated registration period.

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 **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

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

When residence status is in question, the student, if under 18, must present certification to the appropriate College official that the parents or legal guardians have resided in Rhode Island for at least 12 months. This certification must be verified by the clerk of the city or town in which legal residence is claimed.

If the student is over 18 and claims independent status, a notarized statement must be furnished indicating residence in Rhode Island for at least one year prior to the student's first registering at Rhode Island College. In addition, to be considered independent of his/her parents, a student must not have been claimed as a dependent for tax purposes for two years, and the student must have resided in Rhode Island for at least one year. A notarized statement from the parents attesting to the fact that the student was not claimed for Internal Revenue Service purposes for two years is required. This statement authorizes the College to verify the fact with the IRS.

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

Contact the Records Office for further information.

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 fees plus 50 percent. The program of study must be one not offered at an institution in the student's home state, or Rhode Island College must be closer in traveling time to the student's legal residence than is an institution offering an approved RSP program in the home state.

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

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

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

Metropolitan Tuition Policy (MTP)

Rhode Island College students whose permanent place of residence is a Massachusetts community within a 20-mile radius of Providence are eligible for in-state tuition rates plus 50 percent. The Metropolitan Tuition Policy includes both full-time and part-time students, undergraduate and graduate students, and degree and non-degree students. The communities within the 20-mile radius are: Attleboro, Bellingham, Berkley, Blackstone, Dartmouth, Dighton, Douglas, Easton, Fall River, Foxboro, Franklin, Freetown, Hopedale, Lakeville, Mansfield, Mendon, Millville, Norfolk, North Attleboro, Norton, Plainville, Raynham, Rehoboth, Seekonk, Somerset, Swansea, Taunton, Uxbridge, Walpole, Westport, and Wrentham.

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

Refunds

A full- or part-time student withdrawing from the College, either voluntarily or because of dismissal for disciplinary reasons, will receive a refund of tuition and/or fees in accordance with the College policy in force for first-time students, including Title IV students and all other withdrawn students. Enrolled students are also subject to a 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 the tuition and course-related fees, including registration fee, to the student. Prorated refund for housing and dining fees. Or
2. No tuition refund but the grade of Incomplete awarded for the courses in which the student is enrolled at the time of recall. Prorated refunds for housing and dining fees.

Indebtedness to the College

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

Senior Citizen Waiver

All Rhode Island residents who are at least 60 years old are eligible to take courses at Rhode Island College without having to pay the regular tuition charges. However, the registration, recreation, and other applicable laboratory/studio fees will be charged. Three other restrictions apply:

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

Unemployment Waiver

Rhode Island General Law 28-42-81 provides that any Rhode Island resident receiving unemployment benefits, including benefits earned in another state, is eligible for waiver of tuition and registration fees 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 wishing to register under the terms of this waiver are limited to registering on the last day of registration. Students must obtain Form DET-467 from the Department of Employment and Training and submit this completed form, certifying eligibility, at the time of registration. Registration prior to the specified date each term will be ineligible for consideration for an unemployment waiver and no retroactive use of the waiver is permitted.

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

Financial Aid

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 20 hours a week to such work, not more than 10 hours of which may be in classroom contact hours. The normal course load for a graduate assistant is nine hours per semester.

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

Graduate Traineeships

Graduate traineeships are limited to accepted M.S.W. degree candidates who are enrolled full-time and who are not in the first year of the advanced standing program. Graduate trainees in the School of Social Work receive tuition remission for the academic year and are required to work 10 hours per week on assignments within the School of Social Work.

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

Graduate Scholarships

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

Master of Social Work Scholarships

In addition to offering Rhode Island College Graduate Student Scholarships, the School of Social Work offers Master of Social Work Graduate Scholarships to full-time M.S.W. students. To be eligible for these scholarships, students should file the Free Application for Federal Student Aid (FAFSA), which can be obtained from the Office of Student Financial Aid. The School of Social Work also offers the following scholarships to second-year students enrolled full-time in the M.S.W. program: the Gladys Coreva-Baker Scholarship, available to Hispanic students who demonstrate academic excellence and financial need; the Juanita Handy Scholarship, awarded to a minority and/or woman student; and the Mary G. Davey Scholarship, awarded to a student who is dedicated to child welfare. Specific information and requirements can be obtained from the dean of the School of Social Work.

Student Loan Programs

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

Federal Perkins Loans

This loan program is administered directly by the Office of Student Financial Aid. Eligibility is based on financial need as determined from the FAFSA. The annual loan limit for graduate students is $6,000, and the cumulative limit for combined undergraduate and graduate borrowing is $40,000. Actual award amounts depend on federal funding levels, and priority is given to those applicants with the greatest need. Repayment at 5 percent interest begins nine months after the borrower drops below half-time enrollment (five graduate credits per semester). Students may be allowed up to 10 years to repay; however, a minimum monthly payment of $40 is required.

Federal Stafford Loans

Eligibility for subsidized Federal Stafford Loans is based on financial need as determined by the Office of Student Financial Aid, using information from the FAFSA. Subsidized loans are interest free during the student's period of enrollment and for a six-month grace period after leaving school or dropping below half-time status. Students who cannot demonstrate need may be eligible for an unsubsidized Federal Stafford Loan. Unsubsidized loans have an interest charge during the in-school and grace periods. Interest rates on both subsidized and unsubsidized loans are variable and are adjusted on July 1 each year. The interest rate on unsubsidized loans charged while students are enrolled and during the six-month grace period is based on the three-month treasury bill rate plus 1.7 percent. During the repayment period, the interest rate on both subsidized and unsubsidized loans is based on the three-month treasury bill rate plus 2.3 percent. Both loans have an interest cap of 8.25 percent. Previous borrowers who have Federal Stafford Loans at fixed interest rates will have those rates continued for new loans. In addition to interest, these loans have a combined origination and insurance fee of 4 percent on the amount borrowed. The repayment period extends up to 10 years, but there is a minimum monthly payment of $50.

Graduate students with financial need may borrow up to $8,500 per year from the subsidized Stafford loan. These students may also apply for additional unsubsidized Stafford loans of up to $10,000. Students who are unable to demonstrate need may apply for up to $18,500 per year in unsubsidized Stafford loans. In all cases, the total amount of student aid from all programs is limited to a student's total educational costs as determined by the Office of Student Financial Aid.

Employment Programs

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

Federal Work-Study Program

This is a part-time employment program based upon financial need. A work-study award is paid biweekly at an hourly rate, based on hours worked. Current wage rates range from $5.65 to $8.00 per hour for most jobs. Eligibility is determined by the Office of Student Financial Aid, using information from the FAFSA. The Career Development Center assists work-study students with job placement on or off campus. While work-study students receive priority for job placement, the College cannot guarantee placement in a position.

Financial Aid for Summer Sessions

In addition to filing the Free Application for Federal Student Aid (FAFSA) as outlined above, students who desire financial assistance for Summer Sessions must submit a Rhode Island College Application for Financial Aid—Summer Sessions. This form is available from the Office of Student Financial Aid on or about March 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 a certified true copy of the most recent federal income tax return. Any discrepancy in reported figures may result in adjustment or cancellation of the financial aid award and may be reported to the federal government for further review and possible legal action.

Academic Policies and Requirements

Advising Procedures/Plan of Study

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

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

A student's plan of study must contain no more than nine credit hours of course work that have been completed before full acceptance as a degree candidate. See Time Limits below.

Auditing a Course

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

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

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

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

Continuous Enrollment

Graduate students are expected to remain continuously enrolled until they have completed all requirements and have received their degrees.

Grading System

Credit/No Credit

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

Failure in a Course

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

Incomplete Grades

For graduate students, a report of Incomplete shall be given in place of a grade when the work of the semester has been passing but has not been completed because of illness or some other reason which in the opinion of the instructor justifies such a report. To remove the Incomplete, the student must make satisfactory arrangements with the instructor, or in her/his absence, with the instructor's department chair. The Incomplete remains on the student's record until it is removed by the instructor. However, no course older than seven years at the time a degree is awarded may be counted toward the degree.

Satisfactory/Unsatisfactory Grades

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

Independent Study

Independent study, directed study, and certain research courses afford the student an opportunity to pursue concentrated study in a selected topic under the supervision of a faculty member. Students enrolled in independent study are expected to observe time limits corresponding to semester limits, unless specifically arranged by the instructor. A Request for Independent Study form, signed by the instructor, department chair, and the appropri-

ate academic dean, must be filed. Application forms may be obtained in the Records Office. Normally, application for these courses must be made prior to registration for the following semester.

Leave of Absence

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

Repeating a Course

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

Research and Directed Study

Students who wish to register for credits to be counted toward a degree but to be earned through off-campus activities, such as research or independent study at a national laboratory, must receive prior approval from their advisors, program committees, and the academic dean responsible for their program by having these activities listed as part of their plans of study. These students must register for an appropriate number of credits of research or directed study. Credit evaluation should conform to provisions in the College catalog as far as practicable—one 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 six per summer term.

Residency Requirements

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

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

Retention Requirements

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

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

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

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

Thesis/Comprehensive Examination/Field Project

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

The comprehensive examination may be written or oral as dictated by the department. It is usually taken when all concentration work has been completed or during the semester in

which the work will be completed. A candidate may not take the comprehensive examination more than twice. (Students may not retake the examination before the next regularly scheduled examination.)

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

Time Limits

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

Transcripts

Transcripts are issued by the Records Office only upon written request. Telephone and fax requests will not be honored. A one-time charge of $25 entitles the student to official transcripts upon request.

Transfer Credit

Normally, transfer credit must not exceed six credit hours of a candidate's graduate program. However, upon the recommendation of the student's program committee and upon the approval of the academic dean responsible for that program, the amount of credits to be transferred may be increased but may not exceed 20 percent of the total program. An official transcript must be filed in the Records Office. Credit is transferred only for graduate courses having minimum grades of B (3.00).

Withdrawal from a Course

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

Withdrawal from a course after midterm requires the approval of both the instructor and the academic dean responsible for that program, which 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.

Withdrawal from a Graduate Program

Permanent withdrawal from the College is a serious matter which deserves careful consideration by the student in consultation with her/his advisor. If the student concludes that a leave of absence is not in her/his best interest, then he/she should inform the academic dean responsible for the program in writing of the intention to terminate graduate status. M.S.W. students should contact the dean of the School of Social Work.

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

Degree Programs

Master of Arts (M.A.)

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

- Art *with a concentration in*
  - Art Education
- Biology
- Counseling *with concentrations in:*
  - Agency Counseling
  - Agency Counseling—Chemical Dependency Counseling
  - Educational Psychology
  - School Counseling
- English *with concentrations in*
  - English
  - Creative Writing
- History
- Individualized Master of Arts
- Mathematics
- Psychology

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

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

- Art Education
- Elementary Education
- Music Education
- Secondary Education *with concentrations in*
  - Biology
  - Chemistry
  - English
  - French
  - General Science
  - History
  - Mathematics
  - Physics
  - Spanish
- Teaching English as a Second Language

Master of Education (M.Ed.)

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

- Bilingual-Bicultural Education
- Elementary Education
- Elementary Education *with a concentration in*
  - Early Childhood
- Health Education
- Individualized Master of Education
- Reading
- School Administration
- Secondary Education *with concentrations in*
  - Biology
  - Chemistry
  - English
  - French
  - General Science
  - History
  - Mathematics
  - Physics
  - Spanish
- Special Education *with concentrations in*
  - Early Childhood—Birth through K
  - Elementary Special Needs—Behavior Disorders
  - Elementary Special Needs—Learning Disabilities
  - Secondary Special Needs
  - Severe/Profound Disabilities
- Teaching English as a Second Language
- Technology Education

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

The M.F.A. degree is offered only in theatre. Rhode Island College and the Trinity Rep Conservatory have developed a cooperative M.F.A. program, which allows students enrolled in the conservatory to enroll concurrently in the M.F.A. program at Rhode Island College.

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 (M.A.T.) program.

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

The M.P.Ac. degree is offered in accounting with concentrations in accounting information systems and in 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 (M.S.) in Industrial Technology

The M.S. degree is offered in industrial technology. This degree program is designed for practicing professionals involved in the manufacturing sector and for those who have experience in manufacturing-related areas.

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

The M.S.W. is designed to prepare advanced professional social workers. Clinical and administrative tracks are offered within the following concentrations: (1) children and families; (2) mental health; and (3) health, aging, and disabilities.

Ph.D. in Education Program

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

Special Programs

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

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

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

- Counseling *with a concentration in* Mental Health
- Individualized Certificate of Advanced Graduate Study
- School Administration
- School Counseling
- School Psychology
- Special Education *with a concentration in* Administration

Individualized Graduate Programs

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

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

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

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

RITE Admission Requirements

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

RITE Program Requirements

The RITE program consists of a minimum of 33 credit hours, as follows: Counseling and Educational Psychology 215; Foundations of Education 340, 345; Secondary Education 405, 410, 421, 422; Special Education 433.

RHODE ISLAND COLLEGE

GENERAL EDUCATION 2000

General Education 2000

Committee on General Education
Professors: *Bates, Fluehr-Lobban (chair), McCroskery, Montvilo, Shelton*
Associate Professors: *Salesses, Schuster, Scott, Shogenji*
Assistant Professors: *Coffman, Sheridan*

General Information on General Education 2000

All full degree programs require the completion of 10 general education courses. General education courses consist of **Core Requirement** and **Distribution Requirement** courses.

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

Core One is a study of Western literature.
Core Two is a study of Western history.
Core Three is a study of non-Western worlds.
Core Four is a critical inquiry into cultural issues.

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

Fulfills Gen. Ed. Core 1
Fulfills Gen. Ed. Core 2
Fulfills Gen. Ed. Core 3
Fulfills Gen. Ed. Core 4

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

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

Fulfills Gen. Ed. Category SB (Social and Behavioral Sciences)
Fulfills Gen. Ed. Category A (Visual and Performing Arts)
Fulfills Gen. Ed. Category LS (Laboratory Science)
Fulfills Gen. Ed. Category M (Mathematical Systems)
Fulfills Gen. Ed. Category SM (Science/Mathematics)

Transfer Students may determine their status with respect to General Education 2000 requirements by consulting with the associate dean of arts and sciences or with the Office of Undergraduate Admissions.

General Education Honors. To complete the General Education Honors Program, students must take a minimum of six courses, chosen from their 10 general education courses and Writing 100, in specially designed honors sections. Courses chosen normally include the honors core: Honors 161, 162, 163, and 264 taken in sequence over the first four semesters. The Honors 161, 162 sequence substitutes for English 161 and History 161. Although honors courses are reserved for students in the College 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 Studies in Cultural Legacies and Critical Thinking

CORE ONE

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

CORE TWO

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

CORE THREE

Course No.		Course Title	Credit Hours	Offered
ONE COURSE from				
AFAM	162	Non-Western Worlds	4	F, Sp
AFAM	163	Narrative, History, and Change in Africa	4	F, Sp
ANTH	162	Non-Western Worlds	4	F, Sp, Su
ANTH	169	Music Cultures of Non-Western Worlds	4	F, Sp
ENGL	163	Introduction to Non-Western Literary Cultures	4	F, Sp, Su
HIST	162	Perspectives on East Asia	4	F, Sp, Su
HIST	163	Perspectives on Africa	4	F, Sp, Su
HIST	164	Perspectives on Muslim History and Civilization	4	F, Sp, Su
HIST	165	Amerindian Peasants in Latin American History	4	F, Sp, Su
MLAN	162	Mestizo Concepts of Community and Spirituality	4	As needed
MUS	169	Music Cultures of Non-Western Worlds	4	F, Sp, Su
PHIL	165	The Heritage of Asian Philosophy	4	F, Sp
PHIL	167	Native American Philosophy	4	As needed

GENERAL EDUCATION 2000

POL	161	Politics and Culture in Southeast Asia	4	Once annually
SSCI	162	Individual and Society in Non-Western Worlds	4	F, Sp, Su
SOC	161	Social Control in the People's Republic of China	4	As needed
WSTD	162	Women in Japan	4	As needed

CORE FOUR

Course No.		Course Title	Credit Hours	Offered
ONE COURSE from				
AFAM	261	Bebop: African/Afro-American Culture and Aesthetics	4	F, Sp, Su
AFAM	262	Cultural Issues in Contemporary Africa	4	F
ANTH	261	Intercultural Encounters	4	F, Sp, Su
ANTH	262	Indigenous Rights and the Global Environment	4	F, Sp, Su
ANTH	263	Hunters and Gatherers: Designs for Living	4	As needed
ANTH	264	Writing and Culture: Papyrus to Cyberspace	4	As needed
ART	262	Picturing Ourselves: The Art of Japan and the West	4	F
COMM	261	Critical Inquiry into Free Speech	4	As needed
ENGL	264	Writing and Culture: Papyrus to Cyberspace	4	As needed
FILM	262	Film and Representation: Cross-Cultural Projections	4	As needed
GEN	261	Intercultural Encounters: Judaism, Christianity, and Islam	4	F, Sp, Su
GEN	262	The Global Development Debate and Hunger	4	As needed
GEOG	261	The New Global Village: The Future of the World's Great Cities	4	F or Sp (alternate years)
GEOG	263	Human Response to Natural Disasters	4	F or Sp (alternate years)
HIST	261	Russian Identity: Between East and West	4	F, Sp, Su
HIST	262	Social Issues in Technology	4	As needed
HIST	263	Christianity in Global Perspective	4	F, Sp, Su
HIST	264	Religious Resurgence and Democratic Politics	4	As needed
MGT	261	Comparative Business Ethics in Literature: United States and Japan	4	As needed
NURS	261	Cross-Cultural Perspectives on Childbearing and Mothering	4	F, Sp, Su
NURS	262	Substance Abuse as a Global Issue	4	F, Su
NURS	263	Dying, Loss, and Grief: Cross-Cultural Perspectives	4	F, Su
NURS	264	The State of the World's Children	4	Sp, Su
PHIL	261	Ethical Issues in Health Care	4	F, Sp, Su
PHIL	262	Freedom	4	As needed
PHIL	264	The Great Ethical Traditions	4	F, Sp
POL	261	Global Competition: The United States and Its Trading Partners	4	F, Sp
POL	262	Power and Community	4	Once annually

POL	263	Citizenship, National Identity, and Immigration	4	Alternate semesters
POL	264	Federalism and Nation Building	4	Once annually
SOC	261	Fountain of Age	4	As needed
SOC	262	The Sociology of Money and Economic Exchange	4	F, Sp
SOC	263	Unequal Sisters: How Race/Ethnicity, Class, Age, and Sexual Orientation Shape Women's Work and Relationships	4	As needed
SOC	264	Where in the World Is Gender Inequality?	4	As needed

Distribution Requirements

SOCIAL AND BEHAVIORAL SCIENCES CATEGORY (SB)

Course No.		Course Title	Credit Hours	Offered
TWO COURSES from two different disciplines below				
AFAM	200	Perspectives on African and Afro-American Culture	3	F, Sp, Su
ANTH	101	Introduction to Cultural Anthropology	3	F, Sp
ANTH	102	Introduction to Archaeology	3	F, Sp
ANTH	104	Introduction to Anthropological Linguistics	3	F or Sp
ANTH	204	Art, Society, and Culture	3	Sp
ANTH	205	The Anthropology of Race and Racism	3	As needed
ANTH	206	Oral Traditions	3	As needed
ECON	200	Introduction to Economics	3	F, Sp, Su
GEOG	100	Introduction to Environmental Studies	3	F, Sp, Su
GEOG	101	Introduction to Geography	3	F, Sp, Su
POL	200	Introduction to Political Science	3	F, Sp, Su
POL	202	American Government	3	F, Sp, Su
POL	203	Global Politics	3	F, Sp
POL	204	Introduction to Political Thought	3	F, Sp
PSYC	110	Introduction to Psychology	3	F, Sp, Su
PSYC	215	Social Psychology	3	F, Sp
SOC	200	Society and Social Behavior	3	F, Sp
SOC	202	The Family	3	F, Sp, Su
SOC	204	Urban Sociology	3	As needed
SOC	207	Crime and Criminal Justice	3	F, Sp, Su
SOC	208	Minority Group Relations	3	As needed
SOC	211	Social Problems	3	As needed
SOC	217	Aging and Society	3	As needed
WSTD	200	Women in Society	3	As needed

Note: Students may choose to take a modern languages course numbered 110 or 113 to satisfy one of the Social and Behavioral Sciences Category requirements. Also, students in the elementary education curriculum may substitute Counseling and Educational Psychology 215 to satisfy one of the Social and Behavioral Sciences Category requirements.

VISUAL AND PERFORMING ARTS CATEGORY (A)

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

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

Natural Sciences and Mathematical Systems (LS, M, and SM)

LABORATORY SCIENCE CATEGORY (LS)

Course No.	Course Title	Credit Hours	Offered
ONE COURSE from			
BIOL 101	Introductory Biology I	4	F, Sp, Su
BIOL 102	Introductory Biology II	4	F, Sp, Su
BIOL 104	Introduction to Plant Biology	3	As needed
BIOL 108	Basic Principles of Biology	4	F, Sp, Su
BIOL 109	Fundamental Concepts of Biology	4	F, Sp, Su
CHEM 103	General Chemistry I	4	F, Sp, Su
CHEM 104	General Chemistry II	4	F, Sp, Su
CHEM 105	General, Organic, and Biological Chemistry I	4	F, Su
CHEM 106	General, Organic, and Biological Chemistry II	4	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, Su
PHYS 101	General Physics I	4	F, Su
PHYS 102	General Physics II	4	Sp, Su
PHYS 200	Mechanics	4	F

MATHEMATICS CATEGORY (M)

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

Note: Completion of the Mathematics Category of General Education 2000 does not satisfy the College Mathematics Requirement.

Note: Students in the elementary education curriculum who complete Mathematics 144 (and its prerequisite, Mathematics 143) shall be considered to have fulfilled the Mathematics Category of General Education 2000.

ADDITIONAL SCIENCE OR MATHEMATICS CATEGORY (SM)

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

Note: Students who major in accounting, computer information systems, computer science, economics, management, or marketing who complete Mathematics 248 shall be considered to have fulfilled the Additional Science and Mathematics Category of General Education 2000. Students cannot receive credit for both Mathematics 240 and 248.

Note: Students in the physical education curriculum who complete Biology 231 shall be considered to have fulfilled the requirement for the Additional Science and Mathematics Category of General Education 2000.

PROGRAMS OF STUDY

FACULTY OF ARTS AND SCIENCES

UNDERGRADUATE PROGRAMS OF STUDY

RICHARD R. WEINER, DEAN

JAMES H. MCCROSKERY, ASSOCIATE DEAN

MAJOR	MINOR	CONCENTRATION	DEGREE
African/Afro-American Studies	Yes	No	B.A.
Anthropology*†	Yes	No	B.A.
Art (Studio)†	Yes	Painting/Printmaking	B.F.A.
	Yes	Photography/Graphic Design	B.F.A.
	Yes	Sculpture/Ceramics/Metals	B.F.A.
	Yes	Manufacturing Jewelry Design	B.F.A.
	Yes	Ceramics	B.A.
	Yes	Fiber	B.A.
	Yes	Graphic Design	B.A.
	Yes	Metals	B.A.
	Yes	Painting	B.A.
	Yes	Photography	B.A.
	Yes	Printmaking	B.A.
	Yes	Sculpture	B.A.
Art Education†	No	No	B.S.
Art History†	Yes	No	B.A.
Biology*†	Yes	No	B.A.
Chemistry*†	Yes	No	B.S.
	Yes	No	B.A.
Clinical Laboratory Science	No	No	B.S.
Communications†	Yes	Public and Professional Communication	B.A.
	Yes	Public Relations	B.A.
	Yes	Speech and Hearing Sciences	B.A.
	Yes	Telecommunications	B.A.

MAJOR	MINOR	CONCENTRATION	DEGREE
Computer Science†	Yes	No	B.A.
English*†	Yes	No	B.A.
Film Studies†	Yes	No	B.A.
French*†	Yes	No	B.A.
Bachelor of General Studies	No	No	B.G.S.
Geography*†	Yes	No	B.A.
History*†	Yes	No	B.A.
Justice Studies	Yes	Criminal Justice	B.A.
	Yes	Justice and Society	B.A.
Labor Studies	Yes	No	B.A.
Latin American Studies	Yes	No	B.A.
Mathematics*†	Yes	No	B.A.
Music†	Yes	No	B.A.
	Yes	Music Performance	B.M.
Music Education†	No	No	B.S.
Nursing†	No	No	B.S.
Philosophy†	Yes	No	B.A.
Physics*†	Yes	No	B.A.
Political Science*†	Yes	No	B.A.
	Yes	Public Administration	B.A.
Pre-Dental	No	No	No
Pre-Law	No	No	No
Pre-Medical	No	No	No
Pre-Occupational Therapy	No	No	No

MAJOR	MINOR	CONCENTRATION	DEGREE
Pre-Optometry	No	No	No
Pre-Physical Therapy	No	No	No
Pre-Veterinary	No	No	No
Psychology†	Yes	No	B.A.
Radiologic Technology	No	No	B.S.
Social Science*	No	No	B.A.
Sociology*†	Yes	No	B.A.
Spanish*†	Yes	No	B.A.
Theatre†	Yes	Design/Technical	B.A.
	Yes	General Theatre	B.A.
	Yes	Musical Theatre	B.A.
	Yes	Performance	B.A.
Women's Studies	Yes	No	B.A.

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

†Honors programs are offered in these disciplines.

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

– PLEASE NOTE –

All undergraduate full-degree programs require the completion of at least 120 credit hours, including (1) General Education 2000, (2) the College Writing Requirement, (3) the College Mathematics Requirement, (4) electives, and (5) the major requirements listed under each program. For more details on requirements needed to graduate, see page 39.

GRADUATE PROGRAMS OF STUDY

MAJOR	DEGREE	CONCENTRATION
Art	M.A.	Art Education
Art Education*	M.A.T.	No
Biology	M.A.	No
English	M.A.	No
English—Creative Writing	M.A.	No
History	M.A.	No
Mathematics	M.A.	No
Music Education*	M.A.T.	No
	M.M.Ed.	No
Psychology	M.A.	No
Public Administration	M.P.A.	No
Theatre	M.F.A.	No

*These M.A.T. programs are designed for applicants seeking K–12 teaching certification. None of the other programs listed above lead to teacher certification. Students interested in certification to teach in the secondary school should refer to Secondary Education under the section titled Feinstein School of Education and Human Development.

African/Afro-American Studies

Daniel Scott III
Director

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

COURSE REQUIREMENTS FOR B.A. IN AFRICAN/AFRO-AMERICAN STUDIES

Course No.		Course Title	Credit Hours	Offered
AFAM	200	Perspectives on African and Afro-American Culture	3	F, Sp, (Su as needed)
AFAM	461	Seminar in African/Afro-American Studies	3	As needed
ONE COURSE EACH from Categories A, B, C, and D				
A. The Issue of Race				
AFAM	410	Seminar in Comparative Race Relations	3	As needed
ANTH	205	The Anthropology of Race and Racism	3	As needed
PSYC	451	Psychology of Race, Class, and Gender	3	As needed
SOC	208	Minority Group Relations	3	As needed
B. Afro-American Perspectives				
AFAM	310	Martin Luther King and the Civil Rights Era	3	As needed
ANTH	322	Regional Studies in Cultural Anthropology (Caribbean)	3	As needed
HIST	334	The Black Experience in America	3	As needed
C. African Perspectives				
AFAM	420	Comparative Slave Systems	3	As needed
ANTH	319	Regional Studies in Cultural Anthropology (Africa)	3	As needed
HIST	348	Africa under Colonial Rule	3	As needed
HIST	349	History of Contemporary Africa	3	As needed
SSCI	310	Africa	3	As needed
D. Arts and Humanities				
ANTH	204	Art, Society, and Culture	3	Sp
ART	461	Seminar in Art History (on Afro-American art only)	3	F, Sp
ENGL	326	Studies in Afro-American Literature	3	As needed
ENGL	336	Non-Western Literatures (when appropriate)	3	As needed

TWELVE CREDIT HOURS from the courses listed above or from any of the following:				
ECON	322	Economics of Developing Countries	3	As needed
ENGL	327	Ethnic American Literatures	3	As needed
HIST	340	The Muslim World from the Age of Muhammad to 1800	3	As needed
HIST	341	The Muslim World in Modern Times, 1800 to the Present	3	As needed
LBRS	307	Minority Workers and Organized Labor	3	As needed
POL	341	The Politics of Developing Nations	3	As needed
SSCI	311	Latin America	3	As needed
SSCI	312	The Middle East	3	As needed
SSCI	418	Cultural Pluralism	3	As needed
Cognates				
TWELVE CREDIT HOURS from related disciplines with consent of advisor			12	
Total Credit Hours			**42**	

COURSE REQUIREMENTS FOR MINOR IN AFRICAN/AFRO-AMERICAN STUDIES

The minor in African/Afro-American studies consists of a minimum of 18 credit hours, as follows: African/Afro-American Studies 200, 461, and one course from each of the following categories:

A. The Issue of Race
African/Afro-American Studies 410, Anthropology 205, Psychology 509, Sociology 208

B. Afro-American Perspectives
African/Afro-American Studies 310, Anthropology 322, History 334

C. African Perspectives
African/Afro-American Studies 420, Anthropology 319, History 348 and 349, Social Science 310

D. Arts and Humanities
Anthropology 204, Art 461 (on Afro-American art only), English 326, 336 (when appropriate)

FACULTY OF ARTS AND SCIENCES

Anthropology

Department of Anthropology and Geography
Professors: *Allen, Fluehr-Lobban, Hays, Lobban, Jr.*
Associate Professors: *Barnes, Bigler, Epple, Gomez (chair), Morenon*

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

COURSE REQUIREMENTS FOR B.A. IN ANTHROPOLOGY

Course No.	Course Title	Credit Hours	Offered
ANTH 101	Introduction to Cultural Anthropology	3	F, Sp
ANTH 102	Introduction to Archaeology	3	F, Sp
ANTH 103	Introduction to Physical Anthropology	3	F, Sp
ANTH 104	Introduction to Anthropological Linguistics	3	F or Sp (alternate years)
SEVEN ADDITIONAL COURSES in anthropology. At least five of the seven courses must be at the 300-level. With department chair's consent, two of the seven courses may be 300-level interdisciplinary courses.		21	
Cognates ANY OTHER MAJOR OR MINOR OR FOUR COURSES, with advisor's consent. Study of a foreign language is strongly encouraged. The cognate requirement is waived for students in elementary education.		12–16	
Total Credit Hours		**45–49**	

COURSE REQUIREMENTS FOR MINOR IN ANTHROPOLOGY

The minor in anthropology consists of a minimum of 18 credit hours, as follows: Anthropology 101 and any five additional anthropology courses, with at least three at the 300-level. General Education 2000 core courses may not be counted toward fulfilling requirements for the anthropology minor.

Art

Department of Art
Professors: *Ames, Fisher (chair), Horvat, Howkins, Kim*
Associate Professors: *Evans, Martin*
Assistant Professors: *Ferrario, Rothstein, Sherman, Steinberg*

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

Admission and Retention Requirements for B.F.A.

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

Applications for B.F.A. candidacy are due March 1 for fall admission and October 1 for spring admission. Transfer students may apply, after admission to the College and after completion of all foundations courses. Prospective students should request a copy of the *Art Student Handbook* from the Department of Art for complete details.

Upon admission to B.F.A. candidacy, the student must develop a complete plan of study approved by the advisor and the department chair. A student may choose a faculty advisor in the elected studio area, who will review the student's grades in the art program. If a student receives a grade of C or less in any course in the concentration, he or she may not be allowed to continue in that concentration.

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

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

Course No.	Course Title	Credit Hours	Offered
ART 101	Drawing I: General Drawing	3	F, Sp
ART 104	Design I: Two-Dimensional Design	3	F, Sp
ART 105	Drawing II	3	F, Sp
ART 114	Design II: Three-Dimensional Design	3	F, Sp
ART 204	Synthesis/Three-Dimensional Emphasis	3	F, Sp
or			
ART 205	Synthesis/Two-Dimensional Emphasis	3	F, Sp
TWELVE CREDIT HOURS of courses in art history		12	
TWELVE ADDITIONAL CREDIT HOURS of courses in studio art		12	
Studio I (200-level course)		3	
Studio II (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
TWELVE ADDITIONAL CREDIT HOURS of related courses in studio art, with the consent of the advisor and department chair, in the cluster area (B.F.A. concentrations consist of the following three clusters: (1) painting/printmaking, (2) photography/graphic design, and (3) sculpture/ceramics/metals)		12	
Total Credit Hours		**79**	

COURSE REQUIREMENTS FOR B.F.A. IN STUDIO ART—WITH SPECIALIZATION IN MANUFACTURING JEWELRY DESIGN

Course No.	Course Title	Credit Hours	Offered
ART 101	Drawing I: General Drawing	3	F, Sp
ART 104	Design I: Two-Dimensional Design	3	F, Sp
ART 105	Drawing II	3	F, Sp
ART 114	Design II: Three-Dimensional Design	3	F, Sp
ART 204	Synthesis/Three-Dimensional Emphasis	3	F, Sp
or			
ART 205	Synthesis/Two-Dimensional Emphasis	3	F, Sp
TWELVE CREDIT HOURS of courses in art history		12	
TWELVE ADDITIONAL CREDIT HOURS of courses in studio art		12	
ART 221	Metal I	3	F
ART 222	Jewelry Design I	3	Sp
ART 241	Modelmaking I	3	F
ART 251	Modelmaking II	3	Sp
ART 341	Metal II	3	F, Sp
ART 342	Jewelry Design II	3	Sp
ART 351	Modelmaking III	3	Sp
ART 400	Issues for the Studio Artist	4	F
ART 491	Studio III: Topic (in metals)	6	F, Sp
ART 492	Studio IV: Topic (in metals)	6	F, Sp
ART 497	Senior Studio (in metals)	6	F, Sp
Total Credit Hours		**82**	

Admission and Retention Requirements for B.A. in Studio Art

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

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

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

COURSE REQUIREMENTS FOR B.A. IN STUDIO ART

Course No.	Course Title	Credit Hours	Offered
ART 101	Drawing I: General Drawing	3	F, Sp
ART 104	Design I: Two-Dimensional Design	3	F, Sp
ART 105	Drawing II	3	F, Sp
ART 114	Design II: Three-Dimensional Design	3	F, Sp
ART 204	Synthesis/Three-Dimensional Emphasis	3	F, Sp
or			
ART 205	Synthesis/Two-Dimensional Emphasis	3	F, Sp
ART 231	Prehistoric to Renaissance Art	3	F, Sp, Su
ART 232	Renaissance to Modern Art	3	F, Sp, Su
PHIL 230	Aesthetics	3	F, Sp, Su
ONE COURSE from			
ART 331	Greek and Roman Art	3	Sp
ART 332	Renaissance Art	3	F
ART 333	Baroque Art	3	Sp
ONE COURSE from			
ART 334	American Art and Architecture	3	F
ART 336	Nineteenth-Century European Art	3	F
ART 337	Twentieth-Century Art	3	Sp
ONE COURSE in studio art		3	
ART 491	Studio III: Topic	3	F, Sp
ART 492	Studio IV: Topic	3	F, Sp
ART 497	Senior Studio	3	F, Sp
TWO COURSES in studio art at the 200- and 300-levels in the area of concentration: ceramics, fiber, graphic design, metals, painting, photography, printmaking, sculpture		6	
Cognates			
TWO COURSES from			
COMM 240	Mass Communication	3	F, Sp, Su
COMM 241	Introduction to Film and Video	3	F, Sp
ENGL 325	Literature and Film	3	As needed
ENGL 434	Studies in Theory and Criticism	3	As needed
HIST 326	American Cultural History: The 19th Century	3	As needed
HIST 327	American Cultural History: The 20th Century	3	As needed
MUS 201	Survey of Music	3	F, Sp, Su
MUS 221	The Symphony	3	F (even years)
MUS 222	Opera	3	F (odd years)
MUS 314	Twentieth-Century Music	3	F 2001
THTR 105	Introduction to Theatre	3	F, Sp
THTR 110	Fundamentals of Theatrical Design and Production	3	F, Sp
THTR 440	History of Theatre: Origins to 1625	3	Every third semester
THTR 441	History of Theatre: 1625–1875	3	Every third semester
Total Credit Hours		**54**	

COURSE REQUIREMENTS FOR B.A. IN ART HISTORY

Course No.		Course Title	Credit Hours	Offered
ART	231	Prehistoric to Renaissance Art	3	F, Sp, Su
ART	232	Renaissance to Modern Art	3	F, Sp, Su
ART	331	Greek and Roman Art	3	Sp
ART	332	Renaissance Art	3	F
ART	333	Baroque Art	3	Sp
ART	334	American Art and Architecture	3	F
ART	336	Nineteenth-Century European Art	3	F
ART	337	Twentieth-Century Art	3	Sp
ART	461	Seminar in Art History	3	F, Sp
ART	491	Reading and Research in Art History	3	As needed
SIX ADDITIONAL CREDIT HOURS from				
ART	461*	Seminar in Art History	3	F, Sp
or				
ART	493*	Reading and Research in Art History	3	As needed
*May be repeated, with change in topic.				
TWO COURSES from				
ART	101**	Drawing I: General Drawing	3	F, Sp
ART	104**	Design I: Two-Dimensional Design	3	F, Sp
ART	105**	Drawing II	3	F, Sp
**Substitutions may be made with approval of advisor and instructor of the substituted course.				
Cognates TWELVE CREDIT HOURS of courses in related disciplines, such as history, music, literature, languages, chosen with advisor's consent			12	
Total Credit Hours			**54**	

COURSE REQUIREMENTS FOR MINOR IN STUDIO ART

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

COURSE REQUIREMENTS FOR MINOR IN ART HISTORY

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

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

Admissions Requirements

1. A completed application form accompanied by a $25 nonrefundable application fee.
2. Official transcripts of all undergraduate and graduate records.
3. A minimum cumulative grade point average of B (3.00 on a 4.00 scale) in undergraduate course work.
4. An official report of scores on the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT).
5. Three letters of recommendation.
6. A bachelor's degree in art education or its equivalent, including 45 credit hours of art courses.
7. A representative portfolio of art work.
8. A plan of study approved by the advisor and appropriate dean.
9. A written statement of purpose.
10. An interview with the art education program coordinator.

Course Requirements

Course No.	Course Title	Credit Hours	Offered
Art and Art Education			
TWO COURSES in art studio, history, or theory at the 400- or 500-level		6	
ART 560	Graduate Seminar in the Visual Arts	3	Sp
ARTE 515	Curriculum in Art Education	3	F
Professional Education Component			
FNED 502	Social Issues in Education	3	F, Sp
or			
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
Professional Concentration		12	
TWELVE CREDIT HOURS of courses chosen from approved areas			
Research and Thesis			
ART 691	Thesis	3	As needed
ARTE 591	Readings and Research in Art Education	3	As needed
Total Credit Hours		**36**	

Note: The M.A. program in art with concentration in art education does not lead to teacher certification. Students interested in certification to teach art education in the secondary school should refer to Art Education on the next page.

Art Education

Department of Art
Professor: *Fisher (chair)*
Assistant Professors: *Kelly, C. Williams*

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

COURSE REQUIREMENTS FOR B.S. IN ART EDUCATION

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

Studio Art			
ART 202	Painting I	3	F, Sp
ART 206	Ceramics I	3	F, Sp
ART 208	Printmaking: Intaglio and Monotype	3	Sp
or			
ART 218	Printmaking: Lithography and Relief	3	F
ART 234	Sculpture: Wood and Alternate Materials	3	F, Sp
or			
ART 235	Sculpture: Metal Casting and Fabrication	3	F, Sp
ART 483	Workshop in Media and Materials	3	Sp
or			
ART 491	Studio III: Topic	3	F, 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 341	Metal II	3	F, Sp
ART 347	Photography II	3	F, Sp
or			
Level II printmaking, sculpture, or fibers by special arrangement and with consent of department chair		3	
ONE COURSE in computer graphics		3	
ONE ADDITIONAL STUDIO COURSE at the 200- or 300-level		3	
Professional Courses			
ARTE 203	Introduction to Art Education	3	F, Sp
ARTE 404	Practicum in Art Education I	3	F, Sp
ARTE 405	Practicum in Art Education II	3	F, Sp
ARTE 426	Student Teaching in Art Education	9	F, Sp
ARTE 464	Student Teaching Seminar in Art Education	1	F, Sp
CEP 215	Educational Psychology	4	F, Sp, Su
FNED 340	Foundations of Education	3	F, Sp, Su
FNED 345	Diversity and the Public School	3	F, Sp, Su
Total Credit Hours		**83**	

M.A.T. IN ART EDUCATION

Admission Requirements

1. A completed application form accompanied by a $25 nonrefundable application fee.
2. Official transcripts of all undergraduate and graduate records.
3. A minimum cumulative grade point average of B (3.00 on a 4.00 scale) in undergraduate course work.
4. An official report of scores on the Graduate Record Examination (GRE) or the Miller Analogies Test (MAAT).
5. A minimum of 45 credit hours of studio art and art history courses.
6. A representative portfolio of art work.
7. Three letters of recommendation.
8. A plan of study approved by the advisor and appropriate dean.
9. A written statement of philosophy.
10. An interview with the art education program coordinator.

Course requirements

Course No.	Course Title	Credit Hours	Offered
Foundations Component			
CEP 552	Psychological Perspectives on Learning and Teaching	3	F, Sp, Su
FNED 541	Comparative Philosophies of Education	3	As needed
FNED 546	Contexts of Schooling	3	F, Sp
Professional Education Component			
ARTE 504	Graduate Practicum in Art Education I	3	F, Sp
ARTE 505	Graduate Practicum in Art Education II	3	F, Sp
ARTE 515	Curriculum in Art Education	3	F
ARTE 525	Graduate Student Teaching in Art Education	9	F, Sp
ARTE 562	Graduate Seminar in Student Teaching in Art Education	1	F, Sp
ARTE 563	Graduate Orientation	1	F
Academic Disciplines Component			
ART 560	Graduate Seminar in the Visual Arts	3	Sp
and			
THREE COURSES in studio art at the 400- or 500-level. Additional art courses may be required if student lacks sufficient background in drawing, design, painting, printmaking, sculpture, ceramics, computer graphics, and art history.		9–12	
Capstone Course			
ART 691	Thesis	3	As needed
Total Credit Hours		**44–47**	

Note: The M.A.T. program in art education is designed for applicants seeking K–12 teacher certification.

Biology

Department of Biology
Professors: *Anthony, Avissar, Bohnsack, Gonsalves, Keogh, Matsumoto, Meedel, Melaragno, Wasti*
Associate Professors: *Kinsey (chair), Owens*
Assistant Professors: *Conklin, E. Hall, Kolibachuk, Sheridan*

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

COURSE REQUIREMENTS FOR B.A. IN BIOLOGY

Course No.	Course Title	Credit Hours	Offered
BIOL 101	Introductory Biology I	4	F, Sp, Su
BIOL 102	Introductory Biology II	4	F, Sp, Su
BIOL 221	Genetics	4	F
BIOL 318	Ecology	4	F, (Su even years)
BIOL 320	Cell and Molecular Biology	4	Sp, (Su odd years)
ONE COURSE from			
BIOL 300	Developmental Biology	4	Sp
BIOL 321	Invertebrate Zoology	4	F (odd years)
BIOL 324	Vertebrate Zoology	4	Sp (odd years)
BIOL 329	Comparative Vertebrate Anatomy	4	As needed
BIOL 353	The Plant Kingdom	4	F (even years)
BIOL 354	Plant Growth and Development	4	Sp (even years)
TWO ADDITIONAL COURSES in biology at the 300-level or above		6–8	
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
CHEM 206	Organic Chemistry II	4	Sp

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

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

Total Credit Hours **54–56**

COURSE REQUIREMENTS FOR MINOR IN BIOLOGY

The minor in biology consists of a minimum of 19 credit hours, as follows: Biology 101, 102; two courses from: Biology 221, 300, 318, 320; one biology course at the 300-level or above.

FACULTY OF ARTS AND SCIENCES

M.A. IN BIOLOGY

Admission Requirements

1. A completed application form accompanied by a $25 nonrefundable application fee.
2. Official transcripts of all undergraduate and graduate records.
3. A minimum cumulative grade point average of B (3.00 on a 4.00 scale) in undergraduate course work.
4. A minimum of 24 credit hours of courses in biology, including those courses required of RIC undergraduate biology majors. Six to eight credit hours of courses in physics. Sixteen to 24 credit hours of courses in chemistry, including organic chemistry.
5. An official report of scores on the Graduate Record Examination (GRE), including the general test and the subject test in biology. (This may be waived for RIC graduates in biology.)
6. Three letters of recommendation.
7. A plan of study approved by the advisor and appropriate dean.
8. An interview. (This may be waived for RIC graduates in biology.)

Course Requirements

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

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

Chemistry

Department of Physical Sciences
Professors: *Greene (chair), E. Magyar, J. Magyar, Marzzacco, J. Williams, Jr.*
Associate Professors: *Cooley, Lamontagne*

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

COURSE REQUIREMENTS FOR B.A. IN CHEMISTRY

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

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

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

Total Credit Hours **51**

COURSE REQUIREMENTS FOR B.S. IN CHEMISTRY

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

ONE COURSE from			
CHEM 410	Biochemistry I	3	F (odd years)
CHEM 425	Advanced Organic Chemistry	4	F (odd years)
PHYS 300	Atomic and Nuclear Physics	4	Sp (even years)
PHYS 407	Quantum Mechanics	3	Sp (odd years)
or			
ONE COURSE in an appropriate chemistry topic, with consent of department chair		3–4	
Cognates			
MATH 212	Calculus I	4	F, Sp, Su
MATH 213	Calculus II	4	F, Sp, Su
MATH 314	Calculus III	4	F, Sp
MATH 416	Ordinary Differential Equations	3	As needed
PHYS 200*	Mechanics	4	F
PHYS 201*	Electricity and Magnetism	4	Sp

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

Total Credit Hours **67–68**

COURSE REQUIREMENTS FOR MINOR IN CHEMISTRY

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

Clinical Laboratory Science

Kenneth Kinsey
Director

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

COURSE REQUIREMENTS FOR B.S. IN CLINICAL LABORATORY SCIENCE

Course No.	Course Title	Credit Hours	Offered
MEDT 301	Clinical Microbiology	8	F
MEDT 302	Clinical Chemistry	8	Sp
MEDT 303	Immunohematology	4	F
MEDT 304	Hematology	6	Sp
MEDT 305	Pathophysiology	2	F
MEDT 306	Clinical Immunology	2	Sp
MEDT 307	Clinical Microscopy	2	F
Cognates			
BIOL 108	Basic Principles of Biology	4	F, Sp, Su
BIOL 231	Human Anatomy	4	F, Sp, Su
BIOL 335	Human Physiology	4	F, Sp, Su
BIOL 348	Microbiology	4	F, Sp, Su
BIOL 429	Advanced Microbiology	4	F
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
CHEM 206	Organic Chemistry II	4	Sp
CHEM 404	Analytical Chemistry	4	F, Sp (even years)

MATH 181	Applied Basic Mathematics	3	F, Sp, Su
or			
MATH 209	Precalculus Mathematics	4	F, Sp, Su
or			
MATH 212	Calculus I (based on advisement)	4	F, Sp, Su
PHYS 101	General Physics I	4	F, Su
PHYS 102	General Physics II	4	Sp, Su
Total Credit Hours		**83–84**	

FACULTY OF ARTS AND SCIENCES

Communications

Department of Communications
Professor: *Budner*
Associate Professors: *Israel, Magen, Min, A. Olmsted (chair), Palombo*
Assistant Professors: *MacDonald, Walker*

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

COURSE REQUIREMENTS FOR B.A. IN COMMUNICATIONS

Choose concentration A, B, C, or D below

A. Public and Professional Communication

Course No.	Course Title	Credit Hours	Offered
COMM 200	Fundamentals of Research in Communications	3	F, Sp, Su
COMM 208	Public Speaking	3	F, Sp
COMM 258	Interpersonal Communication	3	F
EIGHT COURSES from			
COMM 219	Vocal Improvement	3	As needed
COMM 254	Leadership and Management Communication	3	Sp
COMM 332	Gender and Communication	3	As needed
COMM 333	Intercultural Communication	3	As needed
COMM 351	Persuasion	3	Sp
COMM 352	Conflict Resolution	3	As needed
COMM 353	Political Rhetoric	3	As needed
COMM 355	Language and Thought in Communication	3	Sp
COMM 356	Discussion and Group Communication	3	Sp
COMM 359	Argumentation and Debate	3	F
COMM 479	Communications Internship	4	F, Sp, Su
Cognates		15	

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

Total Credit Hours	**48–49**

B. Public Relations

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

C. Speech and Hearing Sciences

Course No.	Course Title	Credit Hours	Offered
COMM 200	Fundamentals of Research in Communications	3	F, Sp, Su
COMM 208	Public Speaking	3	F, Sp
COMM 220	Voice and Articulation	3	As needed
COMM 305	Introduction to Communication Disorders	3	F, Sp
COMM 319	Phonetics	3	F
COMM 320	Speech and Language Development	3	F
COMM 321	Speech and Hearing Science	3	Sp
COMM 323	Introduction to Audiology	3	F
COMM 325	Auditory and Speech Mechanisms	3	Sp
COMM 355	Language and Thought in Communication	3	Sp
PSYC 110	Introduction to Psychology	3	F, Sp, Su
PSYC 221	Foundations of Psychological Research	3	F, Sp, Su
Cognates			
THREE COURSES from			
COMM 223	Introduction to Sign Language	3	F
PSYC 230	Human Development	4	F, Sp, Su
PSYC 320	Introduction to Psychological Methods	4	F, Sp, Su
PSYC 331	Child Psychology	4	F, Sp, Su
PSYC 339	Psychology of Aging	4	F, Sp
PSYC 341	Perception	4	Sp
PSYC 342	Behavior Modification	4	F or Sp
PSYC 345	Physiological Psychology	4	F
PSYC 346	Psychological Testing	4	F, Sp
PSYC 373	Research Methods in Developmental Psychology	4	As needed
SPED 300	Introduction to the Characteristics and Education of Children and Youth with Disabilities	4	F, Sp, Su
SPED 311	Language Development and Communication Problems of Children	3	F, Sp
Total Credit Hours		**46–48**	

D. Telecommunications

Course No.	Course Title	Credit Hours	Offered
COMM 200	Fundamentals of Research in Communications	3	F, Sp, Su
COMM 208	Public Speaking	3	F, Sp
COMM 240	Mass Communication	3	F, Sp, Su
COMM 241	Introduction to Film and Video	3	F, Sp
COMM 246	Television Production	4	F, Sp
COMM 342	History and Development of Telecommunications	3	F
THREE COURSES from			
COMM 340	Current Issues in Mass Media	3	Sp
COMM 344	Broadcast Journalism	3	F
COMM 345	Electronic Field Production and Editing	3	Sp
COMM 347	Communication Law and Regulation	3	As needed
COMM 348	International Telecommunications	3	As needed
COMM 349	Advanced Television Production	3	As needed
COMM 479	Communications Internship	4	F, Sp, Su
TWO ADDITIONAL COURSES in communications at the 300-level		6	
		15	
Cognates FIFTEEN CREDIT HOURS from the following disciplines chosen with advisor's approval: accounting, art, computer science, economics, English, film studies, history, management, marketing, political science, psychology, sociology, theatre			
Total Credit Hours		**49–50**	

COURSE REQUIREMENTS FOR MINOR IN COMMUNICATIONS

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

Computer Science

Department of Mathematics and Computer Science
Professors: *Schiller (chair), Moskol, Rodrigues, Simons*
Associate Professors: *McDowell, Schaefer, Zhou*
Assistant Professors: *Roy, Sanders, C. Tropper*

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

COURSE REQUIREMENTS FOR B.A. IN COMPUTER SCIENCE

Course No.	Course Title	Credit Hours	Offered
CSCI 201	Computer Programming I	3	F, Sp, Su
CSCI 221	Computer Programming II	3	F, Sp
CSCI 312	Computer Organization and Architecture I	3	Sp
CSCI 313	Computer Organization and Architecture II	3	F
CSCI 315	Information Structures	3	F
CSCI 325	Organization of Programming Languages	3	Sp
CSCI 435	Operating Systems and Computer Architecture	3	Sp
CSCI 422	Introduction to Computation Theory	3	As needed
or			
CSCI 423	Analysis of Algorithms	3	As needed
ONE COURSE from			
CSCI 427	Introduction to Artificial Intelligence	3	As needed
CSCI 437	Introduction to Data and Computer Communications	3	As needed
CSCI 455	Database Programming	3	As needed
TWO COURSES from			
CSCI 203	Advanced BASIC Programming	3	As needed
CSCI 204	FORTRAN Programming	3	As needed
CSCI 256	Introduction to COBOL Programming	3	F, Sp, Su
CSCI 310	Introduction to File Processing	3	F, Sp

CSCI 422	Introduction to Computation Theory	3	As needed
CSCI 423	Analysis of Algorithms	3	As needed
CSCI 427	Introduction to Artificial Intelligence	3	As needed
CSCI 437	Introduction to Data and Computer Communications	3	As needed
Cognates			
MATH 200	Finite Mathematics for Computer Science	4	F, Sp
or			
MATH 436	Discrete Mathematics	3	Sp
MATH 212	Calculus I	4	F, Sp, Su
or			
MATH 247	Calculus: A Short Course	3	Sp
MATH 240	Statistical Methods I	3	F, Sp, Su
or			
MATH 248	Business Statistics I	3	F, Sp, Su
ONE COURSE from			
COMM 342	History and Development of Telecommunications	3	F
COMM 348	International Telecommunications	3	As needed
CIS 353	Systems Analysis and Design	3	F, Sp
CIS 355	Database Programming	3	F, Sp
CIS 356	Introduction to Expert Systems	3	As needed
CIS 362	Applied Software Development Project	3	As needed
MGT 348	Operations Management	3	F, Sp, Su
MATH 418	Introduction to Operations Research	3	As needed
MATH 436	Discrete Mathematics (if not taken above)	3	Sp
MATH 445	Statistical Methods II	3	As needed
PHIL 305	Intermediate Logic	3	Alternate Sp (even years)
PHYS 201	Electricity and Magnetism	4	F
IT IS RECOMMENDED that students also take Communications 208; English 230; Mathematics 209, 212, 213, 315.			
Total Credit Hours		**45–48**	

COURSE REQUIREMENTS FOR MINOR IN COMPUTER SCIENCE

The minor in computer science consists of a minimum of 21 credit hours (seven courses), as follows: Computer Science 201, 221, 312, 313 (or 315); one course from: Computer Science 101, 102, 204, 256; two additional computer science courses numbered 310 or higher.

Dance

Department of Music, Theatre, and Dance
Professor: *Hutchinson (chair)*
Assistant Professors: *Del Giudice, Ward*

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

COURSE REQUIREMENTS FOR MINOR IN DANCE

Course No.	Course Title	Credit Hours	Offered
DANC 110	Introductory Ballet	2	F (odd years)
and			
DANC 210	Intermediate Ballet	2	Sp (even years)
or			
DANC 112	Introductory Jazz	2	F
and			
DANC 212	Intermediate Jazz	2	Sp
DANC 116	Introductory Modern Dance	3	F, Sp, Su
DANC 216	Intermediate Modern Dance	2	F
DANC 304	Choreography I	3	F (even years)
DANC 309	Dance History	3	Sp (odd years)
DANC 181	Dance Company	1	Sp
and			
DANC 281	Dance Company	1	Sp
or			
ONE COURSE 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 324	Improvisation/Performance	2	As needed
TWO TO THREE ADDITIONAL CREDIT HOURS in dance courses		2–3	
Total Credit Hours		**19–22**	

FACULTY OF ARTS AND SCIENCES

English

Department of English
Professors: *P. Benson, Calbert, Cobb, Dagle (chair), Estrin, Feldstein, Grund, Hall, Hogan, Kalinak, McMunn, Mitchell, Reddy, Roemer, A. Salzberg, Schapiro, Singh, Springer*
Associate Professors: *M. Anderson, S. Brown, Hauss, Orsini, Potter, Salesses, Scott, Zornado*
Assistant Professor: *Jalalzai*

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

COURSE REQUIREMENTS FOR B.A. IN ENGLISH

Course No.	Course Title	Credit Hours	Offered
ENGL 201	Introduction to Literary Study I	4	F, Sp
ENGL 202	Introduction to Literary Study II	4	F, Sp
ENGL 460	Seminar in Major Authors and Themes	4	F, Sp
EIGHT ADDITIONAL COURSES at the 300- or 400-level. Two of the eight courses must be in literature before 1800. Three of the courses (this may include English 460) must be directed toward a particular genre, period, topic, or interdisciplinary approach approved by advisor.		24	
Cognates May be recommended by the advisor, depending upon the nature of the student's focus.			
Total Credit Hours		**36**	

COURSE REQUIREMENTS FOR MINOR IN ENGLISH

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

COURSE REQUIREMENTS FOR MINOR IN WRITING

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

M.A. IN ENGLISH

Admission Requirements

1. A completed application form accompanied by a $25 nonrefundable application fee.
2. Official transcripts of all undergraduate and graduate records.
3. A minimum cumulative grade point average of B (3.00 on a 4.00 scale) in 24 credit hours of upper-level courses in English language and literature.
4. An official report of scores on the Graduate Record Examination (GRE).
5. An official report of scores on the Graduate Record Advanced Literature in English Examination (optional).
6. Three letters of recommendation, with at least two from English professors.
7. A plan of study approved by the advisor and appropriate dean.
8. An interview.

Course Requirements

Course No.	Course Title	Credit Hours	Offered
THIRTY CREDIT HOURS of literature courses at the graduate level		30	
Note: ENGL 592 is included in the 30-credit-hour total, for those students electing the Thesis Plan.			
Examination Plan		0	
Total Credit Hours		**30**	

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

M.A. IN ENGLISH—WITH CONCENTRATION IN CREATIVE WRITING

Course Requirements

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

Examination Plan

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

Thesis Plan

Under the thesis plan (optional for M.A. in English; required for M.A. in English—Creative Writing), students take English 592: Master's Thesis in their final semester of study toward the M.A. degree, during which they complete research for and write a master's thesis on a subject of their choice that has been approved by the departmental graduate committee. Students may also, as an option in a previous semester, take English 591: Directed Reading in preparation for the writing of the thesis. The thesis will be written under the direction of a faculty member of the student's choice and will be read by that faculty member and by a second reader appointed by the departmental graduate committee. For M.A. in English students, the thesis will normally be a substantial critical or research paper (though different kinds of projects are possible) of approximately 50 to 70 pages in length. For M.A. in English—Creative Writing students, the thesis will consist of a substantial body of poetry, fiction, nonfictional prose, or drama. A defense of the thesis before a faculty committee is required in all cases.

Film Studies

Lawrence Budner
Director

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

COURSE REQUIREMENTS FOR B.A. IN FILM STUDIES

Course No.	Course Title	Credit Hours	Offered
COMM 241	Introduction to Film and Video	3	F, Sp
or			
ENGL 116	Approaches to Film and Film Criticism	3	F, Sp
ENGL 325	Literature and Film	3	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
TWO COURSES from			
COMM 345	Electronic Field Production and Editing	3	Sp
ENGL 337	Topics in the Aesthetics of Film	3	As needed
FILM 280	Workshop in Film Studies	3	
FILM 305	Exploring Ethnographic Film	4	As needed
FILM 351	Major Directors	4	As needed
FILM 352	Film Genres	4	As needed
FILM 353	National Cinemas	4	As needed
FILM 380	Workshop in Film Studies	3	
FILM 450	Topics in the Study of Film	4	As needed
Total Credit Hours		**32–34**	

COURSE REQUIREMENTS FOR MINOR IN FILM STUDIES

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

French

Department of Modern Languages
Associate Professors: *Géloin, Juzyn (chair)*

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

COURSE REQUIREMENTS FOR B.A. IN FRENCH

Course No.	Course Title	Credit Hours	Offered
FREN 201	Advanced French: Conversation and Composition	4	F
FREN 202	Advanced French: Composition and Conversation	4	Sp
FREN 323	Survey of French Literature from the Middle Ages to 1789	3	As needed
FREN 324	Survey of French Literature from 1789 to the Present	3	As needed
FREN 330	French Civilization	3	As needed
FREN 420	Applied Grammar	3	Alternate years
FREN 460	Seminar in French	3	Sp
THREE ADDITIONAL COURSES in French at the 200-level or above		9	
Total Credit Hours		**32**	

STUDY ABROAD

Students majoring in French are encouraged to study abroad, for example, in Canada or France. Please contact the Department of Modern Languages for information about programs of study.

COURSE REQUIREMENTS FOR MINOR IN FRENCH

The minor in French consists of a minimum of 20 credit hours (six courses), as follows: French 201, 202, and four additional French courses at the 200-level or above.

FACULTY OF ARTS AND SCIENCES

General Studies

James Bierden
Director

Admission

No entrance examination is required to be considered for admission into the Bachelor of General Studies Degree program; however, applicants must have at least five years of interruption in their education since high school. Candidates are judged on their academic potential as measured by their previous academic and/or life experience. While the B.G.S. allows students to acquire ample knowlege in a variety of disciplines, the program requires students to design their own concentration.

Assessment of Prior Learning

Matriculated returning adults with college-level learning acquired through experiences such as employer- or armed service-sponsored training, community service, self-education, relevant work assignments, or artistic development may apply for the Assessment of Prior Learning Program. Contact the office of the academic deans.

College Level Examination Program (CLEP)

As with other programs, students may gain credit toward degree requirements through CLEP tests. Detailed information is available from the appropriate dean.

Transfer Students

Students who wish to transfer into the B.G.S. program must have had a total of at least five years of interruption in their education since high school.

Valid Credit Restriction

College credit earned more than 10 years before the completion of the B.G.S. program may be counted toward graduation, but not in the upper-division concentration.

COURSE REQUIREMENTS FOR B.G.S.

Course No.	Course Title	Credit Hours	Offered
General Education			
ENGL 161	Western Literature	4	F, Sp, Su
HIST 161	Western History	4	F, Sp, Su
CORE 3	(See General Education 2000)	4	
CORE 4	(See General Education 2000)	4	
		36	

Concentration

TWELVE COURSES at the 300- or 400-level from four academic departments. Departments must be from at least two different areas as defined below. No more than four courses may be from any one department. Courses beyond this limit will count as electives. Course selections are based on the following areas:

1. Humanities (Area I)—art, communications, dance, English, history, modern languages, music, philosophy, and theatre
2. Mathematics and Science (Area II)—biology, chemistry, computer science, mathematics, physical sciences, and physics
3. Social and Behavioral Sciences (Area III)—accounting, anthropology, computer information systems, economics, finance, geography, management/marketing, political science, psychology, and sociology.

Note: If a student completes all of the requirements for a specific major, the degree will still not bear that designation. In order to carry a major formally, the student must complete all other requirements for the B.A. or B.S. as well.

Total Credit Hours	**52**

Geography

Department of Anthropology and Geography
Professors: *Demars, R. Sullivan*
Associate Professors: *Gomez (chair), Motte*

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

COURSE REQUIREMENTS FOR B.A. IN GEOGRAPHY

Course No.	Course Title	Credit Hours	Offered
GEOG 100	Introduction to Environmental Studies	3	F, Sp, Su
or			
GEOG 205	Earth's Physical Environments	3	F, Sp, Su
GEOG 101	Introduction to Geography	3	F, Sp, Su
GEOG 306	Geographic Skills and Methods	3	As needed
GEOG 360	Senior Seminar: Theory and Research	3	As needed
GEOG 400	Regional Geography	3	F, Sp
GEOG 463	Internship in Geography	3–6	As needed
TWELVE ADDITIONAL CREDIT HOURS of geography courses, with the exception of Geography 261 and 263		12	
Cognates		12	
TWELVE CREDIT HOURS OF COURSES in related disciplines, with advisor's approval. A minor in one of the social sciences is acceptable. The cognate requirement is waived for students in elementary education.			
Total Credit Hours		**42–45**	

COURSE REQUIREMENTS FOR MINOR IN GEOGRAPHY

The minor in geography consists of a minimum of 18 credit hours (six courses), as follows: Geography 201 and five courses (15 credit hours) chosen in consultation with a geography advisor. One interdisciplinary social science course at the 300-level may be included (see those listed under Social Science).

Gerontology

Rachel Filinson
Director

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

COURSE REQUIREMENTS FOR MINOR IN GERONTOLOGY

Course No.	Course Title	Credit Hours	Offered
GRTL 315	Physical Aspects of Aging	3	F
NURS 313	Mental Health and Aging	3	Sp
SOC 217	Aging and Society	3	F, Sp
SOC 420	Social Policy of Aging in Comparative Perspective	3	Sp
PRACTICUM EXPERIENCE through an established means, such as			
NURS 223	Fundamentals of Nursing Practice	3	F, Sp
POL 327	Internship in State Government	4	Sp
POL 328	Field Experiences in the Public Sector	4	F, Sp, Su
SWRK 436	Field Work	4–7	F
SWRK 437	Advanced Field Work	4–7	Sp
TWO COURSES from			
ANTH 308	Cross-Cultural Studies of Aging	3	As needed
NURS 312	Death and Dying	3	Sp
PHIL 312	Philosophical Issues in Medicine and Health Care	3	Sp (even years)
PED 451	Recreation for the Elderly	3	As needed
PSYC 339	Psychology of Aging	4	F, Sp, Su
SOC 314	The Sociology of Health and Illness	3	As needed
Total Credit Hours		**20–26**	

History

Department of History
Professors: *P. Brown, Dufour (chair), Kellner, Lemons, Olson, D. Thomas*
Associate Professors: *Cvornyek, Delia, Piccillo, Schneider, Schuster, Teng*
Assistant Professors: *Benziger, Espinosa*

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

COURSE REQUIREMENTS FOR B.A. IN HISTORY

Course No.		Course Title	Credit Hours	Offered
HIST	200	The Nature of Historical Inquiry	4	F, Sp
HIST	361	Seminar in History	4	F, Sp
ONE COURSE EACH from Categories A, B, and C				
A. U.S. History:				
HIST	201	U.S. History to 1877	3	F, Sp, Su
HIST	202	U.S. History from 1877 to the Present	3	F, Sp, Su
HIST	320	American Colonial History	3	As needed
HIST	321	The American Revolution	3	As needed
HIST	322	The Era of American Expansion and Civil War	3	As needed
HIST	323	The Emergence of Modern America	3	As needed
HIST	324	America, 1914–1945	3	As needed
HIST	325	America since 1945	3	As needed
HIST	326	American Cultural History: The 19th Century	3	As needed
HIST	327	American Cultural History: The 20th Century	3	As needed
HIST	328	Economic History of the United States	3	As needed
HIST	329	The City in American History	3	As needed
HIST	330	History of American Immigration	3	As needed
HIST	331	Rhode Island History	3	As needed
HIST	332	The American Presidency	3	As needed
HIST	333	Women in American History	3	As needed
HIST	334	The Black Experience in America	3	As needed

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	As needed
HIST	306	The Age of the Reformation	3	As needed
HIST	307	Europe in the Age of Enlightenment	3	As needed
HIST	308	Europe in the Age of Revolution, 1789–1850	3	As needed
HIST	309	Europe in the Age of Nationalism, 1850–1914	3	As needed
HIST	310	Twentieth-Century Europe	3	As needed
HIST	311	The Modern European Nation-State	3	As needed
HIST	312	The Rise of the Russian Empire	3	As needed
HIST	313	The Soviet Union and After	3	As needed
HIST	314	Women in European History	3	As needed
HIST	315	Western Legal Systems	3	As needed
HIST	352	Colonial Latin America	3	As needed
HIST	353	Modern Latin America	3	As needed
C. Non-Western History:				
HIST	340	The Muslim World from the Age of Muhammad to 1800	3	As needed
HIST	341	The Muslim World in Modern Times, 1800 to the Present	3	As needed
HIST	342	Islam and Politics in Modern History	3	As needed
HIST	343	Conflicts in the Contemporary Middle East	3	As needed
HIST	344	History of East Asia to 1600	3	As needed
HIST	345	History of China in Modern Times	3	As needed
HIST	346	History of Japan in Modern Times	3	As needed
HIST	347	Foreign Relations of East Asia in Modern Times	3	As needed
HIST	348	Africa under Colonial Rule	3	As needed
HIST	349	History of Contemporary Africa	3	As needed
FIVE COURSES in a concentration focused on one of the following: civilization; social/economic; cultural/intellectual; political; applied/public; or a particular time period, historical genre, or other integrative principle			15	
Total Credit Hours			**32**	

COURSE REQUIREMENTS FOR MINOR IN HISTORY

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

M.A. IN HISTORY

Admission Requirements

1. A completed application form accompanied by a $25 nonrefundable application fee.
2. Official transcripts of all undergraduate and graduate records.
3. A minimum cumulative grade point average of B (3.00 on a 4.00 scale) in undergraduate course work.
4. A minimum of 24 credit hours of undergraduate courses in history (these courses should not include a Western civilization series or its equivalent).
5. An official report of scores on the Graduate Record Examination (GRE), including the advanced history test scores.
6. Three letters of recommendation, with two from history professors.
7. A plan of study approved by the advisor and appropriate dean.
8. An interview.

Course Requirements

Course No.	Course Title	Credit Hours	Offered
Choose A or B, Thesis Plan or Seminar Plan, below			
A. Thesis Plan			
HIST 501	Historiography	3	F
HIST 521	Topics in Comparative History	3	Sp
HIST 561	Graduate Seminar in History	3	F
HIST 562	Graduate Reading Seminar	3	Sp
HIST 571	Graduate Reading Course in History	3	As needed
HIST 599	Directed Graduate Research	6	As needed
NINE ADDITIONAL CREDIT HOURS, with advisement, from HIST 521, 550, 551, 552, 561, 562, 571. Three credit hours in a related discipline may be substituted for one of these courses, with advisor's approval.		9	
ORAL EXAMINATION on the thesis and the major field		0	
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, with advisement, from HIST 521, 550, 551, 552, 571. Three credit hours in a related discipline may be substituted for one of these courses, with advisor's approval.	9
Total Credit Hours	**30**

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

Justice Studies

Pamela Irving Jackson
Director

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

COURSE REQUIREMENTS FOR B.A. IN JUSTICE STUDIES

Course No.		Course Title	Credit Hours	Offered
PHIL	206	Ethics	3	F, Sp, Su
POL	202	American Government	3	F, Sp, Su
PSYC	110	Introduction to Psychology	3	F, Sp, Su
SOC	207	Crime and Criminal Justice	3	F, Sp, Su
Choose Category A, B, or C below				
Category A				
SOC	302	Social Research Methods I	4	F, Sp, Su
SOC	404	Social Research Methods II	4	F, Sp, Su
Category B				
POL	300	Methodology in Political Science	3	F
POL	304	Research Methods II	4	As needed
or				
SOC	404	Social Research Methods II	4	F, Sp, Su
Category C (ONLY FOR students double majoring in justice studies and psychology)				
PSYC	320	Introduction to Psychological Methods	4	F, Sp, Su
SOC	302	Social Research Methods I	4	F, Sp, Su

Choose concentration A or B below				
A. Requirements for Concentration in Criminal Justice				
JSTD	466	Seminar in Justice Studies	3	As needed
POL	332	Civil Liberties in the United States	4	F, Sp
POL	335	Jurisprudence and the American Judicial Process	3	As needed
SOC	309	The Sociology of Delinquency and Crime	3	As needed
SOC	340	Law Enforcement: Theory and Application	3	As needed
SOC	341	Corrections: Process and Theory	3	As needed
ONE COURSE from				
POL	327	Internship in State Government	4	Sp
POL	328	Field Experiences in the Public Sector	4	F, Sp, Su
SWRK	436	Field Work	4	F
Cognates				
ONE COURSE from				
ANTH	303	Comparative Law and Justice	3	As needed
HIST	315	Western Legal Systems	3	As needed
PHIL	321	Social and Political Philosophy	3	F
SOC	318	Law and Society	3	As needed
ONE COURSE from				
SOC	342	Women, Crime, and Justice	3	As needed
SOC	343	Juveniles and Justice	3	As needed
SOC	344	Minority Issues in Justice Systems	3	As needed
ONE COURSE from				
PHIL	311	Knowledge and Truth	3	F
PSYC	510	Drugs and Behavior	3	F, Sp, Su
SOC	345	Victimology	3	As needed
SOC	346	Underworld and Upperworld Crime and Criminals	3	As needed
Total Credit Hours			**51–52**	

B. Requirements for Concentration in Justice and Society

ANTH	303	Comparative Law and Justice	3	As needed
HIST	315	Western Legal Systems	3	As needed
JSTD	466	Seminar in Justice Studies	3	As needed
PHIL	321	Social and Political Philosophy	3	F
POL	332	Civil Liberties in the United States	4	F, Sp
SOC	309	The Sociology of Delinquency and Crime	3	As needed
SOC	318	Law and Society	3	As needed
Cognates				
ONE COURSE from				
POL	327	Internship in State Government	4	Sp
POL	328	Field Experiences in the Public Sector	4	F, Sp, Su
POL	335	Jurisprudence and the American Judicial Process	3	As needed
SOC	340	Law Enforcement: Theory and Application	3	As needed
SOC	341	Corrections: Process and Theory	3	As needed
SWRK	436	Field Work	4	F
ONE COURSE from				
SOC	342	Women, Crime, and Justice	3	As needed
SOC	343	Juveniles and Justice	3	As needed
SOC	344	Minority Issues in Justice Systems	3	As needed
ONE COURSE from				
MGT	341	Business, Government, and Society	3	F, Sp, Su
PHIL	311	Knowledge and Truth	3	F
POL	331	Courts and Public Policy	4	F
PSYC	510	Drugs and Behavior	3	F, Sp, Su
SOC	345	Victimology	3	As needed
SOC	346	Underworld and Upperworld Crime and Criminals	3	As needed
Total Credit Hours			**50–53**	

COURSE REQUIREMENTS FOR MINOR IN JUSTICE STUDIES

The minor in justice studies consists of a minimum of 16 credit hours (five courses), as follows: Political Science 332, Sociology 309; one course from Anthropology 303, History 315, Philosophy 321, Sociology 318; one course from Political Science 335, Sociology 340, 341; one course from Sociology 342, 343, 344.

Labor Studies

Robert Cvornyek
Coordinator

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

COURSE REQUIREMENTS FOR B.A. IN LABOR STUDIES

Course No.		Course Title	Credit Hours	Offered
LBRS	201	U.S. Labor History	3	As needed
LBRS	202	Labor Law	3	As needed
LBRS	203	Structure and Function of Unions	3	As needed
LBRS	302	Collective Bargaining and Contract Administration	3	As needed
LBRS	303	The Sociology of Work	3	As needed
LBRS	361	Seminar on the Future of the Labor Movement	3	As needed
TWO COURSES from				
LBRS	204	The Image of the Worker in American Literature	3	As needed
LBRS	301	Theories of the Labor Movement	3	As needed
LBRS	304	Contemporary Labor Problems	3	As needed
LBRS	305	Women and Work	3	As needed
LBRS	306	Organized Labor and the Urban Crisis	3	As needed
LBRS	307	Minority Workers and Organized Labor	3	F, Sp
MGT	322	Organizational Behavior	3	F
MGT	333	Negotiations and Conflict Resolution	3	
A course in comparative labor history				
FOUR COURSES from				
CIS	251	Computers in Management	3	F, Sp, Su
or				
AN EQUIVALENT COURSE, with coordinator's consent				

ECON	200	Introduction to Economics	3	F, Sp, Su
or				
ECON	214	Principles of Microeconomics	3	F, Sp, Su
and				
ECON	215	Principles of Macroeconomics	3	F, Sp, Su
MGT	301	Foundations of Management	3	F, Sp, Su
MGT	320	Human Resource Management	3	F, Sp, Su
MATH	240	Statistical Methods I	3	F, Sp, Su
or				
AN EQUIVALENT COURSE, with coordinator's consent				
POL	202	American Government	3	F, Sp, Su
Total Credit Hours			**36–39**	

COURSE REQUIREMENTS FOR MINOR IN LABOR STUDIES

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

Latin American Studies

To be appointed
Director

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

COURSE REQUIREMENTS FOR B.A. IN LATIN AMERICAN STUDIES

Course No.		Course Title	Credit Hours	Offered
Language Proficiency				
Students must demonstrate proficiency in Spanish or Portuguese. This requirement can be met by completing the corresponding 113–114 sequence in Spanish or Portuguese or by any other means acceptable to the Department of Modern Languages.				
ANTH	322	Regional Studies in Cultural Anthropology—Caribbean	3	As needed
ANTH	325	Regional Studies in Cultural Anthropology—Latin American Indians	3	As needed
HIST	352	Colonial Latin America	3	As needed
HIST	353	Modern Latin America	3	As needed
LAS	363	Seminar: Topics in Latin American Studies	3	As needed
SSCI	311*	Latin America	3	As needed

*Three to six credit hours in a foreign language course or independent study may be substituted, with approval of director.

FOUR COURSES from				
ANTH	101	Introduction to Cultural Anthropology	3	F, Sp
ANTH	312	Regional Studies in Archaeology—Latin America	3	As needed
ECON	422	Economics of Developing Countries	3	As needed
POL	341	The Politics of Developing Nations	3	As needed
PORT	113*	Intermediate Portuguese	3	F
PORT	114*	Readings in Intermediate Portuguese	3	Sp
SPAN	113*	Intermediate Spanish	3	F, Su
SPAN	114*	Readings in Intermediate Spanish	3	Sp, Su

*May count only if not counted toward language proficiency.

Cognates				
FOUR COURSES from				
ECON	200	Introduction to Economics	3	F, Sp, Su
ECON	421	International Economics	3	As needed
GEOG	101	Introduction to Geography	3	F, Sp, Su
POL	303	International Law and Organization	3	As needed
SPAN	200	Spanish for Spanish Speakers	4	F
SPAN	201	Conversation and Composition	4	F
SPAN	202	Composition and Conversation	4	Sp
SPAN	322	Survey of Latin American Literature	3	Alternate Sp, Su
SPAN	331	The Hispanic World: Latin America	3	Alternate F, Su

Note: Equivalent courses in Portuguese may be substituted for courses listed above, with approval of chair of Department of Modern Languages.

Total Credit Hours **42–45**

COURSE REQUIREMENTS FOR MINOR IN LATIN AMERICAN STUDIES

The minor in Latin American studies consists of demonstrating proficiency in Spanish or Portuguese and completing a minimum of 15 credit hours (five courses), as follows: Social Science 311; Anthropology 322, 325; History 352, 353.

Mathematics

Department of Mathematics and Computer Science
Professors: *Abrahamson, Bierden, Moskol, Nazarian, Rodrigues, H. Salzberg, Schiller (chair), Sedlock, Simons, A. Smith*
Associate Professors: *Harrop, Humphreys, McDowell, Morgan, Schaefer, M. Sullivan, Zhou*
Assistant Professors: *Andreozzi, Kovac, Roy, Teixeira*

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

COURSE REQUIREMENTS FOR B.A. IN MATHEMATICS

Course No.	Course Title	Credit Hours	Offered
MATH 212	Calculus I	4	F, Sp, Su
MATH 213	Calculus II	4	F, Sp, Su
MATH 300	Bridge to Advanced Mathematics	3	F
MATH 314	Calculus III	4	F, Sp
MATH 315	Linear Algebra	3	Sp
MATH 416	Ordinary Differential Equations	3	As needed
or			
MATH 417	Introduction to Numerical Analysis	3	As needed
MATH 411	Calculus IV	3	F (odd years)
MATH 432	Introduction to Abstract Algebra	3	F
MATH 441	Introduction to Probability	3	F
TWO COURSES from			
MATH 416	Ordinary Differential Equations (if not counted above)	3	As needed
or			
MATH 417	Introduction to Numerical Analysis (if not counted above)	3	As needed
MATH 418	Introduction to Operations Research	3	As needed
MATH 431	Number Theory	3	As needed
MATH 436	Discrete Mathematics	3	Sp
MATH 445	Statistical Methods II	3	As needed

Cognates				
Choose category A, B, or C below				
Category A				
ONE COURSE from				
CHEM	405	Physical Chemistry I	3	F
CSCI	312	Computer Organization and Architecture I	3	Sp
CSCI	422	Introduction to Computation Theory	3	As needed
CSCI	423	Analysis of Algorithms	3	As needed
ECON	313	Managerial Economics	3	Sp
ECON	314	Intermediate Microeconomic Theory and Applications	3	F
ECON	315	Intermediate Macroeconomic Theory and Analysis	3	Sp
MGT	249	Business Statistics II	3	F, Sp, Su
MKT	333	Market Research	3	F
PHIL	305	Intermediate Logic	3	Sp (even years)
Category B				
PHYS	200	Mechanics	4	F
and either				
PHYS	201	Electricity and Magnetism	4	F
or				
PHYS	202	Thermodynamics, Waves, and Optics	4	Sp
Category C				
TWO NON-MATHEMATICS COURSES approved by the Department of Mathematics and Computer Science as significantly illustrating the applications of mathematics			6	
Total Credit Hours			**39–44**	

COURSE REQUIREMENTS FOR MINOR IN MATHEMATICS

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

M.A. IN MATHEMATICS

Admissions Requirements

1. A completed application form accompanied by a $25 nonrefundable application fee.
2. Official transcripts of all undergraduate and graduate records.
3. A minimum cumulative grade point average of B (3.00 on a 4.00 scale) in undergraduate course work.
4. A minimum of 30 credit hours of courses beyond precalculus mathematics.
5. An official report of scores on the Graduate Record Examination (GRE) or Miller Analogies Test (MAT).
6. Three letters of recommendation.
7. A plan of study approved by the advisor and appropriate dean.
8. An interview.

Course Requirements

Course No.		Course Title	Credit Hours	Offered
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
FOUR ADDITIONAL COURSES in mathematics at an appropriate level, chosen with advisor's consent			12	
TWO COURSES in a discipline approved by advisor and by the Department of Mathematics and Computer Science (these courses may be in mathematics)			6	
Comprehensive Examination			0	
Total Credit Hours			**30**	

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

Modern Languages

Department of Modern Languages
Associate Professors: *Géloin, Juzyn (chair), M.-F. Taylor*
Assistant Professors: *Fortunato, Margenot, Parker*

Language Courses

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

The Department of Modern Languages offers elementary and intermediate courses in French, German, Italian, Latin, Portuguese, and Spanish. Elementary courses (101, 102) and intermediate courses (113, 114) may be offered in languages not listed in this catalog. Recent examples include Arabic, Japanese, and Russian. Refer to the schedule of classes published each semester and contact the department chair for details.

Advanced courses are also available in French, Italian, Portuguese, and Spanish.

Placement for language study may be determined by performance on the College Entrance Examination Board (CEEB) tests or by course work. Students who demonstrate proficiency on the CEEB or the College Level Examination Program (CLEP) tests are granted credit toward graduation in accordance with College policy.

Elementary courses (101, 102) may be taken for elective credit, except in the language presented to meet College admission requirements. Students who wish to continue their study of the language presented for admission should elect 110, 113, or 114.

Study Abroad

The Department of Modern Languages encourages students to study abroad and cosponsors programs in Canada, France, Mexico, and Spain. Please contact the Department of Modern Languages for information concerning these programs.

Music

Department of Music, Theatre, and Dance
Professors: *Elam, Hutchinson (chair), Jones, Mack, Markward, McClintock, Pellegrino, Smith, Stillman, Sumerlin*
Assistant Professors: *Coffman, Franzblau*

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

COURSE REQUIREMENTS FOR B.A. IN MUSIC

Course No.	Course Title	Credit Hours	Offered
Music Theory			
MUS 230	Music Theory I	3	F
MUS 232	Music Theory II	3	Sp
MUS 234	Music Theory III	3	F
MUS 236	Music Theory IV	3	Sp
AND ONE COURSE from			
MUS 305	Form and Analysis	3	F 2001
MUS 306	Sixteenth-Century Counterpoint	3	Sp 2002
MUS 307	Composition	3	F 2000
MUS 321	Orchestration	3	Sp 2002
MUS 322	Eighteenth-Century Counterpoint	3	Sp 2001
MUS 458	Twentieth-Century Theory	3	As needed
Sight Singing and Ear Training			
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 207	Introduction to Music Literature	3	Sp

AND THREE COURSES from			
MUS 310	Medieval and Renaissance Music	3	F 2001
MUS 311	Music of the Baroque	3	F 2000
MUS 312	Music of the Classical Era	3	Sp 2001
MUS 313	Music of the Romantic Period	3	Sp 2002
MUS 314	Twentieth-Century Music	3	F 2001
Performance			
TWO SEMESTERS of each of the following groups			
1. Music 161–163 (in one ensemble)		1	F, Sp
2. Music 270–288 (in one instrument)		4	F, Sp, Su

Note: Students must pass Freshman Applied Music Proficiency at the completion of the second semester of Applied Music.

Electives			
FOUR CREDIT HOURS from			
MUS	161–163 Large Ensembles	0.5	F, Sp
MUS	164–166 Chamber Ensembles	1	F, Sp
MUS	270–288 Applied Music	2	F, Sp, Su
MUS 458	Twentieth-Century Theory	3	As needed
ONE COURSE in theory or literature at the 300-level		3–4	
Total Credit Hours		**40**	

COURSE REQUIREMENTS FOR B.M. IN PERFORMANCE

Course No.	Course Title	Credit Hours	Offered
Music Theory			
MUS 230	Music Theory I	3	F
MUS 232	Music Theory II	3	Sp
MUS 234	Music Theory III	3	F
MUS 236	Music Theory IV	3	Sp
MUS 306	Sixteenth-Century Counterpoint	3	Sp 2002
or			
MUS 322	Eighteenth-Century Counterpoint	3	Sp 2001
TWO COURSES from			
MUS 305	Form and Analysis	3	F 2001
MUS 307	Composition	3	F 2002
MUS 321	Orchestration	3	Sp 2002
MUS 458	Twentieth-Century Theory	3	As needed
Sight Singing and Ear Training			
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 207	Introduction to Music Literature	3	Sp
MUS 360	Seminar in Music Literature	3	Sp (odd years)
THREE COURSES from			
MUS 310	Medieval and Renaissance Music	3	F 2001
MUS 311	Music of the Baroque	3	F 2000
MUS 312	Music of the Classical Era	3	Sp 2001
MUS 313	Music of the Romantic Period	3	Sp 2002
MUS 314	Twentieth-Century Music	3	F 2001
Applied Music			
MUS 091	Student Recital Series (taken for eight semesters)	0	F, Sp
MUS 391	Junior Recital	0	F, Sp, Su
MUS 493	Senior Recital	0	F, Sp, Su

EIGHT SEMESTERS of each of the following groups:				
1. MUS 370–388, in one instrumental area			24	
2. MUS 161–163			4	

Note: Students must pass Freshman Applied Music Proficiency at the completion of the second semester of Applied Music.

MUS	308	Fundamentals of Conducting	2	F
DEPENDING ON APPLIED AREA, TWO COURSES from				
MUS	105	Class Piano II	2	F
MUS	164	Chamber Music Ensemble (instrumental and vocal chamber music, including duos, trios, and quartets)	1	F, Sp
MUS	364	Language Orientation	2	Sp (even years)
MUS	366	Accompanying	1	F, Sp

Note: (1) Students are required to take Music 169 (Core 3 of General Education 2000)
(2) Voice majors must also take Italian 101 and 102.

Total Credit Hours	**72–74**

COURSE REQUIREMENTS FOR MINOR IN MUSIC

The minor in music consists of a minimum of 18 credit hours, as follows: Music 207, 230, 231, 232, 233; three credit hours from Music 310, 311, 312, 313; and four credit hours from applied music and/or ensembles. Music 201, 203, and music education courses may not be elected in the minor.

COURSE REQUIREMENTS FOR MINOR IN JAZZ STUDIES

The minor in jazz studies consists of a minimum of 21 credit hours (five courses), as follows: Music 225, 238, 239; four credit hours of Music 168; and eight credit hours of Music 290.

Music Education

Department of Music, Theatre, and Dance
Professors: *Hutchinson (chair), Jones, Markward, McClintock, Sumerlin*
Assistant Professor: *Franzblau*

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

COURSE REQUIREMENTS FOR B.S. IN MUSIC EDUCATION

Course No.		Course Title	Credit Hours	Offered
Music Theory				
MUS	230	Music Theory I	3	F
MUS	232	Music Theory II	3	Sp
MUS	234	Music Theory III	3	F
MUS	236	Music Theory IV	3	Sp
Sight Singing and Ear Training				
MUS	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	207	Introduction to Music Literature	3	Sp
and				
TWO COURSES from				
MUS	310	Medieval and Renaissance Music	3	F 2001
MUS	311	Music of the Baroque	3	F 2000
MUS	312	Music of the Classical Era	3	Sp 2001
MUS	313	Music of the Romantic Period	3	Sp 2002
MUS	314	Twentieth-Century Music	3	F 2001

Applied Music			
MUS 392	Senior Recital	0	F, Sp, Su
and			
SEVEN SEMESTERS of each of the following groups			
1. MUS 270–288, in one instrumental area		14	
2. MUS 161–163 in one major ensemble		3.5	
3. MUS 191		0	
and			
ONE SEMESTER in a second major ensemble		0.5	

Note: Students must pass Freshman Applied Music Proficiency at the completion of the second semester of Applied Music.

Class Instruments			
MUS 104	Class Piano I	2	Sp
MUS 106	Class Strings	2	Sp
MUS 107	Class Voice	2	Sp
MUS 110	Brass Class	2	F
MUS 111	Woodwinds Class	2	Sp
MUS 112	Percussion Class	1	F
MUS 308	Fundamentals of Conducting	2	F
Related Requirements			
MUS 164	Chamber Music Ensemble (instrumental and vocal chamber music, including duos, trios, and quartets).	2	F, Sp

Note: Keyboard majors may substitute one credit hour of Music 366 for one credit hour of Music 164.

Professional Courses			
CEP 215	Educational Psychology	4	F, Sp, Su
FNED 340	Foundations of Education	3	F, Sp, Su
FNED 345	Diversity and the Public School	3	F, Sp, Su
MUSE 412	Practicum in Music Education I	3	F
MUSE 413	Practicum in Music Education II	3	Sp
MUSE 424	Student Teaching in Music Education	9	F
MUSE 460	Student Teaching Seminar in Music Education	1	F

Note: (1) Students are required to take Music 169 (Core 3 of General Education 2000)
(2) Voice majors are required to take Music 364

Total Credit Hours **84**

M.A.T. IN MUSIC EDUCATION

Admission Requirements

1. A completed application form accompanied by a $25 nonrefundable application fee.
2. A baccalaureate degree in music or at least 50 credit hours of music.
3. Official transcripts of all undergraduate and graduate records.
4. A minimum cumulative grade point average of B (3.00 on a 4.00 scale) in undergraduate course work.
5. An official report of scores on the Graduate Record Examination (GRE) or Miller Analogies Test (MAT).
6. Scores on the entrance examinations in music education, theory, history, and literature.
7. Three letters of recommendation.
8. Evidence of musicianship.
9. A plan of study approved by the advisor and appropriate dean.
10. An interview.

Note: Additional courses may be required as prerequisites for certification depending on a student's educational background and the results of their entrance examinations. These courses may include various class instruments, conducting, large and small ensembles, theory, history, literature, applied music, and non-Western music.

Course Requirements

Course No.	Course Title	Credit Hours	Offered
Foundations Component			
CEP 552	Psychological Perspectives on Learning and Teaching	3	F, Sp, Su
FNED 541	Comparative Philosophies of Education	3	As needed
FNED 546	Contexts of Schooling	3	F
Professional Education Component			
MUSE 412	Practicum in Music Education I	3	F
MUSE 413	Practicum in Music Education II	3	Sp
MUSE 501	Research Techniques in Music Education	3	Su
MUSE 502	Perception, Assessment, and Evaluation of Music	3	Su
MUSE 525	Advanced Studies in Music Education	3	Su (odd years)
MUSE 526	Student Teaching in Music Education	9	F
MUSE 560	Student Teaching Seminar in Music Education	1	F
Academic Disciplines Component			
MUS 505	Systems of Musical Analysis	3	F (even years)
MUS 560	Seminar in Music Literature	3	Sp (even years)

Electives		
Choose A or B below, Thesis/Graduate Project or Recital, with approval of departmental graduate committee		
A. Thesis/Graduate Project		
MUSE 592 Graduate Thesis	3	As needed
B. Recital		
MUS 591 Graduate Recital	0	As needed
and		
MUS 570–588 Applied Music	4	F, Sp, Su
Capstone Course		
MUSE 566 Seminar in Music Education	3	F (odd years)
Comprehensive Examination	0	
Total Credit Hours	**46–47**	

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

Admission Requirements

1. A completed application form accompanied by a $25 nonrefundable application fee.
2. Teacher certification in music.
3. A baccalaureate degree in music or 50 credit hours of approved music courses.
4. Official transcripts of all undergraduate and graduate records.
5. A minimum cumulative grade point average of B (3.00 on a 4.00 scale) in undergraduate course work.
6. An official report of scores on the Graduate Record Examination (GRE) or Miller Analogies Test (MAT).
7. Scores on the entrance examinations in music education, theory, history, and literature.
8. Three letters of recommendation.
9. Evidence of musicianship.
10. A plan of study approved by the advisor and appropriate dean.
11. An interview.

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.

Course Requirements

Course No.	Course Title	Credit Hours	Offered
Foundations Component			
FNED 502	Social Issues in Education	3	F, Sp
or			
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
Music Education			
MUSE 501	Research Techniques in Music Education	3	Su
MUSE 502	Perception, Assessment, and Evaluation in Music	3	Su
MUSE 525	Advanced Studies in Music Education	3	Su (odd years)
MUSE 566	Seminar in Music Education	3	F (odd years)
and			
THREE CREDIT HOURS from			
MUSE 480	Workshop in Music Education	1–4	
MUSE 503	School Music Administration and Supervision	3	Su
MUSE 592	Graduate Thesis	3	As needed

Music			
MUS 505	Systems of Musical Analysis	3	F (even years)
MUS 560	Seminar in Music Literature	3	Sp (even years)
and			
FIVE CREDIT HOURS from			
MUS 591*	Graduate Recital	0	As needed
MUS 521	The Symphony	3	Sp 2002
MUS 522	Opera	3	Sp 2001
MUS 570–588	Applied Music	2	F, Sp, Su

*Students electing Music 591: Graduate Recital must also enroll in at least two semesters of applied music, Music 570–588

Electives			
FOUR CREDIT HOURS from			
MUS 561–563	Large Ensembles	0.5	F, Sp
MUS 564–566	Chamber Ensembles	1	F, Sp
MUS 570–588	Applied Music	2	F, Sp, Su
MUS 590	Independent Study	1–6	As needed
Comprehensive Examination		0	
Total Credit Hours		**36**	

Note: A thesis/graduate project or recital is required of each student. Thesis/graduate projects vary, but topics must be approved by the departmental graduate committee. The recital is available only to those who clearly exhibit advanced musicianship; the student must have the approval of the departmental graduate committee.

Nursing

Department of Nursing
Professors: *Burke, Carty, Cathers, Lassan, A. Murphy, Shelton, P. Thomas, Wood*
Associate Professors: *Byrd, Lockett, Rasmussen, Robotzky, J. Williams (chair)*
Assistant Professors: *Aflague, Beezer, Costello, DeNuccio, Foote, Harrison, Huntley-Newby, Matarese, Matrone, Mulvey, M. Newman, Petrarca, Quigley, N. Smith, Urban-Lynch*

B.S. IN NURSING

Admission Requirements

1. All declared nursing majors admitted to Rhode Island College, who anticipate enrolling in Nursing 220 and 222 in the fall semester, must submit a completed **Enrollment Form** to the Department of Nursing by **April 15** of the preceding academic year. Students accepted to the College after March 1 as transfers or second-degree candidates should file an Enrollment Form with the Department of Nursing and will be considered for enrollment based upon availability of seats. The Department of Nursing may require a personal interview.
2. All declared nursing majors must have completed the College Mathematics Requirement and the College Writing Requirement.
3. All declared nursing majors must have maintained a 2.50 cumulative grade point average.
4. All declared nursing majors must have completed Biology 231 and Psychology 230, with a grade of C or better.

Admission Requirements for RN Students

1. Registered nurse students who anticipate enrolling in senior level must submit a completed **Enrollment Form** to the Department of Nursing by **February 1** of the spring semester prior to senior course work.
2. Registered nurse students must have completed all cognates with a grade of C or better by the end of the spring semester prior to senior course work.

Admission Requirements for Lateral Transfer Students

Students within the Rhode Island College community who desire a change of major to nursing must consult with the department chair prior to applying for admission to the program.

Admission Requirements for Transfer Students

1. Transfer students accepted into the College will be reviewed on an individual basis for possible fall enrollment in nursing courses with a clinical component.
2. 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

1. Second degree candidates admitted to Rhode Island College must apply through the College's Office of Undergraduate Admissions.
2. A learning contract is then formulated with the department chair.

Retention Requirements

1. Nursing majors must complete the required prerequisite courses (cognate and nursing courses).
2. Nursing majors must complete all cognates before the junior year.
3. Nursing majors must maintain a grade of 2.00 (C) or better in each nursing course. One course in nursing may be repeated once. A student who does not receive a grade of C the second time in the course or who sustains another failure in any nursing course will be dismissed from the program.
4. Nursing majors must maintain a grade of 2.00 (C) or better in each cognate course. Students with a grade of C- or lower in cognate courses will have the automatic option to progress in nursing (probationary status) for one semester while repeating the course in question.

Note: The Admission and Retention Committee will apprise students who have not met the retention criteria that they must defer enrolling in the next nursing course until they can show evidence of meeting the retention criteria.

The faculty of the Department of Nursing reserves the right to require withdrawal or dismissal of a student who gives evidence, academically or personally, of inability to carry out professional responsibilities in nursing. Students who do not meet retention standards are dismissed from the program. Students have the right to appeal through the Academic Standing Committee.

Health Requirements

Freshman students are required to have a completed College Medical Form. Verification of the College Medical Form and the annual PPD test must be submitted to the department when enrolling in the first clinical course. Each year thereafter students will provide evidence to the College's Health Services of a negative PPD test or compliance with treatment. Before beginning some nursing courses, students may be expected to meet additional health requirements.

Students will not be admitted to the first class meeting of a nursing practicum course without having complied with the health requirements.

Students are strongly encouraged to receive the Hepatitis B vaccine prior to their first practicum. If the student chooses not to be vaccinated, he/she must sign a declination form.

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 Department 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 may require students to consent to criminal background checks.

Licensure

Graduates of the nursing program are eligible to take NCLEX-RN for licensure as a registered nurse in any state. An applicant who has been convicted of a felony may not be awarded a license by the Rhode Island Board of Nurse Registration and Nursing Education. For more information, contact the chair of the Department of Nursing.

COURSE REQUIREMENTS FOR B.S. IN NURSING

Course No.	Course Title	Credit Hours	Offered
ALL STUDENTS must be certified for CPR each year			
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
Cognates			
BIOL 231	Human Anatomy	4	F, Sp, Su
BIOL 335	Human Physiology	4	F, Sp, Su
BIOL 348	Microbiology	4	F, Sp, Su
CHEM 106	General, Organic, and Biological Chemistry II	4	Sp, Su
PSYC 230	Human Development	4	F, Sp, Su
Total Credit Hours		**77**	

COURSE REQUIREMENTS FOR B.S. IN NURSING—REGISTERED NURSE STUDENTS

(Licensed graduates of accredited associate degree or hospital schools of nursing)

Course No.	Course Title	Credit Hours	Offered
ALL STUDENTS must be certified for CPR each year			
NURS 207	Baccalaureate Education for Nursing	4	F, Sp
NURS 316	Physical Assessment of the Adult and Child	4	F, Sp
NURS 370	Public and Community Health Nursing	6	F, Sp
NURS 376	Issues and Challenges in Contemporary Nursing Practice	6	F, Sp
Electives (transfer)		37	
Cognates			
BIOL 231	Human Anatomy	4	F, Sp, Su
BIOL 335	Human Physiology	4	F, Sp, Su
BIOL 348	Microbiology	4	F, Sp, Su
CHEM 106	General, Organic, and Biological Chemistry II	4	Sp, Su
PSYCH 230	Human Development	4	F, Sp, Su
Total Credit Hours		**77**	

Philosophy

Department of Philosophy
Professors: *Castiglione, Enteman, R. Olmsted (chair), S. Smith*
Associate Professor: *Shogenji*
Assistant Professor: *Rudolph*

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

COURSE REQUIREMENTS FOR B.A. IN PHILOSOPHY

Course No.	Course Title	Credit Hours	Offered
Logic			
PHIL 205	Introduction to Logic	3	F, Sp, Su
or			
PHIL 305	Intermediate Logic	3	Sp (even years)
History			
PHIL 351	Plato, Aristotle, and Greek Thought	4	F
PHIL 356	Seventeenth- and 18th-Century Philosophers	4	Sp
ONE COURSE from			
PHIL 300	American Philosophy	4	Sp (even years)
PHIL 353	Hellenistic Philosophy	3	Sp (odd years)
PHIL 355	Aquinas, Bonaventure, and Medieval Thought	4	F
PHIL 358	Existentialism and Contemporary Philosophy	4	Sp (odd years)
Ethics			
ONE COURSE from			
PHIL 306	Contemporary Ethical Theory	3	F (odd years)
PHIL 321	Social and Political Philosophy	3	F
PHIL 322	Philosophy of Law	3	Sp

Epistemology/Metaphysics			
ONE COURSE from			
PHIL 311	Knowledge and Truth	3	Sp (even years)
PHIL 320	Philosophy of Science	4	F (odd years)
PHIL 330	Metaphysics	3	F (even years)
PHIL 333	Philosophy of Mind	3	F (odd years)
ANY ADDITIONAL PHILOSOPHY COURSES at the 200- or 300-level to complete a total of 30 credit hours in the major, with at least 18 credit hours at the 300-level		8–10	
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 six credit hours at the 300-level. The courses chosen should form a coherent program.

Physics

Department of Physical Sciences
Professors: *Gilbert, Glanz, Greene (chair)*
Assistant Professor: *Snowman*

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

COURSE REQUIREMENTS FOR B.A. IN PHYSICS

Course No.	Course Title	Credit Hours	Offered
PHYS 200	Mechanics	4	F
PHYS 201	Electricity and Magnetism	4	Sp
PHYS 202	Thermodynamics, Waves, and Optics	4	F
PHYS 300	Atomic and Nuclear Physics	4	Sp (even years)
PHYS 312	Mathematical Methods in Physics	3	Sp (odd years)
PHYS 401	Advanced Electricity and Magnetism	3	As needed
PHYS 403	Intermediate Mechanics	3	As needed
PHYS 407	Quantum Mechanics	3	As needed
PHYS 413	Senior Laboratory	3	As needed
Cognates			
CHEM 103	General Chemistry I	4	F, Sp, Su
CHEM 104	General Chemistry II	4	F, Sp, Su
MATH 212	Calculus I	4	F, Sp, Su
MATH 213	Calculus II	4	F, Sp, Su
MATH 314	Calculus III	4	F, Sp
MATH 416	Ordinary Differential Equations	3	As needed
Total Credit Hours		**54**	

COURSE REQUIREMENTS FOR MINOR IN PHYSICS

The minor in physics consists of a minimum of 17 credit hours (five courses in physics in any combination).

Political Science

Department of Political Science
Professors: *Leazes, Jr. (chair), Profughi, Stone, Weiner*
Associate Professors: *Hofhansel, Oppenlander, Perrotta, Rickabaugh, Weil*

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

COURSE REQUIREMENTS FOR B.A. IN POLITICAL SCIENCE

Course No.	Course Title	Credit Hours	Offered
POL 202	American Government	3	F, Sp, Su
POL 203	Global Politics	3	F, Sp
POL 204	Introduction to Political Thought	3	F, Sp
POL 308	Current Political Controversy	4	F
EIGHTEEN ADDITIONAL CREDIT HOURS from departmental offerings, with the exception of Political Science 200. Students can elect to take Political Science 208 to fulfill part of this requirement.		18	
Political science majors must also demonstrate computer literacy by completing a computer course approved by the department chair.			
Cognates		12	
TWELVE CREDIT HOURS OF COURSES in related disciplines, chosen with advisor's consent. The cognate requirement is waived for students completing a second major or a minor or an approved skills sequence.			
Total Credit Hours		**43**	

Internship

The Department of Political Science strongly encourages students to undertake internship experiences as part of their undergraduate education. Every fall, spring, and summer the department offers a 12-week internship for students in political science, public administration, justice studies, gerontology, or other programs. Students are placed in federal, state, and local government agencies; in private sector public service organizations; and in organizations engaged in campaigns or political advocacy. To enroll in this internship, students should register for Political Science 328.

In addition, under the auspices of the Rhode Island State Internship Program, the department offers a 12-week internship every spring semester, placing students with individual members of the Rhode Island state legislature or with members of the executive and judicial branches of state government. To enroll in this internship, students should register for Political Science 327.

In cooperation with Rhode Island's U.S. senators and representatives, several students are chosen to spend a week during the spring semester in the Washington, D.C., office of either a U.S. senator or a representative from Rhode Island.

The London Course

The London course is the study of British politics, government, and culture, as well as urban geography and city planning in London. The course is divided into two components—a three-week stay in London during July in conjunction with South Bank University, preceded by a six-week proseminar at Rhode Island College during Summer Session I. The stay in Europe includes trips to the House of Commons, Cambridge University, the Home Counties, and Paris.

COURSE REQUIREMENTS FOR B.A. IN POLITICAL SCIENCE—WITH CONCENTRATION IN PUBLIC ADMINISTRATION

Course No.		Course Title	Credit Hours	Offered
CIS	251	Computers in Management	3	F, Sp, Su
or				
PBAD	358	Government Information Systems	4	Sp
or				
SSCI	102	Introduction to Computer Use in the Social Sciences	3	As needed
POL	202	American Government	3	F, Sp, Su
POL	301	Foundations of Public Administration	3	F
POL	328	Field Experiences in the Public Sector	4	F, Sp, Su
POL	330	Administrative Law and Regulatory Politics	4	As needed
or				
POL	331	Courts and Public Policy	4	F

POL	452	Leadership and Bureaucratic Politics	3	F
POL	455	Policy Formation Process	4	F
PBAD	325	Politics of Public Management: Budgeting and Personnel Administration	4	Sp
Cognates			6–8	
TWO COURSES at the 300- or 400-level from the following areas: anthropology, communications, education, economics, geography, labor studies, management, psychology, social work, sociology. The cognate requirement is waived for students completing a major or minor in a field other than political science.				
Total Credit Hours			**34–37**	

COURSE REQUIREMENTS FOR MINOR IN POLITICAL SCIENCE

The minor in political science consists of a minimum of 18 credit hours, as follows: two courses from Political Science 202, 203, and 204. Additional courses are selected from departmental offerings at the 300- or 400-level, with the exception of Public Administration 325 and 358.

Portuguese

Department of Modern Languages
Associate Professor: *Juzyn (chair)*
Assistant Professor: *Parker*

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

COURSE REQUIREMENTS FOR MINOR IN PORTUGUESE

Course No.	Course Title	Credit Hours	Offered
PORT 201	Conversation and Composition	4	F
PORT 202	Composition and Conversation	4	Sp
FOUR ADDITIONAL COURSES in Portuguese at the 200-level or above		12	
Total Credit Hours		**20**	

Pre-Dental, Pre-Medical, Pre-Optometry, Pre-Veterinary Preparation

Elaine Magyar
Pre-Medical, Pre-Dental, and Pre-Optometry Advisor

Edythe Anthony
Pre-Veterinary Advisor

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

Admission Requirements for Pre-Professional Preparation

To qualify for admission to dental, medical, optometry, or veterinary school, students must present a strong liberal arts background, show competency in writing and in their chosen academic majors, and demonstrate some knowledge of work in the laboratory sciences. Although neither a specific major nor a specific program of study is required for application, a biology or chemistry major will provide excellent preparation. In addition, most of these schools require the results of the student's performance on some standardized tests of verbal and quantitative analytical abilities.

Beginning in the freshman year, students interested in dental, medical, optometry, or veterinary school should consult with the pre-professional advisor concerning a plan of study and application procedures. Since individual schools have specific course requirements, it is essential to consult with the advisor early in the program of study. Students should also supplement their majors with the courses listed below.

COURSE REQUIREMENTS FOR PRE-PROFESSIONAL PREPARATION

Course No.	Course Title	Credit Hours	Offered
BIOL 101	Introductory Biology I	4	F, Sp, Su
BIOL 102	Introductory Biology II	4	F, Sp, Su
CHEM 103	General Chemistry I	4	F, Sp, Su
CHEM 104	General Chemistry II	4	F, Sp, Su
CHEM 205	Organic Chemistry I	4	F, Su

CHEM	206	Organic Chemistry II	4	Sp, Su
PHYS	101	General Physics I	4	F, Su
PHYS	102	General Physics II	4	Sp, Su
TWO OR THREE COURSES in advanced biology, chosen in consultation with the appropriate advisor			6–12	
Total Credit Hours			**38–44**	

Note: It is strongly recommended that students take mathematics sequences through calculus as well as intermediate or advanced courses in modern foreign languages.

BROWN UNIVERSITY MEDICAL SCHOOL EARLY IDENTIFICATION

Each year the faculty is able to nominate several students from the pre-medical studies area as candidates in a program of "early identification" with the medical school at Brown University. Students who meet the course requirements can be accepted as Early Decision Candidates into the medical school. Complete details are available from the pre-medical advisor.

Pre-Law Preparation

Carey Rickabaugh
Advisor

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

No specific major or curriculum is required or recommended by law schools as a prerequisite for admission. One can major in any of a dozen or more possible fields and go on to law school with equal facility. Accordingly, the selection of liberal arts courses which familiarize pre-law 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 communication skills, accounting, and computer science.

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

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

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

Early in their undergraduate programs, those interested in law school should discuss with the College's pre-law advisor the particulars of taking the LSAT and law school application procedures and strategies.

Pre-Occupational Therapy Preparation

Kenneth Kinsey
Advisor

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

COURSE REQUIREMENTS FOR PRE-OCCUPATIONAL THERAPY PREPARATION

Course No.	Course Title	Credit Hours	Offered
BIOL 108	Basic Principles of Biology	4	F, Sp, Su
or			
BIOL 101	Introductory Biology I	4	F, Sp, Su
and			
BIOL 102	Introductory Biology II	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
MATH 240	Statistical Methods I	3	F, Sp, Su
PSYC 230	Human Development	4	F, Sp, Su
PSYC 251	Personality	4	F, Sp, Su
PSYC 354	Abnormal Psychology	4	F, Sp
Total Credit Hours		**35–39**	

Pre-Physical Therapy Preparation

Kenneth Kinsey
Advisor

Students are responsible for meeting all graduation requirements; therefore, it is important that students consult with their advisor each semester before registering for courses. Students interested in physical therapy enroll as liberal arts biology majors and follow a program of study in consultation with an academic advisor.

SUGGESTED COURSES FOR PRE-PHYSICAL THERAPY PREPARATION

Course No.	Course Title	Credit Hours	Offered
BIOL 101	Introductory Biology I	4	F, Sp, Su
BIOL 102	Introductory Biology II	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
MATH 181	Applied Basic Mathematics (with consent of advisor)	3	F, Sp, Su
or			
MATH 209	Precalculus Mathematics (with consent of advisor)	4	F, Sp, Su
PHYS 101	General Physics I	4	F, Su
PHYS 102	General Physics II	4	Sp, Su
PSYC 110	Introduction to Psychology	3	F, Sp, Su
PSYC 251	Personality	4	F, Sp, Su
PSYC 354	Abnormal Psychology	4	F, Sp
Total Credit Hours		**46–47**	

Psychology

Department of Psychology
Professors: *Agatstein, DeLucia, Fingeret, Hennen, Lounsbury, Malloy, McCroskery, Montvilo, Randall (chair), Rollins, J. Rubovits, P. Rubovits, Sugarman, R. Tropper*
Associate Professors: *Bianco, Cousins, Goldfield, Simson, White*

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

COURSE REQUIREMENTS FOR B.A. IN PSYCHOLOGY

Course No.	Course Title	Credit Hours	Offered
PSYC 110	Introduction to Psychology	3	F, Sp, Su
PSYC 215	Social Psychology	3	F, Sp
PSYC 221	Foundations of Psychological Research	3	F, Sp, Su
PSYC 230	Human Development	4	F, Sp, Su
PSYC 251	Personality	4	F, Sp, Su
PSYC 320	Introduction to Psychological Methods	4	F, Sp, Su

Note: Psychology 360 may be substituted for any of the required courses listed below, with written consent of the department chair, except Psychology 373, 374, and 375.

ONE COURSE from

PSYC 331	Child Psychology	4	F, Sp, Su
PSYC 332	Adolescent Psychology	4	F, Sp, Su
PSYC 339	Psychology of Aging	4	F, Sp, Su

ONE COURSE from

PSYC 341	Perception	4	F, Sp, Su
PSYC 342	Behavior Modification	4	F, Sp, Su
PSYC 344	Psychology of Learning and Memory	4	Sp, Su
PSYC 345	Physiological Psychology	4	F or Sp
PSYC 346	Psychological Testing	4	F, Sp, Su
PSYC 349	Cognitive Psychology	4	F or Sp

ONE COURSE from

PSYC 353	History and Systems of Psychology	4	F
PSYC 354	Abnormal Psychology	4	F, Sp
PSYC 356	Psychology of Women	4	F, Sp
PSYC 357	Social Cognition	4	As needed
PSYC 358	Social Psychology and the Law	4	As needed
PSYC 359	Health Psychology	4	As needed

ONE COURSE from

PSYC 373	Research Methods in Developmental Psychology	4	F, Sp, Su
PSYC 374	Research Methods in Experimental Psychology	4	F, Sp, Su
PSYC 375	Research Methods in Personality and Social Psychology	4	F, Sp, Su
Total Credit Hours		**37**	

COURSE REQUIREMENTS FOR MINOR IN PSYCHOLOGY

The minor in psychology consists of 21 credit hours (six courses), as follows: Psychology 110, 215, 221, 230, 251, and one course from Psychology 341, 342, 344, 345, 346, or 349.

M.A. IN PSYCHOLOGY

Admission Requirements

1. A completed application form accompanied by a $25 nonrefundable application fee.
2. A baccalaureate degree in psychology.
3. Official transcripts of all undergraduate and graduate records.
4. Prior courses in research methods and in at least two of the following areas: cognitive psychology, developmental psychology, social psychology, learning, statistics, and personality theory.
5. A minimum cumulative grade point average of B (3.00 on a 4.00 scale) in undergraduate course work.
6. An official report of scores on the Graduate Record Examination (GRE) or Miller Analogies Test (MAT).
7. Three letters of recommendation.
8. A plan of study approved by the advisor and appropriate dean.
9. An interview may be required.

Course Requirements

Course No.	Course Title	Credit Hours	Offered
PSYC 538	Seminar in Personality and Social Development	3	Sp
PSYC 540	Quantitative Methods in Psychological Research	3	F
PSYC 541	Seminar in Research Methods	3	Sp
PSYC 549	Cognition	3	Sp
PSYC 556	Seminar in Personality Theory	3	F
PSYC 558	Seminar in Social Psychology	3	Sp
PSYC 590	Directed Research	3	As needed
THREE ADDITIONAL COURSES at the 400- and 500-level, with advisor's consent. Courses from other departments may be considered.		9	
Comprehensive Examination		0	
Total Credit Hours		**30**	

Public Administration

Department of Political Science
Professors: *Leazes, Jr. (chair), Profughi*
Associate Professors: *Oppenlander, Perrotta, Rickabaugh, Weil*

M.P.A. IN RHODE ISLAND PROGRAM

The M.P.A. in Rhode Island program is a joint program of Rhode Island College and the University of Rhode Island. M.P.A. students may take graduate level electives at RIC to fulfill their plan of study, including Administration 518, 532, 534, 536, 555, 574. Requests for program information should be made to the director of the M.P.A. program.

B.A.-M.P.A. COOPERATIVE PROGRAM

Rhode Island College cooperates with the University of Rhode Island in providing an opportunity for early admission of qualified Rhode Island College students to the Master of Public Administration in Rhode Island Program. Under this arrangement, Rhode Island College students can begin their graduate training as they complete their studies leading to the B.A. at the College. A qualified student could then earn the M.P.A. at the university in an additional two semesters of full-time graduate study or pursue the advanced degree on a part-time basis.

Admission into the cooperative program is available to students in any undergraduate major at the College, although all M.P.A. students must have a substantial knowledge of the American political process and institutions that can be demonstrated by completion of courses in general education, political science, history, sociology, or a variety of other social science disciplines. Students must also indicate a knowledge of statistics and social science research methods and familiarity with the use of computers. As part of the cooperative program, two graduate courses are taught by Rhode Island College faculty at the College and are transferable to the university for credit in the M.P.A. program.

Early advisement is essential for students seeking admission to this program. Students should consult with the coordinator of the Rhode Island College public administration program or the chair of the political science department no later than the first semester of their junior year.

Radiologic Technology

Kenneth Kinsey
Advisor

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

Admission Requirements

Candidates for the radiologic technology program must be professional radiologic technologists, they must hold an associate degree, and they must be certified by the American Registry of Radiologic Technologists (ARRT).

COURSE REQUIREMENTS FOR B.S. IN RADIOLOGIC TECHNOLOGY

Course No.		Course Title	Credit Hours	Offered
BIOL	101	Introductory Biology I	4	F, Sp, Su
BIOL	102	Introductory Biology II	4	F, Sp, Su
BIOL	231	Human Anatomy	4	F, Sp, Su
BIOL	335	Human Physiology	4	F, Sp, Su
BIOL	347	Radiation Biology	3	As needed
CHEM	103	General Chemistry I	4	F, Sp, Su
CHEM	104	General Chemistry II	4	F, Sp, Su
CHEM	309	Nuclear and Radiation Chemistry	3	As needed
MGT	301	Foundations of Management	3	F, Sp, Su
PHYS	101	General Physics I	4	F, Su
PHYS	102	General Physics II	4	Sp, Su

Choose concentration A or B below

A. Secondary Education

TWO COURSES from

INST	404	Preparing and Using Instructional Materials	3	F, Sp
SED	531	Models of Instruction	3	Sp
SED	532	Concepts in Instructional Design	3	As needed

B. Management

TWO COURSES from

ACC	200	Fundamentals of Accounting and Budgeting	4	F, Sp
MGT	320	Human Resource Management	3	F, Sp, Su
MGT	322	Organizational Behavior	3	F, Sp
Total Credit Hours			**47–48**	

Sociology

Department of Sociology
Professors: *Adler, Clark, Filimson, Jackson, Ramsbey (chair), Roche*
Associate Professors: *Liu, Niklas*
Assistant Professors: *Blank, Enos, Khoury*

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

COURSE REQUIREMENTS FOR B.A. IN SOCIOLOGY

Course No.	Course Title	Credit Hours	Offered
SOC 300	Classical Sociological Theories	4	F, Sp
SOC 302	Social Research Methods I	4	F, Sp
SOC 400	Contemporary Sociological Theories	4	F, Sp
SOC 404	Social Research Methods II	4	F, Sp
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	
Cognate			
MATH 240	Statistical Methods I	3	F, Sp, Su
Total Credit Hours		**35–39**	

COURSE REQUIREMENTS FOR MINOR IN SOCIOLOGY

The minor in sociology consists of a minimum of 20 credit hours, including Sociology 300 and 302. At least 14 credit hours must be at the 300- and 400-levels.

Spanish

Department of Modern Languages
Associate Professors: *Juzyn (chair), M.-F. Taylor*
Assistant Professor: *Margenot*

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

COURSE REQUIREMENTS FOR B.A. IN SPANISH

Course No.	Course Title	Credit Hours	Offered
SPAN 201*	Conversation and Composition	4	F
SPAN 202*	Composition and Conversation	4	Sp
SPAN 321	Survey of Spanish Literature	3	Alternate Sp
SPAN 322	Survey of Latin American Literature	3	Alternate Sp
SPAN 330	The Hispanic World: Spain	3	Alternate years
SPAN 331	The Hispanic World: Latin America	3	Alternate years
SPAN 420	Applied Grammar	3	Alternate years
SPAN 460	Seminar in Spanish	3	F
*Spanish 200 may be substituted for Spanish 201 or 202.			
TWO ADDITIONAL COURSES in Spanish at the 200-level or above		6	
Total Credit Hours		**32**	

STUDY ABROAD

Students majoring in Spanish are encouraged to study abroad, for example, in Cuernavaca, Mexico. Please contact the Department of Modern Languages for information about programs of study.

COURSE REQUIREMENTS FOR MINOR IN SPANISH

The minor in Spanish consists of a minimum of 20 credit hours (six courses), as follows: Spanish 201,* 202,* 321 (or 322), 330 (or 331), and two additional Spanish courses at the 200-level or above.

*Spanish 200 may be substituted for Spanish 201 or 202.

Theatre

Department of Music, Theatre, and Dance
Professors: *Burr, Hutchinson (chair)*
Assistant Professors: *Abernathy, J. L. Taylor, Jr., Wilson*
Costume Designer: *Burgess*

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

COURSE REQUIREMENTS FOR B.A. IN THEATRE

Course No.	Course Title	Credit Hours	Offered
THTR 105	Introduction to Theatre	3	F, Sp
THTR 110	Fundamentals of Theatrical Design and Production	3	F, Sp
THTR 222	The Actor's Self: Improvisation and Technique	3	F, Sp
THTR 378	Theatre Production	1	F, Sp
THTR 440*	History of Theatre: Origins to 1625	3	Every third semester
THTR 441*	History of Theatre: 1625–1875	3	Every third semester
THTR 442	History of Theatre: 1875–present	3	Every third semester
THTR 460	Seminar in Theatre	3	Sp

*Students who select the musical theatre concentration may take either Theatre 440 or 441 (not both).

Choose concentration A, B, C, or D below

A. Performance			
THTR 220	Voice and Articulation for the Performer	3	F
THTR 221	Movement for the Actor	3	F, Sp
THTR 320	Character Study: Psychological Realism	3	F
THTR 321	Character Study: Transformation	3	Sp
THTR 416	Makeup for the Stage, Film, and Television	3	Sp
THTR 424	Auditioning Techniques	3	F

FOUR COURSES from			
THTR 302	Oral Interpretation	3	As needed
THTR 305	Readers Theatre	3	As needed
THTR 325	Fundamentals of Directing	3	F
THTR 330	Creative Drama with Children and Youth	3	F
THTR 346	Musical Theatre Performance	3	Sp (even years)
THTR 380	Workshop in Theatre	3	As needed
THTR 422	Period Styles of Acting I	3	F (odd years)
THTR 423	Period Styles of Acting II	3	Sp (even years)
THTR 477	Touring Theatre Production	3	F
Cognates		12	
TWELVE CREDIT HOURS from art, communications, dance, English, film studies, health education, physical education, music, and/or psychology, *including* ONE COURSE from the Visual and Performing Arts category of General Education 2000 (excluding Theatre 240), and ONE COURSE from the Social and Behavioral Sciences category of General Education 2000			
Total Credit Hours		**58**	

B. Design/Technical

FIVE COURSES from			
THTR 325	Fundamentals of Directing	3	F
THTR 411	Technical Direction	3	Every third semester
THTR 412	Scene Design for the Theatre	3	Every third semester
THTR 414	Costume for the Theatre	3	F
THTR 415	Lighting for Theatre and Dance	3	Every third semester
THTR 416	Makeup for the Stage, Film, and Television	3	Sp
TWO COURSES from			
THTR 380	Workshop in Theatre	3	As needed
THTR 390	Independent Study in Theatre	3	As needed
THTR 391	Special Problems in Theatre	3	As needed
THTR 393	Special Problems in Design	3	As needed
THTR 417	Stage Management for Theatre and Dance	3	As needed
Cognates		12	
TWELVE CREDIT HOURS from art, communications, dance, English, film studies, health education, physical education, music, and/or psychology			
Total Credit Hours		**55**	

C. General Theatre

ONE COURSE from			
THTR 220	Voice and Articulation for the Performer	3	F
THTR 221	Movement for the Actor	3	F, Sp
THTR 241	American Musical Theatre	3	F (even years)
THTR 302	Oral Interpretation	3	As needed
THTR 320	Character Study: Psychological Realism	3	F
THTR 321	Character Study: Transformation	3	Sp
THTR 325	Fundamentals of Directing	3	F
THTR 330	Creative Drama with Children and Youth	3	F
THTR 335	Theatre for Children and Youth	3	Sp
TWO COURSES from			
THTR 380	Workshop in Theatre	3	As needed
THTR 411	Technical Direction	3	Every third semester
THTR 412	Scene Design for the Theatre	3	Every third semester
THTR 414	Costume for the Theatre	3	F
THTR 415	Lighting for Theatre and Dance	3	Every third semester
THTR 416	Makeup for the Stage, Film, and Television	3	Sp
THTR 417	Stage Management for Theatre and Dance	3	As needed
THTR 419	Performing Arts Management	3	As needed
TWO ADDITIONAL COURSES in theatre		6	
Cognates			
TWELVE CREDIT HOURS from art, communications, dance, English, film studies, health education, physical education, music, and/or psychology		12	
Total Credit Hours		**49**	

D. Musical Theatre

THTR	220	Voice and Articulation for the Performer	3	F
THTR	221	Movement for the Actor	3	F, Sp
THTR	241	American Musical Theatre	3	F (even years)
THTR	346	Musical Theatre Performance	3	Sp (even years)
THREE COURSES from				
THTR	302	Oral Interpretation	3	As needed
THTR	316	Makeup for the Stage, Film, and Television	3	Sp
THTR	320	Character Study: Psychological Realism	3	F
THTR	321	Character Study: Transformation	3	Sp
THTR	325	Fundamentals of Directing	3	F
THTR	380	Workshop in Theatre	3	As needed
THTR	424	Auditioning Techniques	3	F
Cognates				
DANC	110	Introductory Ballet	2	F (odd years)
DANC	112	Introductory Jazz	2	F
DANC	114	Introductory Tap Dance	2	F (odd years)
DANC	212	Intermediate Jazz	2	Sp
DANC	321	Dance for Musical Theatre	3	Sp
AND TWELVE CREDIT HOURS from				
MUS	091	Student Recital Series (6 semesters)	0	F, Sp
MUS	174	Applied Music (4 semesters)	1	F, Sp, Su
MUS	203*	Elementary Music Theory	3	F, Sp, Su
MUS	204	Sight Singing and Ear Training	1	Sp
MUS	274	Voice (2 semesters)	2	F, Sp, Su

*Music 203 may be counted toward the Visual and Performing Arts category of General Education 2000.

Total Credit Hours **58**

COURSE REQUIREMENTS FOR MINOR IN THEATRE

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

M.F.A. IN THEATRE

Admission Requirements

1. A completed application form accompanied by a $50 nonrefundable application fee.
2. A B.A. or B.F.A. in theatre or a B.A. in another discipline.
3. A preliminary examination and/or prior course work in Theatre 105, 110, 440, 441, 442, or their equivalents.
4. Official transcripts of all undergraduate and graduate records.
5. A minimum cumulative grade point average of B (3.00 on a 4.00 scale) in undergraduate course work.
6. Three letters of recommendation.
7. A plan of study approved by the advisor and appropriate dean.
8. An audition and acceptance by the faculty of the Trinity Rep Conservatory. An applicant who has not been accepted by the conservatory cannot be accepted as a candidate for the M.F.A.
9. Acceptance by the M.F.A. Committee. Acceptance by the conservatory does not mean automatic acceptance by the M.F.A. Committee.

Course Requirements

Course No.		Course Title	Credit Hours	Offered
THTR	543	Dramatic Literature I	3	F (odd years)
THTR	544	Dramatic Literature II	3	Sp (even years)
THTR	545	Dramatic and Performance Criticism	3	F (even years)
THTR	565	Graduate Seminar in Theatre	3	Sp (odd years)
THTR	677*	Theatre Conservatory Internship I	12	F, Sp
THTR	678*	Theatre Conservatory Internship II	12	F, Sp
THTR	679*	Theatre Conservatory Internship III	12	F, Sp
THTR	690*	Independent Study in Theatre	3	F
THTR	695*	Directed Graduate Study	3	Sp

*Offered in conjunction with Trinity Rep Conservatory.

Total Credit Hours **54**

Women's Studies

Joanne Schneider
Director

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

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

Course No.	Course Title	Credit Hours	Offered
WMST 200	Women in Society	3	As needed
WMST 300	Field Experience in Women's Studies	3	As needed
WMST 360	Women and the Professions	4	As needed
Humanities			
THREE COURSES from			
ART 461*	Seminar in Art History	3	F, Sp
COMM 350*	Topics Course	3	
ENGL 324	Literature by Women	3	As needed
ENGL 350*	Topics Course	3	
HIST 314	Women in European History	3	As needed
HIST 333	Women in American History	3	As needed
THTR 350*	Topics Course	3	

*When on women's studies topic.

Science, Mathematics, Social and Behavioral Sciences			
THREE COURSES from			
ANTH 301	Women in World Perspective	3	As needed
MGT 305	Women in Management	3	Sp
POL 309	Women and Politics	3	As needed
PSYC 212	Women and Men: Psychological Perspectives on Gender	3	As needed
PSYC 356	Psychology of Women	4	F, Sp
SWRK 350*	Topics course on women's studies	3	
SOC 202	The Family	3	F, Sp, Su
SOC 350	Topics Course	3	

TWO ADDITIONAL COURSES from the humanities category or the science, mathematics, social and behavioral sciences category above, with consent of director	6–7
Cognates	
ANY ACADEMIC MINOR	18–20
Total Credit Hours	**52–56**

COURSE REQUIREMENTS FOR MINOR IN WOMEN'S STUDIES

The minor in women's studies consists of a minimum of 18 credit hours (six courses), as follows: Women's Studies 200; two approved courses from the humanities; two approved courses from science, mathematics, social and behavioral sciences; Women's Studies 360 or one additional course from the above two areas.

PROGRAMS OF STUDY

FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

UNDERGRADUATE PROGRAMS OF STUDY

DAVID E. NELSON, DEAN

SUSAN SCHENCK, DIRECTOR OF CLINICAL EXPERIENCES

CURRICULUM	MAJOR	TEACHING CONCENTRATION	DEGREE
Career and Technical Education	Career and Technical Education	No	B.S.
Elementary Education–Generalized and/or Elementary Education–Early Childhood	African/Afro-American Studies	No	B.A.
	Anthropology	No	B.A.
	Biology	No	B.A.
	Chemistry	No	B.A.
	Communications	No	B.A.
	Economics	No	B.A.
	English	No	B.A.
	Film Studies	No	B.A.
	French	No	B.A.
	Geography	No	B.A.
	History	No	B.A.
	Mathematics	No	B.A.
	Philosophy	No	B.A.
	Psychology	No	B.A.
	Sociology	No	B.A.
	Spanish	No	B.A.
	Theatre	No	B.A.
	Women's Studies	No	B.A.
		Language Arts	B.S.
		Mathematics	B.S.
		Middle School—English	B.S.
		Middle School—French	B.S.
		Middle School—Mathematics	B.S.
		Middle School—Science	B.S.
		Middle School—Social Studies	B.S.
		Middle School—Spanish	B.S.
		Science	B.S.

CURRICULUM	MAJOR	TEACHING CONCENTRATION	DEGREE
		Special Education—Elementary/Middle School	B.S.
		Special Education—Middle/Secondary	B.S.
		Special Education—Severe/Profound	B.S.
Health Education	Health Education	No	B.S.
		Community Health	B.S.
Physical Education	Physical Education	No	B.S.
Secondary Education	Biology	No	B.A.
	Chemistry	No	B.A.
	English	No	B.A.
	French	No	B.A.
	General Science	No	B.A.
	History	No	B.A.
	Mathematics	No	B.A.
	Physics	No	B.A.
	Social Studies–Anthropology	No	B.A.
	Social Studies–Geography	No	B.A.
	Social Studies–Political Science	No	B.A.
	Social Studies–Social Science	No	B.A.
	Social Studies–Sociology	No	B.A.
	Spanish	No	B.A.
		Special Education—Middle/Secondary	B.S.
Technology Education	Technology Education	No	B.S.

Note: Endorsement programs are available in adapted physical education, bilingual-bicultural education, and middle school education.

Note: See course requirements for art education and music education under the section titled Faculty of Arts and Sciences.

– PLEASE NOTE –

All undergraduate full-degree programs require the completion of at least 120 credit hours, including (1) General Education 2000, (2) the College Writing Requirement, (3) the College Mathematics Requirement, (4) electives, and (5) the major requirements listed under each program. For more details on requirements needed to graduate, see page 39.

GRADUATE PROGRAMS OF STUDY

MAJOR	DEGREE OR CERTIFICATE	CONCENTRATION
Administration, School	M.Ed. and C.A.G.S.	No
Bilingual-Bicultural Education	M.Ed.	No
Counseling	M.A.	Agency Counseling Agency Counseling—Chemical Dependency Counseling Educational Psychology School Counseling
Counseling	C.A.G.S.	Mental Health Counseling School Counseling
Education Doctoral Program	Ph.D.	No
Elementary Education	M.A.T. and M.Ed. M.Ed. M.Ed.	Generalized Early Childhood Reading
Health Education	M.Ed.	Health Education
School Psychology	C.A.G.S.	No
Secondary Education	M.A.T. and M.Ed.	Biology Chemistry English French General Science History Mathematics Physics Spanish
Special Education	M.Ed. C.A.G.S.	Early Childhood, Birth through K Elementary Special Needs—Focus on Behavior Disorders Elementary Special Needs—Focus on Learning Disabilities Secondary Special Needs Severe/Profound Disabilities Administration
Teaching English as a Second Language	M.A.T. and M.Ed.	No
Technology Education	M.Ed.	No

General Information

Application to Teacher Preparation Programs

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

Application packets may be obtained from the Office of the Dean of the Feinstein School of Education and Human Development (Horace Mann 105), from departments which offer teacher preparation programs, from the Office of Academic Support and Information Services (OASIS), or from the Department of Counseling and Educational Psychology.

Students interested in the art education or music education program should get application materials from the Department of Art or the Department of Music, Theatre, and Dance. Candidates for admission to the art or music education program should contact the department chair as soon as they are admitted to the College for specific information about the required courses in these programs and the prerequisites for admission. Candidates interested in special education programs apply for admission both in the Department of Special Education and either in the Department of Elementary Education or in the Department of Educational Studies (Secondary Education).

Most applicants acquire and complete the application materials prior to or while they are enrolled in Counseling and Educational Psychology 215: Educational Psychology. This course is a prerequisite course for admission to teacher preparation programs. Applicants who transfer a course equivalent to Counseling and Educational Psychology 215 into the College should complete the application materials immediately upon admission to the College. Completion of basic skills tests is required for admission (see below) and should be completed before or during enrollment in Counseling and Educational Psychology 215. Transfer students must complete these tests as soon as possible. Registration for these tests is through the Educational Testing Service in Princeton, New Jersey. Application forms for these tests are available at the Testing Center or in the Office of the Dean of the Feinstein School of Education and Human Development. These tests are only given on nationally scheduled dates. It takes about four to six weeks to receive scores for these tests. Individuals with disabilities should read the Special Registration Options section in the Praxis Registration Bulletin for information on requesting alternative test administration.

Admission Requirements to 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. Completion of at least 24 credit hours of courses from a nationally or regionally accredited institution of higher education by the end of the semester in which the candidate applies for admission to a teacher preparation program at Rhode Island College.
2. Attainment of a minimum grade point average of 2.50 in all courses taken prior to admission to a teacher preparation program. Candidates who transfer to Rhode Island College from another school must meet this same requirement. All applicants must provide transcripts from *all* colleges and universities previously attended.
3. Completion of Counseling and Educational Psychology 215 or equivalent, with a minimum grade of C.
4. Completion of the Rhode Island College Writing Requirement and the Mathematics Requirement.
5. Completion of a statement of commitment to the teaching profession and/or a specialty within the profession. Information about this criterion is included in the admission packet.
6. Documentation of pre-professional experience with children or youth. Information about required documentation for this experience is available in the office of the department in which the teacher preparation program for which the candidate is applying is located and in the admission packet.
7. Submission of two recommendations. One must be provided by a college faculty member familiar with the candidate's academic performance. One must be provided by a professional person familiar with the candidate's pre-professional experience with children or youth.
8. Successful completion of all of the subtests of the Pre-Professional Skills Test (PPST) of the Praxis I Series. Candidates who have already completed or are in the process of completing the Communications and General Knowledge subtests of the Core Battery of the National Teachers Examination in the Praxis II Series prior to January 1, 1999, may substitute the scores on these two subtests for the scores on the PPST.
9. Fulfillment of all the departmental admission requirements for a particular teacher preparation program. Information about these requirements is available from the chair of the department in which the teacher preparation program for which the candidate is applying is located and is summarized in the application packet.

Admission Procedures to Teacher Preparation Programs

Students submit the completed application to the office of the appropriate department. The Admission and Retention Committee in the respective departments evaluates the information provided in the application packet and makes a recommendation to the associate dean about the candidate's admission to a teacher preparation program. Since certification as a special education teacher in Rhode Island also requires certification as an elementary school teacher, students applying to a program in the Department of Special Education must also apply for admission to an elementary education program or to a secondary education program. For these applicants, the application to elementary education or secondary education programs requires preparation of a standard application packet available in OASIS, the office of the dean of the Feinstein School of Education and Human Development, or departmental offices. The application to a special education program requires preparation of a separate and different application packet available in the Department of Special Education. Transfer students who wish to apply to special education programs should initiate applications to either an elementary education program or a secondary education program *and* a special education program as soon as they decide to become a student at Rhode Island College. Application packets may be acquired and preparation of the packet may begin prior to or simultaneous with application to the College. Students who decide they wish to apply to a special education program some time after admission to an elementary education or secondary education program must apply for separate admission to the Department of Special Education. Following department action, the second application packet and the department recommendation are forwarded to the associate dean of the Feinstein School of Education and Human Development.

The associate dean reviews the recommendation of the department. If the associate dean and the department committee concur, a letter is sent informing the applicant of their decision. If the associate dean does not concur with the recommendation of the department, the associate dean and the departmental committee confer to resolve the disagreement and the applicant is then informed of the result in writing. If the decision is negative, the applicant may reapply to the department by submitting a new application. The student may request a personal interview with the Department Admission and Retention Committee. The departmental recommendation for admission based on a reapplication is forwarded to the associate dean who reviews the application and informs the applicant of the decision.

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

Appeal Process

The applicant may appeal a decision for admission to a teacher preparation program to the dean of the Feinstein School of Education and Human Development on the basis of policy or procedure. Any applicant initiating an appeal must provide additional and substantiating evidence to support the appeal. Subsequent appeals should follow College policy for student appeals (see the Rhode Island College *Student Handbook*).

Community Service Requirement

The Feinstein School of Education and Human Development requires all students in initial teacher preparation programs (undergraduate, second degree, RITE, and M.A.T.) to participate in a community service experience. This requirement may be completed on an individual basis or through one or more of the courses in the program and must be completed prior to student teaching.

Technology Competency Requirement

The Feinstein School of Education and Human Development requires all students in initial teacher preparation programs (undergraduate, second degree, RITE, and M.A.T.) to document successful completion of a technology competency requirement prior to student teaching. Undergraduates and second degree candidates who will student teach after January 1, 2000, must complete the requirement prior to student teaching. Candidates in the RITE and M.A.T. programs who will student teach after January 1, 2001, must complete this requirement prior to student teaching.

Administration

Department of Educational Studies
Professors: *Bucci, Panofsky*
Associate Professors: *Berg, Brell, Jr., Davis, N. Sullivan, Tiskus (chair)*

M.ED. IN SCHOOL ADMINISTRATION

Admission Requirements

1. A completed application form accompanied by a $25 nonrefundable application fee.
2. A bachelor's degree from an accredited college or university.
3. Official transcripts of all undergraduate and graduate records.
4. Three years of successful teaching experience.
5. A minimum cumulative grade point average of B (3.00 on a 4.00 scale) in undergraduate course work and in a major appropriate for instruction in the elementary or secondary school.
6. A minimum average score of 450 on the Graduate Record Examination (GRE) or a minimum score of 45 on the Miller Analogies Test (MAT).
7. Three letters of recommendation.
8. A plan of study approved by the advisor and appropriate dean.
9. An interview.

Course Requirements

Course No.	Course Title	Credit Hours	Offered
Foundations Component			
See list of approved courses in the Department of Educational Studies		6	
Professional Education Component			
ADMN 500*	The Principalship: Theories, Skills, and Practices	4	F
ADMN 512	School, Parent, and Community Relations	3	Sp
ADMN 514	Instructional Supervision and Research	3	F
ADMN 518	Computer Applications in Administration	3	F, Su
ADMN 532	Fiscal Planning and Management	3	F
ADMN 534	Law and Educational Policy	3	Sp
ADMN 536	Personnel Management and Labor Relations	3	Sp

FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

ADMN 538	Program Evaluation and Research	3	Sp
ADMN 548**	Internship in Administration I	2	F
ADMN 549**	Internship in Administration II	2	Sp
CURR 543	Leadership in Curriculum	4	F

*Students who are accepted into the M.Ed. in school administration program must begin in the fall semester by enrolling in Administration 500.

**The internship (Administration 548 and 549) is a year-long course aimed at the practical application of the Reflective Practitioner Model of professional preparation and should be taken at a point in the program where it is of greatest value to the student. Students must receive advance approval from their advisors before registering for the internship.

Students may also receive permission to take the following courses as electives: Political Science 452, 455, 504, 525.

Comprehensive Examination	0
Total Credit Hours	**39**

C.A.G.S. IN SCHOOL ADMINISTRATION

Admission Requirements

1. A completed application form accompanied by a $25 nonrefundable application fee.
2. A master's degree in school administration from an accredited college or university and a principal's certificate. Those who have not completed a master's degree in school administration and/or do not hold a valid Rhode Island principal's certificate will be required to meet Rhode Island requirements for certification as elementary and secondary school principals concurrent with pursuit of the C.A.G.S.
3. Three years of successful teaching experience.
4. Official transcripts of all undergraduate and graduate records.
5. A minimum graduate grade point average of 3.25.
6. An official record of scores on the Graduate Record Examination (GRE) or Miller Analogies Test (MAT).
7. Three letters of recommendation.
8. A plan of study approved by the advisor and appropriate dean.
9. An interview with a professor in the program before or concurrent with the application process.

Course Requirements

Course No.	Course Title	Credit Hours	Offered
Foundations Component			
See list of approved courses in the Department of Educational Studies		6	
Professional Education Component			
ADMN 518	Computer Applications in Administration	3	F, Su
ADMN 651*	The Superintendency: Theories, Skills, and Practices	4	Sp
ADMN 655	School Facilities Planning	3	Su
ADMN 661	Seminar in Administrative Research	3	Su
ADMN 668**	Advanced Administrative Internship I	2	F
ADMN 669**	Advanced Administrative Internship II	2	Sp
ADMN 674	Educational Planning and Policy	3	F
ADMN 691	Field Project	1	F, Sp
ADMN 692	Field Project	2	F, Sp
CURR 505	Learning Theory and Curriculum Research	3	Sp (odd years)
CURR 532	Curriculum Theory and Research	3	F

*Students who are accepted into the program must begin in the fall semester by enrolling in Administration 651.

**The internship (Administration 668 and 669) is a year-long course aimed at the practical application of the Reflective Practitioner Model and should be taken at a point in the program where it is of greatest value to the student. Students must receive advance approval from their advisors before registering for the internship.

Students may also receive permission to take the following courses as electives: Political Science 452, 455, 504, 525.

Total Credit Hours	**35**

Bilingual-Bicultural Education

Department of Educational Studies
Associate Professors: Gomez, *Tiskus (chair)*
Assistant Professor: *Poole (coordinator)*

M.ED. IN BILINGUAL-BICULTURAL EDUCATION

Admission Requirements

1. A completed application form accompanied by a $25 nonrefundable application fee.
2. Teacher certification.
3. Official transcripts of all undergraduate and graduate records.
4. A minimum cumulative grade point average of B (3.00 on a 4.00 scale) in undergraduate course work.
5. An official record of scores on the Graduate Record Examination (GRE) or Miller Analogies Test (MAT).
6. Three letters of recommendation.
7. A plan of study approved by the advisor and appropriate dean.
8. An interview.

Course Requirements

Course No.	Course Title	Credit Hours	Offered
Foundations Component			
ELED 510	Research Methods, Analysis, and Applications	3	F, Sp, Su
FNED 502	Social Issues in Education	3	F, Sp
FNED 520	Cultural Foundations of Education	3	F, Sp
ONE COURSE in instructional technology chosen with advisor's consent		3	
Professional Education Component			
BLBC 439	Language Acquisition and Learning	3	As needed
BLBC 517	Curriculum Issues in Bilingual-Bicultural Education	3	Sp
BLBC 547	Concepts in Bilingual-Bicultural Education	3	F
TESL 449	Current Issues in English as a Second Language	3	F, Su
TESL 541	Applied Linguistics in ESL	3	F, Su
TESL 546	Teaching English as a Second Language	3	F, Sp

Related Disciplines Component	3	
ONE COURSE in a related discipline, chosen with advisor's consent. Those who have not completed a course in adaptive instruction for students under IDEA or ADA must enroll in Special Education 531: Instructional Approaches to Children with Special Needs in Regular Classes or its equivalent.		
Capstone Course		
BLBC 562 Seminar in Bilingual Education	3	F, Sp
Comprehensive Examination	0	
Total Credit Hours	**36**	

Language Requirement

A satisfactory degree of bilingualism must be demonstrated prior to completion of the program. Candidates will be evaluated by means of an oral and written test administered by the Department of Modern Languages. A description of the content of this evaluation is available from this department.

FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

Career and Technical Education

Department of Educational Studies
Associate Professors: *McCrystal, McLaughlin, Jr., Triskus (chair)*

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

COURSE REQUIREMENTS FOR B.S. IN CAREER AND TECHNICAL EDUCATION

Course No.		Course Title	Credit Hours	Offered
Credit for Trade Experience			23	
Successful completion of appropriate NOCTI examination or equivalent				
Professional Courses				
CTE	299	Introduction to Career and Technical Education	3	F
CTE	300	Methods of Teaching Career and Technical Education	4	Sp
CTE	301	Principles and Practices of Career and Technical Education	3	F
CTE	302	Curriculum Construction in Career and Technical Education	3	Sp
CTE	303	Organization and Management of Career and Technical Education Labs	3	F
CTE	304	Career and Technical Education Guidance: An Introduction	3	Sp
CTE	323	Internship in Career and Technical Education	9	F, Sp
CEP	215	Educational Psychology	4	F, Sp, Su
FNED	340	Foundations of Education	3	F, Sp, Su
FNED	345	Diversity and the Public School	3	F, Sp, Su
SPED	433	Adaptation of Instruction for Inclusive Education	3	F, Sp
TECH	422	Student Teaching Seminar in Technology Education	1	F, Sp
Cognates				
CSCI	101	Introduction to Computers	3	F, Sp, Su
MATH	181	Applied Basic Mathematics	3	F, Sp, Su
Total Credit Hours			**71**	

Counseling

Department of Counseling and Educational Psychology
Professors: *Perkins, Wellman*
Associate Professors: *Finley (chair), Wilczenski*
Assistant Professors: *Lawson, Obach*

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

Admission Requirements

1. A completed application form accompanied by a $25 nonrefundable application fee.
2. Official transcripts of all undergraduate and graduate records.
3. A minimum of six credit hours of courses in psychology or a related field.
4. A minimum cumulative grade point average of B (3.00 on a 4.00 scale) in undergraduate course work.
5. An official record of scores on the Graduate Record Examination (GRE) or Miller Analogies Test (MAT).
6. A written statement of professional work or volunteer experience and a written statement of purpose.
7. Three letters of recommendation.
8. A plan of study approved by the advisor and appropriate dean.
9. The Departmental Admissions Committee may use observation of the candidate's professional practice as an additional criterion for admission.

Course Requirements

Course No.		Course Title	Credit Hours	Offered
CEP	531	Introduction to Counseling in Schools and Community Settings	3	F, Sp, Su
CEP	532	Theories and Methods of Counseling	3	F, Sp, Su
CEP	534	Measurement and Test Interpretation in Counseling	3	F, Sp, Su
CEP	535	Vocational Counseling and Placement	3	F, Sp
CEP	536	Medical Information for Counselors	3	F, Sp, Su
CEP	537	Introduction to Group Counseling	3	F, Sp, Su
CEP	538	Clinical Practicum I	3	F, Sp, Su
CEP	539	Clinical Practicum II	3	F, Sp, Su
CEP	554	Applied Educational Research	3	F, Sp
Electives			6	
Comprehensive Examination			0	F, Sp
Total Credit Hours			**33**	

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

Admission Requirements

1. A completed application form accompanied by a $25 nonrefundable application fee.
2. Official transcripts of all undergraduate and graduate records.
3. A minimum of six credit hours of courses in psychology or a related field.
4. A minimum cumulative grade point average of B (3.00 on a 4.00 scale) in undergraduate course work.
5. An official record of scores on the Graduate Record Examination (GRE) or Miller Analogies Test (MAT).
6. A written statement of professional work or volunteer experience and a written statement of purpose.
7. Three letters of recommendation.
8. A plan of study approved by the advisor and appropriate dean.
9. The Departmental Admissions Committee may use observation of the candidate's professional practice as an additional criterion for admission.

Course Requirements

Course No.		Course Title	Credit Hours	Offered
CEP	531	Introduction to Counseling in Schools and Community Settings	3	F, Sp, Su
CEP	532	Theories and Methods of Counseling	3	F, Sp, Su
CEP	534	Measurement and Test Interpretation in Counseling	3	F, Sp, Su
CEP	535	Vocational Counseling and Placement	3	F, Sp, Su
CEP	536	Medical Information for Counselors	3	F, Sp
CEP	537	Introduction to Group Counseling	3	F, Sp, Su
CEP	538	Clinical Practicum I	3	F, Sp, Su
CEP	539	Clinical Practicum II	3	F, Sp, Su
CEP	546	Rehabilitation of the Chemically Dependent Person	3	F, Sp, Su
CEP	547	Treatment of the Chemically Dependent Person	3	F
CEP	554	Applied Educational Research	3	Sp
PSYC	510	Drugs and Behavior	3	F, Sp
Comprehensive Examination			0	F, Sp, Su
Total Credit Hours			**36**	F, Sp

M.A. IN COUNSELING—WITH CONCENTRATION IN EDUCATIONAL PSYCHOLOGY

Admission Requirements

1. A completed application form accompanied by a $25 nonrefundable application fee.
2. Official transcripts of all undergraduate and graduate records.
3. A minimum of three courses in psychology, including human development, personality, and abnormal psychology.
4. A minimum cumulative grade point average of B (3.00 on a 4.00 scale) in undergraduate course work.
5. An official record of scores on the Graduate Record Examination (GRE) or Miller Analogies Test (MAT).
6. A written statement of professional work or volunteer experience and a written statement of purpose.
7. Three letters of recommendation.
8. A plan of study approved by the advisor and appropriate dean.

Course Requirements

Course No.		Course Title	Credit Hours	Offered
CEP	531	Introduction to Counseling in Schools and Community Settings	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	534	Measurement and Test Interpretation in Counseling	3	F, Sp, Su
CEP	535	Vocational Counseling and Placement	3	F, Sp
CEP	536	Medical Information for Counselors	3	F, Sp, Su
CEP	537	Introduction to Group Counseling	3	F, Sp, Su
CEP	538	Clinical Practicum I	3	F, Sp, Su
CEP	539	Clinical Practicum II	3	F, Sp, Su
CEP	551	Behavior Modification in Social Settings	3	F, Sp
CEP	552	Psychological Perspectives on Learning and Teaching	3	F, Sp, Su
CEP	554	Applied Educational Research	3	F, Sp
FNED	502	Social Issues in Education	3	F, Sp
Comprehensive Examination			0	F, Sp
Total Credit Hours			**39**	

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

Admission Requirements

1. A completed application form accompanied by a $25 nonrefundable application fee.
2. Teacher certification.
3. Official transcripts of all undergraduate and graduate records.
4. A minimum of six credit hours of courses in psychology or a related field.
5. A minimum cumulative grade point average of B (3.00 on a 4.00 scale) in undergraduate course work.
6. An official record of scores on the Graduate Record Examination (GRE) or Miller Analogies Test (MAT).
7. A written statement of professional work or volunteer experience and a written statement of purpose.
8. Three letters of recommendation.
9. A plan of study approved by the advisor and appropriate dean.
10. The Departmental Admissions Committee may use observation of the candidate's professional practice as an additional criterion for admission.

Course Requirements

Course No.		Course Title	Credit Hours	Offered
CEP	531	Introduction to Counseling in Schools and Community Settings	3	F, Sp, Su
CEP	532	Theories and Methods of Counseling	3	F, Sp, Su
CEP	534	Measurement and Test Interpretation in Counseling	3	F, Sp, Su
CEP	535	Vocational Counseling and Placement	3	F, Sp, Su
CEP	536	Medical Information for Counselors	3	F, Sp
CEP	537	Introduction to Group Counseling	3	F, Sp, Su
CEP	538	Clinical Practicum I	3	F, Sp, Su
CEP	539	Clinical Practicum II	3	F, Sp, Su
CEP	541	Clinical Internship I	3	F, Sp, Su
CEP	542	Clinical Internship II	3 or 6	F
CEP	554	Applied Educational Research	3 or 6	Sp
Comprehensive Examination			3	F, Sp
Total Credit Hours			0	F, Sp
			33–39	

C.A.G.S. IN SCHOOL COUNSELING

Admission Requirements

1. A completed application form accompanied by a $25 nonrefundable application fee.
2. A master's degree in counseling or a related field. Applicants who have not taken courses in counselor education must elect or complete eight courses in the field prior to entrance into the advanced program.
3. Official transcripts of all undergraduate and graduate records.
4. A minimum cumulative grade point average of B (3.00 on a 4.00 scale) in undergraduate course work. A minimum grade point average of 3.25 in previous graduate course work.
5. An official record of scores on the Graduate Record Examination (GRE) or Miller Analogies Test (MAT).
6. A written statement of professional work or volunteer experience and a written statement of purpose.
7. Three letters of recommendation.
8. A plan of study approved by the advisor and appropriate dean.
9. The Departmental Admissions Committee may use observation of the candidate's professional practice as an additional criterion for admission.

Course Requirements

Course No.		Course Title	Credit Hours	Offered
CEP	610	Advanced Clinical Internship I	3 or 6	F
CEP	615	Organization, Operation, and Administration of Counseling Services in School	3	F, Su
CEP	663	Seminar in Counselor Education: Research Design	3	F
CEP	682	Advanced Clinical Practicum in Group Counseling	3	Sp
CEP	683	Advanced Clinical Practicum in Counseling I	3	F
CEP	684	Advanced Clinical Practicum in Counseling II	3	Sp
CEP	686	Supervision in Counseling	3	Sp
ONE OR TWO COURSES from				
CEP	611	Advanced Clinical Internship II	3 or 6	Sp
CEP	612	Counseling Minority Groups	3	As needed
CEP	620	Counseling Women	3	Sp
CEP	661	Advanced Seminar in Counseling	3	Sp
CEP	685	Counseling Families	3	Sp
CEP	690	Independent Study	3	As needed
THREE TO SIX CREDIT HOURS of courses, chosen with advisor's consent			3–6	
Field Project			0	
Total Credit Hours			**27–36**	

C.A.G.S. IN COUNSELING—WITH OPTION IN MENTAL HEALTH COUNSELING

Admission Requirements

1. A completed application form accompanied by a $25 nonrefundable application fee.
2. Official transcripts of all undergraduate and graduate records.
3. A minimum of six credit hours of undergraduate courses in psychology. Applicants who have not taken courses in counselor education must elect or complete eight courses in the field prior to entrance into the advanced program.
4. A minimum cumulative grade point average of B (3.00 on a 4.00 scale) in undergraduate course work. A minimum grade point average of 3.25 in previous graduate course work.
5. An official record of scores on the Graduate Record Examination (GRE) or Miller Analogies Test (MAT).
6. A written statement of professional work or volunteer experience and a written statement of purpose.
7. Three letters of recommendation.
8. A plan of study approved by the advisor and appropriate dean.
9. The Departmental Admissions Committee may use observation of the candidate's professional practice as an additional criterion for admission.

Course Requirements

Course No.	Course Title	Credit Hours	Offered
CEP 531	Introduction to Counseling in Schools and Community Settings	3	F, Sp, Su
CEP 532	Theories and Methods of Counseling	3	F, Sp, Su
CEP 534	Measurement and Test Interpretation in Counseling	3	F, Sp, Su
CEP 535	Vocational Counseling and Placement	3	F, Sp
CEP 536	Medical Information for Counselors	3	F, Sp, Su
CEP 537	Introduction to Group Counseling	3	F, Sp, Su
CEP 538	Clinical Practicum I	3	F, Sp, Su
CEP 539	Clinical Practicum II	3	F, Sp, Su
CEP 543	Case Problems in Counseling	3	Sp
CEP 610	Advanced Clinical Internship I	3 or 6	F
CEP 611	Advanced Clinical Internship II	3 or 6	Sp
CEP 615	Organization, Operation, and Administration of Counseling Services in School	3	F, Su
CEP 661	Advanced Seminar in Counseling	3	Sp
CEP 663	Seminar in Counselor Education: Research Design	3	F
CEP 682	Advanced Clinical Practicum in Group Counseling	3	Sp
CEP 683	Advanced Clinical Practicum in Counseling I	3	F
CEP 684	Advanced Clinical Practicum in Counseling II	3	Sp
CEP 686	Supervision in Counseling	3	Sp
PSYC 510	Drugs and Behavior	3	F, Sp, Su
PSYC 654	Community Psychology	3	As needed

THREE CREDIT HOURS of courses, chosen with advisor's consent	3
Field Project	0
Total Credit Hours	**63–69**

PRINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

Education Doctoral Program

Professors: *Bucci, Cordeiro, Dickson, Dufour, Fluehr-Lobban, Glazer, Gleason, Kochanek, Medeiros-Landurand, Nelson, Oehlkers, Panofsky, Roemer, Rowell, Stieglitz, Wollman-Bonilla*
Associate Professors: *Brell, Jr., Wilczenski*
Assistant Professors: *Carey, McCadden*
Adjunct Professors: *Barton, Boulmetis, Byrd, Culatta, Eichinger, Feld, Felner, Helfetz (co-director), Horm-Wingerd, Kellogg, Kovarsky, Long, Marshall, McKinney, Purnell, Shim, Trostle, George Willis, Grant Willis, Young*

PH.D. IN EDUCATION

Admission Requirements

1. A completed application form received by the appropriate dean by February 12, 2001.
2. A master's degree or 30 credits beyond the bachelor's degree, including a minimum of three credits in research, three in foundations, and three in curriculum from a regionally accredited college or university.
3. A curriculum vita.
4. Official transcripts of all undergraduate and graduate records.
5. A minimum cumulative grade point average of B (3.00 on a 4.00 scale) in undergraduate course work.
6. An official report of scores on the Graduate Record Examination (GRE).
7. Three letters of recommendation.
8. An interview.

Course Requirements

Course No.	Course Title	Credit Hours	Offered
Core Seminars			
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 622	Field Research II	2	Sp
EDP 641	Field Research III (taken six semesters)	6	F, Sp

Research Courses			
EDP 615	Research Methodologies	3	Sp
EDP 625	Quantitative Analysis in Educational Research	3	F
Specialization Courses		12	
Dissertation and Defense		12	
Comprehensive Examination		0	
Total Credit Hours		**56**	

PEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

Elementary Education

Department of Elementary Education
Professors: *Betres, Cordeiro (chair), Eanet, Glazer, Green, Kniseley, Nixon, Oehlkers, Petry, Rowell, Rude, Slicker, Stieglitz, Wollman-Bonilla*
Assistant Professors: *Carey, Copalbo, Cotti, Henshaw, Ochsner, Owen, Pickreign*

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

Retention Requirements for B.A. and B.S. in Elementary Education

1. A minimum overall grade point average of 2.50 each semester.
2. A minimum grade of B- in Elementary Education 300 and a recommendation to continue from the instructor.
3. A minimum grade of C+ 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. A Permission to Repeat form must be signed by the department chair.
4. Students accepted into programs in the Department of Special Education and the Department of Elementary Education must maintain concurrent retention in both departments.
5. Records of students who do not maintain good standing or who receive a Recommendation to Continue with Reservations are reviewed by the Departmental Admission/Retention Committee and may be dismissed. Appeal of a decision to dismiss a student is made to the dean of the Feinstein School of Education and Human Development.

B.A. and B.S. in Elementary Education

Students in elementary education follow one of two programs:

1. **Early childhood program,** for those who seek certification for infant programs through grade two.
2. **Elementary school program,** for those who seek certification for grades one through eight when those grades are part of an elementary school.

Students are awarded either a B.A. or a B.S. degree. The B.A. is awarded to students choosing a major, and the B.S. is awarded to students electing a teaching concentration. Middle school teaching concentrations are available for those seeking middle school endorsement to teach in a middle school; a B.S. degree is awarded upon completion of this program.

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

Course No.	Course Title	Credit Hours	Offered
BIOL 109*	Fundamental Concepts of Biology	4	F, Sp, Su
ENGL 210	Children's Literature	3	F, Sp, Su
MATH 143	Mathematics for Elementary School Teachers I	3	F, Sp, Su
MATH 144	Mathematics for Elementary School Teachers II	3	F, Sp, Su
PSCI 103*	Physical Science	4	F, Sp, Su
ONE COURSE from the Social and Behavioral Sciences category of General Education 2000, except psychology		3	

*Students electing a major or teaching concentration in science should consult the appropriate departments for alternates.

Professional Courses			
ARTE 340	Methods and Materials in Art Education	2	F, Sp, Su
CEP 215	Educational Psychology	4	F, Sp, Su
ELED 300	Concepts of Teaching	3	F, Sp
ELED 439	Student Teaching in the Elementary School	9	F, Sp
ELED 469	Student Teaching Seminar in Elementary Education	1	F, Sp
FNED 340	Foundations of Education	3	F, Sp, Su
FNED 345	Diversity and the Public School	3	F, Sp, Su
MUSE 341	Methods and Materials in Music Education	2	F, Sp, Su
SPED 433*	Adaptation of Instruction for Inclusive Education	3	F, Sp
HED 346	Methods and Materials in Elementary School Health Education and Physical Education	3	F, Sp
or			
PED 346	Methods and Materials in Elementary School Health Education and Physical Education	3	F, Sp, Su

*Students electing a teaching concentration in special education are not required to take Special Education 433.

FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

Choose category A or B below

A. Early Childhood

ELED	419	Early Childhood Education: Day Care for Children from Birth–3	3	F, Sp
ELED	423	Developmental Reading, Pre-K through Grade Two	3	F, Sp
ELED	429	Early Childhood Education: Social Studies and Science	4	F, Sp
ELED	430	Early Childhood Education: Language Arts and Mathematics	4	F, Sp

B. Elementary School

ELED	422	Teaching Developmental Reading	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
Total Credit Hours			**67–68**	

Requirements for Students Electing a B.A. (a Major) in Elementary Education

Students in the **early childhood and elementary school program** must complete the required courses in elementary education that begin on page 239 and select a **major** from African/Afro-American studies, anthropology, biology, chemistry, communications, economics, English, film studies, French, geography, history, mathematics, philosophy, physics, political science, psychology, sociology, Spanish, theatre, or women's studies. Students must complete the required courses in the major they select. See individual majors and their course requirements listed in the sections of this catalog titled Faculty of Arts and Sciences or Center for Management and Technology.

Requirements for Students Electing a B.S. (a Teaching Concentration) in Elementary Education

Students in the **early childhood or elementary school program** must complete the required courses in elementary education that begin on page 239 and select a **teaching concentration** from language arts, mathematics, science, special education, or a middle school teaching concentration (for students seeking middle school endorsement). Requirements for each of these teaching concentrations are listed below.

Teaching Concentration in Language Arts (For Students in the Early Childhood or Elementary School Program)

- English 113 (or 116) and 117
- ONE COURSE in English at the 300-level
- ONE COURSE from Communications 219, 240, 258, 333
- ONE COURSE from Communications 208, 351, 356
- ONE COURSE from Theatre 205, 330, 335

Choose category A, B, or C below

Category A

- ONE COURSE from English 301, 302, 347, 348, 351, 352, 354, 355, 356, 357, 358, 359
- ONE ADDITIONAL COURSE in English at the 300-level

Category B

- ONE COURSE from Communications 355, 359; Theatre 440, 441
- ONE ADDITIONAL COURSE in communications or theatre listed above, if not taken previously

Category C

- TWO COURSES in Portuguese, Spanish, French, or Italian, with consent of chair of the Department of Modern Languages

Total Credit Hours: 24–29

Teaching Concentration in Mathematics (For Students in the Early Childhood or Elementary School Program)

- Mathematics 209, 240, 409
- Mathematics 212 or 247
- TWO COURSES from Mathematics 200 (or 324), 431, 436
- ONE COURSE from Computer Science 101, 102, 201

Total Credit Hours: 25–27

Teaching Concentration in Science (For Students in the Early Childhood or Elementary School Program)

- Biology 101 and 102
- Chemistry 103
- Physical Science 212
- ONE COURSE from Chemistry 104, Physical Science 214, 217
- THREE ADDITIONAL COURSES in biology or in the physical sciences, including chemistry and physics

Total Credit Hours: 27–28

Teaching Concentrations in Special Education (For Students in the Early Childhood or Elementary School Program)

See Special Education in the section of this catalog titled Feinstein School of Education and Human Development.

MIDDLE SCHOOL ENDORSEMENT

The endorsement program in middle school education is for students who wish to teach in a middle school. Students seeking **middle school endorsement** must be enrolled in an elementary education program that offers eligibility for certification. They must complete the required courses in elementary education listed on pages 239 and 240, and they must complete the requirements listed below. Students are awarded a B.S. degree upon completion of this program.

Course Requirements for Middle School Endorsement

Complete sections I, II, and III below.

Section I

Curriculum 307; Elementary Education 411; Foundations of Education 351; a student teaching experience at a middle school

Section II

Select one of the following teaching concentrations:

Teaching Concentration in English (For Students Seeking Middle School Endorsement)

English 201, 205, 212 (or Secondary Education 444), 301 (or 302 or 303), 326 (or 327), 336; Secondary Education 445

Total Credit Hours: 23

Teaching Concentration in French (For Students Seeking Middle School Endorsement)

French 201, 202, 323 (or 324), 330, 400, 420; ONE ADDITIONAL COURSE at the 200- or 300-level

Total Credit Hours: 23

Teaching Concentration in Mathematics (For Students Seeking Middle School Endorsement)

Computer Science 101 or 102 or 201; Mathematics 200 (or 436), 209, 212 (or 247), 240 (or 248), 324, 409, 431

Total Credit Hours: 25–27

Teaching Concentration in Science (For Students Seeking Middle School Endorsement)

Biology 101; Chemistry 103; Physical Science 212; Physics 101; ONE COURSE from Biology 102, Chemistry 104, Physics 102; ONE COURSE from Physical Science 210, 214, 217; TWO ADDITIONAL COURSES at the 200-level or above in biology, chemistry, physical science, or physics

Total Credit Hours: 28–30

Teaching Concentration in Social Studies (For Students Seeking Middle School Endorsement Program)

Anthropology 101 (or Economics 200); Geography 400; History 200 (or Political Science 300 or Sociology 302, with consent of the respective department chairs), History 201, 202; Political Science 202; ONE COURSE from History 340, 341, 342, 343, 344, 345, 346, 347, 348, 349; ONE COURSE from History 307, 308, 309, 310, 314, 352, 353

Total Credit Hours: 24

Teaching Concentration in Spanish (For Students Seeking Middle School Endorsement Program)

Spanish 201, 202, 321 (or 322), 330 (or 331), 400, 420; ONE ADDITIONAL COURSE in Spanish at the 200- or 300-level

Total Credit Hours: 23–24

Section III

Complete three courses in a discipline different from your teaching concentration. Choose category A, B, C, D, E, or F below

Category A—English

English 201, 212 (or Secondary Education 444); Secondary Education 445

Total Credit Hours: 10

Category B—French

French 201, 202, 330

Total Credit Hours: 11

Category C—Mathematics

Mathematics 209 (or 212 or 247), 240 (or 248), 324 (or 409 or 431)

Total Credit Hours: 9–10

Category D—Science

Biology 101; Chemistry 103; Physical Science 212

Total Credit Hours: 12

Category E—Social Studies

Geography 400; History 201, 202

Total Credit Hours: 9

Category F—Spanish

Spanish 201, 202, 330 (or 331)

Total Credit Hours: 11

M.A.T. IN ELEMENTARY EDUCATION

Admission Requirements

1. A completed application form accompanied by a $25 nonrefundable application fee.
2. Official transcripts of all undergraduate and graduate records.
3. A minimum cumulative grade point average of B (3.00 on a 4.00 scale) in undergraduate course work.
4. An official report of scores on the Graduate Record Examination (GRE) or Miller Analogies Test (MAT).
5. Three letters of recommendation.
6. A plan of study approved by the advisor and appropriate dean.
7. An interview with the coordinator of the M.A.T. program in elementary education.

Course Requirements

Course No.	Course Title	Credit Hours	Offered
Foundations Component			
CEP 552	Psychological Perspectives on Learning and Teaching	3	F, Sp, Su
FNED 546	Contexts of Schooling	3	F, Sp
FNED 547	Introduction to Classroom Research	3	F, Sp
Professional Courses			
ELED 500	Reflections: The Art and Science of Teaching	3	F, Sp
SPED 531	Instructional Approaches to Children with Special Needs in Regular Classes	3	F, Sp, Su
ELED 559	Student Teaching in the Elementary School	9	F, Sp
and			
FIVE COURSES from the following, with two to three courses at the 400-level and two to three courses at the 500-level			
ELED 422	Teaching Developmental Reading	3	F, Sp
or			
ELED 534	Developmental Reading: Pre-K–8	3	F, Sp, Su
ELED 435	Teaching Language Arts in the Elementary School	3	F, Sp
or			
ELED 508	Language Arts in the Elementary School	3	F, Sp
ELED 436	Teaching Elementary School Social Studies	3	F, Sp
or			
ELED 528	Social Studies in the Elementary School	3	F, Sp
ELED 437	Teaching Elementary School Science	3	F, Sp
or			
ELED 518	Science in the Elementary School	3	F, Sp
ELED 438	Teaching Elementary School Mathematics	3	F, Sp
or			
ELED 504	Mathematics in the Elementary School	3	F
Total Credit Hours		**39**	

M.ED. IN ELEMENTARY EDUCATION

Admission Requirements

1. A completed application form accompanied by a $25 nonrefundable application fee.
2. Official transcripts of all undergraduate and graduate records.
3. Teacher certification in elementary education or an appropriate field.
4. A minimum cumulative grade point average of B (3.00 on a 4.00 scale) in undergraduate course work.
5. An official report of scores on the Graduate Record Examination (GRE) or Miller Analogies Test (MAT).
6. Three letters of recommendation.
7. A plan of study approved by the advisor and appropriate dean.
8. An interview.

Course Requirements

Course No.	Course Title	Credit Hours	Offered
Foundations Component			
ELED 510	Research Methods, Analysis, and Applications	3	As needed
FNED 502	Social Issues in Education	3	F, Sp
Professional Education Component			
ELED 605	Elementary School Curriculum	3	As needed
FOUR COURSES from			
ELED 504	Mathematics in the Elementary School	3	F
ELED 508	Language Arts in the Elementary School	3	F, Sp
ELED 518	Science in the Elementary School	3	F, Sp
ELED 528	Social Studies in the Elementary School	3	F
ELED 534	Developmental Reading: Pre-K–8	3	F, Sp, Su
Related Disciplines Component			
THREE COURSES at the 400- or 500-level within the Feinstein School of Education and Human Development (list of recommended courses available from advisor)		9	
or			
THREE COURSES at the 400- or 500-level within the Faculty of Arts and Sciences		9	

Note: the Related Disciplines Component must include Special Education 531 if its equivalent has not been taken at the undergraduate or graduate level.

Comprehensive Examination or Thesis	0
Total Credit Hours	**30**

M.ED. IN ELEMENTARY EDUCATION—WITH CONCENTRATION IN EARLY CHILDHOOD

Admission Requirements

1. A completed application form accompanied by a $25 nonrefundable application fee.
2. Official transcripts of all undergraduate and graduate records.
3. Teacher certification in elementary education or an appropriate field.
4. A minimum cumulative grade point average of B (3.00 on a 4.00 scale) in undergraduate course work.
5. An official report of scores on the Graduate Record Examination (GRE) or Miller Analogies Test (MAT).
6. Three letters of recommendation.
7. A plan of study approved by the advisor and appropriate dean.
8. An interview.

Course Requirements

Course No.	Course Title	Credit Hours	Offered
Foundations Component			
FNED 520	Cultural Foundations of Education	3	F, Sp
PSYC 400	Issues in Child Growth and Development	3	F, Sp, Su
Professional Education Component			
ELED 502	Curriculum and Methods in Early Childhood Education	3	F
ELED 503	Infants/Toddlers in Group Care	3	F or Su
ELED 506	Programs and Models in Early Education	3	Sp
ELED 511	Play and Inquiry across Early Childhood Curricula	3	Su
ELED 661	Seminar in Education: Designing and Directing Preschool and Day-Care Programs	3	Sp as needed
or			
ELED 480	Workshop *(Only with consent of advisor)*	3	
ELED 662	Seminar in Early Childhood Education Research	3	F
and			

FOUR COURSES from				
ARTE	421	Art in the Elementary School	3	As needed
ELED	504	Mathematics in the Elementary School	3	F
ELED	508	Language Arts in the Elementary School	3	F, Sp
ELED	509	Emergent Literacy—Infants—Grade 2	3	Su
ELED	515	Literature in the Elementary School	3	Sp
ELED	518	Science in the Elementary School	3	F, Sp
ELED	521	Computer Application in the Classroom	3	F, Sp, Su
ELED	528	Social Studies in the Elementary School	3	F
ELED	534	Developmental Reading: Pre-K–8	3	F, Sp, Su
ELED	605	Elementary School Curriculum	3	As needed
ELED	685	Diagnosis of Reading Difficulties	3	F
ELED	686	Treatment of Reading Difficulties	3	Sp
Comprehensive Examination or Thesis			0	
Total Credit Hours			**36**	

M.ED. IN READING

Admission Requirements

1. A completed application form accompanied by a $25 nonrefundable application fee.
2. Teacher certification.
3. One year of professional teaching experience.
4. Official transcripts of all undergraduate and graduate records.
5. A minimum cumulative grade point average of B (3.00 on a 4.00 scale) in undergraduate course work.
6. An official report of scores on the Graduate Record Examination (GRE) or Miller Analogies Test (MAT).
7. Three letters of recommendation.
8. A plan of study approved by the advisor and appropriate dean.
9. An interview.

Course Requirements

Course No.	Course Title	Credit Hours	Offered
Foundations Component			
ELED 510	Research Methods, Analysis, and Applications	3	F, Sp, Su
FNED 502	Social Issues in Education	3	F, Sp

Professional Education Component				
ELED	501	Reading in the Content Areas	3	F, Sp, Su
ELED	534	Developmental Reading: Pre-K–8	3	F, Sp, Su
ELED	629	Remedial Reading Clinic	6	Su
ELED	641	Administration of Reading Programs	3	Sp
ELED	663	Seminar in Education: Review of Research in Reading	3	Sp
ELED	685	Diagnosis of Reading Difficulties	3	F
ELED	686	Treatment of Reading Difficulties	3	Sp
Electives				
SIX CREDIT HOURS of courses, chosen with advisor's consent			6	
Comprehensive Examination or Thesis			0	
Total Credit Hours			**36**	

Health Education

Department of Health and Physical Education
Professor: *Lombardo (chair)*
Associate Professors: *Ainley, Caravella-Nadeau, Castagno, Rauhe*
Assistant Professors: *Cain, Nutter*

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

COURSE REQUIREMENTS FOR B.S. IN 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	115	Fundamentals of First Aid and Cardiopulmonary Resuscitation	2	F, Sp, Su
HED	202	Principles of Health Education	3	F
HED	221	Nutrition	3	F or Sp
HED	233	Social Perspectives of Health	3	Sp
HED	303	Community Health	3	Sp
HED	307	Dynamics and Determinants of Disease	3	Sp
HED	335	Consumer Health	3	F
HED	404	Organization and Administration of School Health Education Programs	3	F
Professional Courses				
CEP	215	Educational Psychology	4	F, Sp, Su
FNED	340	Foundations of Education	3	F, Sp, Su
FNED	345	Diversity and the Public School	3	F, Sp, Su
HED	300	Concepts of Teaching	4	F
HED	418	Practicum in Health Education	4	Sp
HED	427	Student Teaching in Health Education	5 or 9	F and Sp
HED	428	Student Teaching Seminar in Health and Physical Education	1	F and Sp
SPED	433	Adaptation of Instruction for Inclusive Education	3	F, Sp

FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

Cognates				
BIOL	108	Basic Principles of Biology	4	F, Sp, Su
BIOL	231	Human Anatomy	4	F, Sp, Su
BIOL	335	Human Physiology	4	F, Sp, Su
BIOL	348	Microbiology	4	F, Sp, Su
PSYC	110	Introduction to Psychology	4	F, Sp, Su
PSYC	230	Human Development	3	F, Sp, Su
Total Credit Hours			**79–83**	

COURSE REQUIREMENTS FOR B.S. IN HEALTH EDUCATION—WITH CONCENTRATION IN COMMUNITY HEALTH

Course No.		Course Title	Credit Hours	Offered
HED	101	Human Sexuality	3	F, Sp, Su
HED	102	Personal Health	3	F, Sp, Su
HED	115	Fundamentals of First Aid and Cardiopulmonary Resuscitation	2	F, Sp, Su
HED	202	Principles of Health Education	3	F
HED	221	Nutrition	3	F or Sp
HED	233	Social Perspectives of Health	3	Sp
HED	300	Concepts of Teaching	4	F
HED	303	Community Health	3	Sp
HED	307	Dynamics and Determinants of Disease	3	Sp
HED	418	Practicum in Health Education	4	Sp
and				
TWELVE ADDITIONAL CREDIT HOURS of health education courses, chosen with consent of the community health advisor			12	
Professional Courses				
COMM	208	Public Speaking	3	F, Sp
CEP	215	Educational Psychology	4	F, Sp, Su
HED	419	Practicum in Community Health	3	F
HED	426	Community Health: Field Placement	9	Once annually
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	3	F, Sp, Su
and				
ONE COURSE from				
CIS	251	Computers in Management	3	F, Sp, Su
CSCI	101	Introduction to Computers	3	F, Sp, Su
SSCI	102	Introduction to Computer Use in the Social Sciences	3	As needed
Total Credit Hours			**80**	

M.ED. IN HEALTH EDUCATION

Admission Requirements

1. A completed application form accompanied by a $25 nonrefundable application fee.
2. Teacher certification.
3. Official transcripts of all undergraduate and graduate records.
4. Completion of courses in psychology, human physiology or human biology, and sociology or anthropology and in critical areas of health science.
5. A minimum cumulative grade point average of B (3.00 on a 4.00 scale) in undergraduate and graduate course work.
6. An official report of scores on the Graduate Record Examination (GRE) or Miller Analogies Test (MAT).
7. Three letters of recommendation.
8. A plan of study approved by the advisor and appropriate dean.
9. An interview.

Course Requirements

Course No.	Course Title	Credit Hours	Offered
Foundations Component			
ELED 510	Research Methods, Analysis, and Applications	3	F, Sp, Su
FNED 502	Social Issues in Education	3	F, Sp
Related Disciplines Component			
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.

Professional Education Component			
HED 500	Introduction to Health Education and Health Promotion	3	Sp
HED 501	Curriculum Design in Health Education	3	Su
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 (with consent of advisor)	3	As needed
HED 480	Workshop in Health Education (with consent of advisor)	3	As needed
HED 530	Family Life and Sexuality Education	3	Annually
HED 590	Directed Study in Health Education	3	As needed
HED 591	Directed Reading in Health Education	3	As needed
HED 592	Field Project in Health Education	3	As needed

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 Examination	0
Total Credit Hours	**33–36**

Physical Education

Department of Health and Physical Education
Professor: *Lombardo (chair)*
Associate Professors: *Ainley, Caravella-Nadeau, Castagno, Rauhe*
Assistant Professors: *Cain, Nutter*

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

COURSE REQUIREMENTS FOR B.S. IN 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	2	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: Pre-K–12	2	Sp
PED	420	Physiological Aspects of Exercise	3	F, Sp
TEN CREDIT HOURS in activity courses, including				
PED	123	Outdoor Activities—Summer	1	F, Sp
PED	132	Beginning Gymnastics	2	F, Sp
PED	147	Rhythmic Activities	1	Sp
PED	205	Conditioning for Personal Fitness	2	F, Sp
PED	207	Motor Skill Development for Lifetime Wellness I	2	Once a year
PED	208	Motor Skill Development for Lifetime Wellness II	2	Once a year

Note: Students must also demonstrate basic-level competency in aquatics by providing evidence of satisfactory completion of an entry-level or higher swimming course or its equivalent prior to student teaching. Materials explaining ways to fulfill this requirement are available in the Department of Health and Physical Education.

Professional Courses				
CEP	215	Educational Psychology	4	F, Sp, Su
FNED	340	Foundations of Education	3	F, Sp, Su
FNED	345	Diversity and the Public School	3	F, Sp, Su
PEO	302	Practicum in Team Activities	3	Sp
PED	413	Creative Rhythms and Dance	3	F
PED	414	Practicum in Individual and Dual Activities	3	Sp
PED	426	Student Teaching in Physical Education	9	F, Sp
PED	428	Student Teaching Seminar in Health and Physical Education	1	F, Sp
Cognates				
BIOL	108*	Basic Principles of Biology	4	F, Sp, Su
BIOL	231**	Human Anatomy	4	F, Sp, Su
BIOL	335	Human Physiology	4	F, Sp, Su
SPED	300	Introduction to the Characteristics and Education of Children and Youth with Disabilities	4	F, Sp, Su

*Students in the physical education curriculum who complete Biology 108 shall be considered to have fulfilled the Laboratory Science Category of General Education 2000.

**Students in the physical education curriculum who complete Biology 231 shall be considered to have fulfilled the Science and Mathematics Category of General Education 2000.

Total Credit Hours **83**

Endorsement in Adapted Physical Education

Students who anticipate working with special populations must meet the following additional requirements:

1. A minimum grade of B in each of the following courses: Physical Education 302, 409, 413, 414, 415, and Special Education 300, 310.
2. Additional laboratory experiences with children with disabilities in Physical Education 409 and 415.
3. A minimum of 45 documented hours of experience with K–12 schoolchildren in an adapted setting.

School Psychology

Department of Counseling and Educational Psychology
Professors: *Perkins, Wellman*
Associate Professors: *Finley (chair), Wilczenski*
Assistant Professors: *Lawson, Obach*

C.A.G.S. IN SCHOOL PSYCHOLOGY

Admission Requirements

1. A completed application form accompanied by a $25 nonrefundable application fee.
2. A master's degree in educational psychology or a related field.
3. Official transcripts of all undergraduate and graduate records.
4. A minimum cumulative grade point average of B (3.00 on a 4.00 scale) in undergraduate course work. A minimum grade point average of 3.25 in previous graduate work.
5. An official record of scores on the Graduate Record Examination (GRE) or Miller Analogies Test (MAT).
6. A written statement of professional work or volunteer experience and a written statement of purpose.
7. Three letters of recommendation.
8. A plan of study approved by the advisor and appropriate dean.
9. An interview.

Course Requirements

Course No.		Course Title	Credit Hours	Offered
CEP	601	Cognitive Assessment Practicum	3	F
CEP	602	Social-Emotional Assessment Practicum	3	Sp
CEP	603	Professional School Psychology	3	F
CEP	604	Psycho-Educational Assessment Practicum	3	F
CEP	605	Diagnostic Assessment Practicum	3	Sp
CEP	615	Organization, Operation, and Administration of Counseling Services in Schools	3	F, Su
CEP	629*	Internship in School Psychology	12	F, Sp
CEP	675	Consultation, Collaboration, Intervention, and Evaluation	3	Sp

*A one-year experience consisting of 1,200 supervised hours and a three-hour weekly seminar.

Comprehensive Examination Students must have completed all required courses and must have at least a 3.00 grade point average to be eligible to take the comprehensive examination, which is graded as either pass or fail.	0	F
Total Credit Hours	33	

FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

Secondary Education

Department of Educational Studies
Professors: *Bierden, Bucci, Eanet, Hogan, Panofsky, A. Smith, Stone*
Associate Professors: *Bigler, Brell, Jr., Cvornyek, Davis, Gomez, McCrystal, McLaughlin, Jr., M. Sullivan Tiskus (chair)*
Assistant Professors: *Ozcan, Poole*

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

Admission and Retention Requirements for B.A. in Secondary Education

In addition to the general admission criteria listed on page 220 of this catalog, secondary education applicants must have maintained the minimum grade point average or minimum grades in courses in their major. Applicants planning to teach in the secondary schools grades 7–12 major in the following areas: anthropology, biology, career and technical education (grades 9–12), chemistry, English, French, general science, geography, history, mathematics, physics, political science, social science, sociology, and Spanish. A teaching concentration in special education may be chosen in addition to one of the majors listed above. See course requirements for these majors and the teaching concentration on the following pages.

In order to continue in a program in secondary education, students must maintain a minimum grade point average of 2.50, earn a minimum grade of B- in all teacher education courses (except Counseling and Educational Psychology 215 or equivalent), maintain a satisfactory grade point average in their major area, and receive positive recommendations from all education instructors based on academic work, field work, and professional behavior.

If a student's overall grade point average falls below the minimum 2.50, or if the required grade point average 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 grade point average or the required grade point average in the major falls below the minimum for two consecutive semesters, the student may be suspended or dismissed from the secondary education program.

B.A. in Secondary Education

Undergraduates planning to teach in the secondary schools grades 7–12 major in one of the following areas: anthropology, biology, career and technical education (grades 9–12), chemistry, English, French, general science, geography, history, mathematics, physics, political science, social science, sociology, and Spanish. A teaching concentration in special education may be chosen in addition to one of these majors. See course requirements for these majors on the following pages. See course requirements for teaching concentrations in special education on page 270.

COURSE REQUIREMENTS FOR B.A. IN SECONDARY EDUCATION

Course No.		Course Title	Credit Hours	Offered
CEP	215	Educational Psychology	4	F, Sp, Su
FNED	340	Foundations of Education	3	F, Sp, Su
FNED	345	Diversity and the Public School	3	F, Sp, Su
SED	405	Dimensions of Secondary Education	4	F, Sp, Su
SED	410	Practicum in Secondary Education	5	F, Sp
SED	421	Student Teaching in the Secondary School	9	F, Sp
SED	422	Student Teaching Seminar in Secondary Education	2	F, Sp
SPED	433	Adaptation of Instruction for Inclusive Education	3	F, Sp
Total Credit Hours			**33**	

Additional Course Requirements in the Major

Major in Biology

Along with completing required secondary education courses listed above, students majoring in biology must fulfill the following requirements:

- Biology 101, 102, 221, 318, 320, 335, 348, and 491
- Chemistry 103, 104, 205, 206
- Mathematics 209, 240
- Physical Science 212, 357
- Physics 101 or 200
- ONE COURSE from Biology 300, 321, 324, 329, 353, 354

(Total Credit Hours: 67)

Note: To enroll in Secondary Education 410, students must have completed at least 55 credit hours of required and cognate courses in the major, or have the consent of the program advisor. Prior to enrolling in Secondary Education 421, students must have completed all program and content area requirements. Also, students must have maintained a minimum grade point average of 2.50 in all science and mathematics courses, with a minimum grade of C in these courses.

Major in Chemistry

Along with completing required secondary education courses listed on page 259, students majoring in chemistry must fulfill the following requirements:

•Biology 101
•Chemistry 103, 104, 205, 206, 403, 404, 405, 406, 407, 408, 410, 491
•Mathematics 212, 213, 314
•Physical Science 212, 357
•Physics 200 and 201 (In unusual circumstances Physics 202 may be substituted for Physics 201, and Physics 101 and 102 may be substituted for Physics 200 and 201, with consent of department chair.)

(Total Credit Hours: 66)

Note: To enroll in Secondary Education 410, students must have completed at least 55 credit hours of required and cognate courses in the major, or have the consent of the program advisor. Prior to enrolling in Secondary Education 421, students must have completed all program and content area requirements. Also, students must have maintained a minimum grade point average of 2.50 in all science and mathematics courses, with a minimum grade of C in these courses.

Major in English

Along with completing required secondary education courses listed on page 259, students majoring in English must fulfill the following requirements:

•English 201, 202, 212, 336, 460
•English 326 or 327
•English 345 or 346
•English 432 or 433
•Secondary Education 445 or equivalent
•ONE COURSE from English 207, 301, 302
•ONE COURSE from English 205, 344, 347, 348, 351, 352, 356, 357, 358
•ONE COURSE from English 206, 329, 340, 342, 343
•ONE COURSE in nonprint media or English 325

(Total Credit Hours: 33–36)

Note: To enroll in Secondary Education 410, students must have completed English 201 and 202 and a minimum of five 300-level courses in the major. To enroll in Secondary Education 421, students must have completed all program requirements and all but two of the required 300-level English courses. Also, students must have maintained a minimum grade point average of 3.00 in all English courses.

Major in French

Along with completing required secondary education courses listed on page 259, students majoring in French must fulfill the following requirements:

•French 201, 202, 323, 324, 330, 400, 420, 460
•TWO COURSES in French at the 200-level or above

(Total Credit Hours: 32)

Note: A minor in French that is specifically tailored to secondary education consists of 20 credit hours (six courses), as follows: French 201, 202, 330, 400, and two additional French courses at the 200-level or above

Note: To enroll in Secondary Education 410, students must have completed seven of the required courses in the major, including French 201, 202, 323, 324, 330, 400, and 420. Also, students must have maintained a minimum grade point average of 3.00 in all French courses.

Major in General Science

Along with completing required secondary education courses listed on page 259, students majoring in general science must fulfill the following requirements:

•Biology 101, 102
•Chemistry 103, 104
•Mathematics 209, 212, 240
•Physical Science 212, 217, 357
•Physics 101 and 102 (or Physics 200 and either 201 or 202)
•ONE COURSE from Biology 491, Chemistry 491, Physical Science 491, Physics 491. This course must be from the same area as the three additional courses below
•THREE ADDITIONAL COURSES at the 300-level or above from the following four areas: biology, chemistry, physical science, and physics (two courses must be in the same area)

(Total Credit Hours: 56–59)

Note: To enroll in Secondary Education 410, students must have completed at least 55 credit hours of required and cognate courses in the major, or have the consent of the program advisor. Prior to Secondary Education 421, students must have completed all program and content area requirements. Also, students must have maintained a minimum grade point average of 2.50 in all science and mathematics courses, with a minimum grade of C in these courses.

Major in History

Along with completing required secondary education courses listed on page 259, students majoring in history must fulfill the following requirements:

•History 200, 201, 202, 362
•ONE COURSE from U.S. History: History 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 332, 333, 334
•ONE COURSE from Western History I: History 300, 301, 302, 303, 304, 305, 306, 307, 312, 315, 352
•ONE COURSE from Western History II: History 308, 309, 310, 311, 313, 353, 356
•ONE COURSE from Non-Western History: History 340, 341, 342, 343, 344, 345, 346, 347, 348, 349
•TWO ADDITIONAL COURSES from U.S., Western (I or II), or non-Western history

Note: To enroll in Secondary Education 410, students must have completed at least 24 credit hours of courses in social science/history, including Economics 214, Geography 400, History 201 and 202, and Political Science 202. Students must have completed History 200 and one 300-level course in non-Western history, Western history, and American history. (General Education 2000 courses may be counted to meet this requirement.) Also, students must have maintained a minimum grade point average of 2.75 in all history courses.

Certification Courses

To be certified to teach history in Rhode Island secondary schools, students must also complete seven of the certification courses listed below. If students complete the certification courses, they may be eligible for Rhode Island endorsement to teach social studies, economics, geography, and political science. Students may be eligible for endorsement to teach anthropology and/or sociology, if they take two of the designated anthropology courses (see below) and/or two of the designated sociology courses (see below). Only one course in these disciplines is required if endorsement in these disciplines is not sought.

- Economics 214, 215
- Geography 400
- Political Science 202
- ONE COURSE from Anthropology 101, 205; Sociology 200, 202, 208
- ONE COURSE from Geography 101, 312, 320, 337, 408
- ONE COURSE from Political Science 208, 337, 357, 358

(Total Credit Hours: 32)

Major in Mathematics

Along with completing required secondary education courses listed on page 259, students majoring in mathematics must fulfill the following requirements:

- Computer Science 201
- Mathematics 212, 213, 240, 300, 314, 315, 324, 418 (or 436), 431, 432, 441, 458
- Physics 200

(Total Credit Hours: 46)

Note: To enroll in Secondary Education 410, students must have completed the calculus sequence: Mathematics 212, 213, 314; in addition to Mathematics 240, 300, 315, 324; and at least concurrent enrollment in Mathematics 333. Also, students must have maintained a minimum grade point average of 2.50 in all required mathematics courses. Prior to enrollment in Secondary Education 421, students must have completed all program requirements and Mathematics 333, at least one other mathematics course required in the major, and must have maintained a minimum grade point average of 2.50 in all required mathematics courses.

Major in Physics

Along with completing required secondary education courses listed on page 259, students majoring in physics must fulfill the following requirements:

- Biology 101
- Chemistry 103, 104
- Mathematics 212, 213, 314, 416
- Physical Science 212, 357
- Physics 200, 201, 202, 300, 312, 401, 403, 407, 413, 491

(Total Credit Hours: 67)

Note: To enroll in Secondary Education 410, students must have completed at least 55 credit hours of required and cognate courses in the major, or have the consent of the program advisor. Prior to enrollment in Secondary Education 421, students must have completed all program and content area requirements. Also, students must have maintained a minimum grade point average of 2.50 in all science and mathematics courses, with a minimum grade of C in these courses.

Social Studies Program

Major in Anthropology, Geography, Political Science, Social Science, or Sociology

Along with completing required secondary education courses listed on page 259, students who complete a major in one of the social sciences (anthropology, geography, political science, social science, sociology) are eligible for Rhode Island certification to teach social studies and to teach history IF they complete a minimum of 24 credit hours in the History Component and the Social Studies Component below.

To enroll in Secondary Education 410, students must have completed at least 24 credit hours in social sciences/history courses, including Economics 214, Geography 400, History 201 and 202, and Political Science 202. Students are also required to maintain a minimum grade point average of 2.75 in social sciences/history courses.

History Component

- History 200, 201, 202, 362
- ONE COURSE EACH from categories A, B, and C below.
  - A. History 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 332, 333, 334
  - B. History 308, 309, 310, 311, 313, 314, 356, 357
  - C. History 340, 341, 342, 343, 344, 345, 346, 347, 348, 349

(Total Credit Hours: 21)

Social Studies Component

- Economics 214
- Geography 400
- Political Science 202
- ONE COURSE from Geography 337, Political Science 208, 337, 357, 358
- ONE COURSE EACH from categories A, B, and C below
  - A. African/Afro-American Studies 200, Anthropology 205, History 334, Sociology 208
  - B. Anthropology 101, Economics 215, Geography 101, Sociology 200
  - C. Anthropology 301, 324, 336, 461; History 314, 330, 333; Political Science 309, 317, 336; Secondary Education 461; Social Science 418, 461; Sociology 312, 317; or an appropriate course at the 300- or 400-level, approved by the student's major advisor and department chair

(Total Credit Hours: 21–22)

In addition to the History Component and the Social Studies Component, students must complete the requirements for one of the following majors:

Anthropology

- Anthropology 101, 103, and either 102 or 104
- Geography 400
- History 200 or an approved course in social science methods
- History 352
- ONE COURSE from Anthropology 318, 319, 320, 321, 322, 325, 326, 327, 424

•ONE COURSE from Anthropology 311, 312, 313, 314, 318, 319, 320, 321, 322, 325, 326, 327, 424
•ONE COURSE from Social Studies Component A (above)
•ONE COURSE from Social Studies Component C (above)
(Total Credit Hours: 32)

Geography
•Geography 101
•Geography 205
•Geography 306, 400
•Geography 337 or Political Science 337
•History 200 or an approved course in social science methods
•History 362
•ONE COURSE in geography at the 300- or 400-level
•ONE COURSE from History 323, 324, 329, 326, 327, 328, 329, 330, 331, 332, 333, 334
•ONE COURSE from Social Studies Component C (above)
(Total Credit Hours: 32)

Political Science
•History 200 or an approved social science methods course
•Political Science 202, 203, 208
•ONE COURSE from Social Studies Component C (above)
•ONE COURSE in U.S. history
•TWO ADDITIONAL COURSES in political science at the 300- or 400-level
•History 362
(Total Credit Hours: 30–32)

Social Science
•Anthropology 101
•Economics 214
•Geography 400
•History 200 or an approved social science methods course
•History 362
•Political Science 202
•ONE COURSE from African/Afro-American Studies 200, Anthropology 205, History 334, Sociology 208
•ONE COURSE from Anthropology 301, 324, 336; Political Science 309, 317, 336; Sociology 312, 317
•ONE COURSE from Anthropology 311, 312, 313, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 325, 326, 327, 424; Social Science 310, 311, 312
•ONE COURSE from Anthropology 461, Secondary Education 461, Social Science 418, 461
•ONE COURSE from History 308, 309, 310, 356
•ONE COURSE from History 340, 341, 342, 343, 344, 345, 346, 347, 348, 349

•ONE COURSE from Political Science 203, 208, 337; Geography 337
•ONE COURSE from Political Science 341, 342, 343
(Total Credit Hours: 44–45)

Sociology
•History 200 or an approved social science methods course
•History 362
•Sociology 200
•Sociology 208
•Sociology 300
•ONE COURSE from Social Studies Component C (above)
•ONE COURSE in U.S. history
•TWO ADDITIONAL COURSES in sociology at the 300- or 400-level
(Total Credit Hours: 30–32)

Major in Spanish

Along with completing required secondary education courses listed on page 259, students majoring in Spanish must fulfill the following requirements:
•Spanish 201 and 202 (Spanish 200 may be substituted for either of the two), 321, 322, 330, 331, 400, 420, 460
•ONE Spanish course at the 200-level or above
Note: A minor in Spanish specifically tailored to the secondary education program is available. The requirements consist of 20 credit hours (six courses), as follows: Spanish 201 and 202, 321 or 322, 330 or 331, 400, and one additional Spanish course at the 200-level or above.
Note: To enroll in Secondary Education 410, students must have completed seven required courses in the program and in the major, including Spanish 201 and 202 (Spanish 200 may be substituted for either of the two), Spanish 203 or 330, 321 or 322, 400, and 420. Also students must have maintained a minimum grade point average of 3.00 in the major.

Teaching Concentration in Special Education

A teaching concentration in special education may be chosen in addition to one of the majors that are listed above. Students must complete required secondary education courses, required courses in the major, and special education courses (see Special Education on page 270).

FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

MIDDLE SCHOOL ENDORSEMENT

The endorsement program in middle level education is for students who wish to teach in a middle school. Students seeking **middle school endorsement** must be enrolled in an elementary education or secondary education certification-granting program and must complete the requirements listed below. These course requirements are in accordance with state education requirements.

Course Requirements for Middle School Endorsement
Complete sections I, II, and III.

Section I
Curriculum 307; Elementary Education 411; Foundations of Education 351; and a student teaching experience at a middle school

Section II
Complete the requirements for a secondary education major in English, general science, French, mathematics, social studies, or Spanish.

Section III
Complete three courses in a discipline different from your secondary education major. Choose category A, B, C, D, E, or F below.

Category A—English
English 201, 212 (or Secondary Education 444); Secondary Education 445
Total Credit Hours: 10

Category B—French
French 201, 202, 330
Total Credit Hours: 11

Category C—Mathematics
Mathematics 209 (or 212 or 247), 240 (or 248), 324 (or 409 or 431)
Total Credit Hours: 9–10

Category D—Science
Biology 101; Chemistry 103; Physical Science 212
Total Credit Hours: 12

Category E—Social Studies
Geography 400; History 201, 202
Total Credit Hours: 9

Category F—Spanish
Spanish 201, 202, 330 (or 331)
Total Credit Hours: 11

M.A.T. IN SECONDARY EDUCATION

Admission Requirements

1. A completed application form accompanied by a $25 nonrefundable application fee.
2. A baccalaureate degree in one of the following areas: biology, chemistry, English, French, general science, history, mathematics, physics, or Spanish.
3. Official transcripts of all undergraduate and graduate records.
4. A minimum cumulative grade point average of B (3.00 on a 4.00 scale) in undergraduate course work.
5. An official report of scores on the Graduate Record Examination (GRE) or Miller Analogies Test (MAT).
6. Three letters of recommendation.
7. A plan of study approved by the advisor and appropriate dean.
8. An interview.

Course Requirements

Course No.		Course Title	Credit Hours	Offered
Foundations Component				
CEP	552	Psychological Perspectives on Learning and Teaching	3	F, Sp, Su
FNED	541	Comparative Philosophies of Education	3	As needed
FNED	546	Contexts of Schooling	3	F, Sp
Professional Education Component				
SED	405	Dimensions of Secondary Education	4	F, Sp, Su
SED	410	Practicum in Secondary Education	5	F
SED	421	Student Teaching in the Secondary School	9	F, Sp
SED	422	Student Teaching Seminar in Secondary Education	2	F, Sp
Academic Disciplines Component			15	
FIFTEEN credit hours of graduate-level courses in the academic field in which certification is sought. Students should contact the department that provides course work in the anticipated area of certification.				
Capstone Course				
The capstone experience is incorporated into SED 422 (student teaching seminar)				
Total Credit Hours			**44**	

M.ED. IN SECONDARY EDUCATION

Admission Requirements

1. A completed application form accompanied by a $25 nonrefundable application fee.
2. Teacher certification in one of the following areas: biology, chemistry, English, French, general science, history, mathematics, physics, or Spanish.
3. Official transcripts of all undergraduate and graduate records.
4. A minimum cumulative grade point average of B (3.00 on a 4.00 scale) in undergraduate course work.
5. An official report of scores on the Graduate Record Examination (GRE) or Miller Analogies Test (MAT).
6. Three letters of recommendation.
7. A plan of study approved by the advisor and appropriate dean.
8. An interview.

Course Requirements

Course No.	Course Title	Credit Hours	Offered
Foundations Component			
FNED 502	Social Issues in Education	3	F, Sp, Su
or			
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
Professional Education Component			
SED 514	Secondary School Curriculum	3	Sp (even years)
SED 531	Models of Instruction	3	Sp
ONE APPROVED RESEARCH COURSE		3	
Academic Disciplines Component		15	
FIFTEEN CREDIT HOURS of graduate-level course work in the academic field in which certification is held. Students should contact the department that provides course work in the area of certification.			
Elective		3	

Capstone Course			
ONE COURSE appropriate to your teaching discipline			
SED 527	Foreign Languages in the Schools	3	Sp as needed
SED 529	Mathematics in the Secondary Schools	3	As needed
SED 542	English in Secondary Schools	3	As needed
SED 543	Social Studies in Secondary Schools	3	As needed
SED 548	Science Methods in Secondary Schools	3	Su as needed
Comprehensive Examination		0	
Total Credit Hours		**36**	

FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

Special Education

Department of Special Education
Professors: *Antosh, Dickson, J. H. DiMeo, Gleason (chair), Imber, Kochanek, McCormick, Medeiros-Landurand, Sherlock*
Associate Professor: *J. F. DiMeo*
Assistant Professors: *Cloud, Dalton, Dell*

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

COURSE REQUIREMENTS FOR SPECIAL EDUCATION OF STUDENTS WITH MILD/MODERATE DISABILITIES, KINDERGARTEN THROUGH MIDDLE SCHOOL LEVEL

Course No.	Course Title	Credit Hours	Offered
OPEN ONLY TO STUDENTS IN THE ELEMENTARY EDUCATION CURRICULA			
SPED 300	Introduction to the Characteristics and Education of Children and Youth with Disabilities	4	F, Sp, Su
SPED 310	Principles and Procedures of Behavior Management for Children and Youth with Disabilities	4	F, Sp, Su
SPED 311	Language Development and Communication Problems of Children	3	F, Sp
SPED 312	Assessment Procedures of Children and Youth with Disabilities	4	F, Sp, Su
SPED 412	Assessment, Curriculum, and Methodology for Children with Mild/Moderate Disabilities at the Elementary and Middle School Levels	4	F, Sp
SPED 419	Student Teaching in the Elementary or Middle School	5	F, Sp
SPED 440	Collaboration: Home, School, and Community	3	F, Sp
Total Credit Hours		**27**	

COURSE REQUIREMENTS FOR SPECIAL EDUCATION OF STUDENTS WITH MILD/MODERATE DISABILITIES, MIDDLE SCHOOL THROUGH SECONDARY LEVEL

Course No.	Course Title	Credit Hours	Offered
OPEN TO STUDENTS IN THE ELEMENTARY OR SECONDARY EDUCATION CURRICULA			
SPED 300	Introduction to the Characteristics and Education of Children and Youth with Disabilities	4	F, Sp, Su
SPED 310	Principles and Procedures of Behavior Management for Children and Youth with Disabilities	4	F, Sp, Su
SPED 311	Language Development and Communication Problems of Children	3	F, Sp
SPED 312	Assessment Procedures of Children and Youth with Disabilities	4	F, Sp, 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, Su
SPED 427	Career Exploration and Vocational Preparation of Middle School and Secondary-Level Students with Disabilities	3	Sp, Su
SPED 428	Student Teaching in the Middle School or Secondary Level	5	F, Sp
SPED 440	Collaboration: Home, School, and Community	3	F, Sp
Note: Students in the secondary education curricula with a special education concentration must take Elementary Education 411 or 422, with consent of the chair of the Department of Elementary Education.			
Total Credit Hours		**30–33**	

COURSE REQUIREMENTS FOR SPECIAL EDUCATION OF CHILDREN AND YOUNG ADULTS WITH SEVERE/PROFOUND DISABILITIES, AGES 3–21

Course No.		Course Title	Credit Hours	Offered
OPEN ONLY TO STUDENTS IN THE ELEMENTARY EDUCATION CURRICULA				
SPED	300	Introduction to the Characteristics and Education of Children and Youth with Disabilities	4	F, Sp, Su
SPED	310	Principles and Procedures of Behavior Management for Children and Youth with Disabilities	4	F, Sp, Su
SPED	311	Language Development and Communication Problems of Children	3	F, Sp
SPED	312	Assessment Procedures for Children and Youth with Disabilities	4	F, Sp, Su
SPED	435	Assessment and Instruction of Children with Severe and Profound Disabilities	4	F
SPED	436	Assessment and Instructional Alternatives for Adolescents and Young Adults with Severe and Profound Disabilities	4	Sp
SPED	437	Student Teaching in the School Program for Students with Severe/Profound Disabilities	5	F, Sp
SPED	438	Student Teaching Seminar: Special Class for Students with Severe/Profound Disabilities	1	F, Sp
Total Credit Hours			**29**	

Note: Students completing any one of the teaching concentrations described above and an elementary education program or a secondary education program are eligible for a Rhode Island provisional certificate in special education.

ADMISSION REQUIREMENTS FOR ALL M.ED. IN SPECIAL EDUCATION PROGRAMS

1. A completed application form accompanied by a $25 nonrefundable application fee.
2. Official transcripts of all undergraduate and graduate records.
3. Completion of Special Education 300 or its equivalent and of courses pertinent to behavior management and assessment procedures for students with special needs as determined by the advisor. Candidates planning to concentrate in severe/profound disabilities must complete course work in elementary education teaching methodology in reading, language arts, and mathematics.
4. A minimum cumulative grade point average of B (3.00 on a 4.00 scale) in undergraduate course work.
5. Eligibility for Rhode Island certification in *early childhood* education, if candidate is applying to the early childhood, birth–K program. Eligibility for Rhode Island certification in *elementary* education, if candidate is applying to the elementary special needs program. Eligibility for Rhode Island certification in *elementary* or *secondary* education, if candidate is applying to the secondary special needs program.
6. An official report of scores on the Graduate Record Examination (GRE) or Miller Analogies Test (MAT).
7. Three letters of recommendation.
8. A plan of study approved by the advisor and appropriate dean.
9. An interview.

M.ED. IN SPECIAL EDUCATION—WITH CONCENTRATION IN EARLY CHILDHOOD, BIRTH–K

Course Requirements

Course No.		Course Title	Credit Hours	Offered
Foundations Component				
ONE COURSE in research methods, chosen with advisor's consent			3	
ONE COURSE in multicultural perspectives, chosen with advisor's consent			3	
Professional Education Component				
SPED	513	Orientation to the Education of Young Children with Special Needs	3	F
SPED	515	Multidisciplinary Assessment and Planning for Infants and Preschool Children with Special Needs, and Students with Severe/Profound Disabilities	3	F
SPED	516	Organization and Implementation of Programs for Infants and Preschool Children	3	Sp
SPED	517	Medical Aspects of Developmental Disabilities	3	Sp
SPED	525	Development of Communication and Movement	3	F
SPED	544	Families in Early Intervention Programs: Essential Roles	3	Sp
SPED	668	Internship in Early Childhood Special Education	6	F, Sp, Su
Comprehensive Examination			0	
Total Credit Hours			**30**	

M.ED. IN SPECIAL EDUCATION—WITH CONCENTRATION IN ELEMENTARY SPECIAL NEEDS—FOCUS ON BEHAVIOR DISORDERS

Course Requirements

Course No.	Course Title	Credit Hours	Offered
Foundations Component			
ONE COURSE in research methods, chosen with advisor's consent		3	
ONE COURSE in multicultural perspectives, chosen with advisor's consent		3	
Professional Education Component			
SPED 501	Advanced Assessment of Children and Youth with Mild/Moderate Learning and Behavior Problems	3	F, Sp
SPED 503	Advanced Behavioral Management Procedures for Children and Youth with Behavior Disorders	3	Su
SPED 504	Psycho-Educational Procedures for Children and Youth with Learning and Behavioral Problems	3	Sp
SPED 505	Remediation of Language Disorders	3	Su
SPED 508	Clinical Methods in Special Education for Students with Mild/Moderate Disabilities	3	Sp
SPED 534	Involvement of Parents and Families Who Have Children with Disabilities	3	F, Sp
SPED 662	Internship in the Elementary or Middle School	6	F, Sp
Comprehensive Examination		0	
Total Credit Hours		**30**	

FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

M.ED. IN SPECIAL EDUCATION—WITH CONCENTRATION IN ELEMENTARY SPECIAL NEEDS—FOCUS ON LEARNING DISABILITIES

Course Requirements

Course No.	Course Title	Credit Hours	Offered
Foundations Component			
ONE COURSE in research methods, chosen with advisor's consent		3	
ONE COURSE in multicultural perspectives, chosen with advisor's consent		3	
Professional Education Component			
SPED 501	Advanced Assessment of Children and Youth with Mild/Moderate Learning and Behavior Problems	3	F, Sp
SPED 504	Psycho-Educational Procedures for Children and Youth with Learning and Behavioral Problems	3	Sp
SPED 505	Remediation of Language Disorders	3	Su
SPED 508	Clinical Methods in Special Education for Students with Mild/Moderate Disabilities	3	Sp
SPED 518	Modification of Reading Instruction for Children with Mild/Moderate Disabilities	3	Sp
SPED 534	Involvement of Parents and Families Who Have Children with Disabilities	3	F, Sp
SPED 662	Internship in the Elementary or Middle School	6	F, Sp
Comprehensive Examination		0	
Total Credit Hours		**30**	

M.ED. IN SPECIAL EDUCATION—WITH CONCENTRATION IN SECONDARY SPECIAL NEEDS

Course Requirements

Course No.	Course Title	Credit Hours	Offered
Foundations Component			
ONE COURSE in research methods, chosen with advisor's consent		3	
ONE COURSE in multicultural perspectives, chosen with advisor's consent		3	
Professional Education Component			
SPED 424	Assessment, Curriculum, and Methodology for Adolescents and Young Adults with Mild/Moderate Disabilities at the Middle School and Secondary Levels	4	F, Su
SPED 427	Career Exploration and Vocational Preparation of Middle School and Secondary-Level Students with Disabilities	3	Sp, Su
SPED 501	Advanced Assessment of Children and Youth with Mild/Moderate Learning and Behavior Problems	3	F, Sp
SPED 505	Remediation of Language Disorders	3	Su
SPED 534	Involvement of Parents and Families Who Have Children with Disabilities	3	F, Sp
SPED 664	Internship in the Middle School or Secondary Level	6	F, Sp
SPED 504	Psycho-Educational Procedures for Children and Youth with Learning and Behavioral Problems	3	Sp
or			
SPED 518	Modification of Reading Instruction for Children with Mild/Moderate Disabilities	3	Sp
Comprehensive Examination		0	
Total Credit Hours		**31**	

M.ED. IN SPECIAL EDUCATION—WITH CONCENTRATION IN SEVERE/PROFOUND DISABILITIES

Course Requirements

Course No.	Course Title	Credit Hours	Offered
Foundations Component			
ONE COURSE in research methods, chosen with advisor's consent		3	
ONE COURSE in multicultural perspectives, chosen with advisor's consent		3	
Professional Education Component			
SPED 435	Assessment and Instruction of Children with Severe and Profound Disabilities	4	F
SPED 436	Assessment and Instructional Alternatives for Adolescents and Young Adults with Severe and Profound Disabilities	4	Sp
SPED 515	Multidisciplinary Assessment and Planning for Infants and Preschool Children with Special Needs, and Students with Severe/Profound Disabilities	3	F
SPED 525	Development of Communication and Movement	3	F
SPED 526	Assessment, Curriculum, Methods for Children with Multiple Disabilities	3	Sp
SPED 534	Involvement of Parents and Families Who Have Children with Disabilities	3	F, Sp
SPED 665	Internship in the Special Class for Students with Severe and Profound Disabilities	6	F, Sp
SPED 513	Orientation to the Education of Young Children with Special Needs	3	Su
or			
SPED 520	Orientation to the Education of Youth and Young Adults in Nonschool Settings with Severe/Profound Disabilities	3	Su
Comprehensive Examination		0	
Total Credit Hours		**35**	

C.A.G.S. IN SPECIAL EDUCATION—WITH CONCENTRATION IN ADMINISTRATION

Admission Requirements

1. A completed application form accompanied by a $25 nonrefundable application fee.
2. A master's degree or its equivalent in the education professions.
3. Teacher certification and experience as a special educator.
4. Official transcripts of all undergraduate and graduate records.
5. A minimum of 12 credit hours of courses in special education as follows: three credit hours of courses pertinent to the education of children with disabilities, three credit hours of courses pertinent to the psychology of children with disabilities, and six credit hours of courses pertinent to educational methods for children with disabilities.
6. A minimum of six credit hours of courses in administration as follows: three credit hours of courses in school supervision, and three credit hours of courses in school organization.
7. A minimum cumulative grade point average of 3.25 in graduate course work.
8. An official report of scores on the Graduate Record Examination (GRE) or Miller Analogies Test (MAT).
9. Three letters of recommendation.
10. A plan of study approved by the advisor and appropriate dean.
11. An interview.

Course Requirements

Course No.	Course Title	Credit Hours	Offered
Professional Education Component			
SPED 606	Administrative Problems in the Education of Children with Disabilities	3	F (odd years)
SPED 646	Practicum in the Administration of Programs for Children with Disabilities	3	As needed
SPED 647	Internship in Special Education Administration	3	As needed
FOUR COURSES in administration or special education		12–16	
Related Disciplines Component			
CURR 543	Leadership in Curriculum	4	F
or			
Prior courses in curriculum			
TWO ADDITIONAL COURSES, chosen with advisor's consent. Selection will depend on the student's background, interests, and needs.		6–8	
Field Project		0	
Total Credit Hours		**31–37**	

Note: As an exit requirement, students must have a minimum of six credit hours of C.A.G.S. courses in curriculum theory, research, and principles of curriculum construction and development.

Teaching English as a Second Language

Department of Educational Studies
Associate Professors: *Gomez, Tiskus (chair)*
Assistant Professor: *Poole (coordinator)*

M.ED. IN TEACHING ENGLISH AS A SECOND LANGUAGE

Admission Requirements

1. A completed application form accompanied by a $25 nonrefundable application fee.
2. Teacher certification in elementary, early childhood, secondary English, or modern languages.
3. Completion of college-level study of a second language as follows: elementary and intermediate grammar and conversation, and culture and civilization.
4. Official transcripts of all undergraduate and graduate records.
5. A minimum cumulative grade point average of B (3.00 on a 4.00 scale) in undergraduate course work.
6. An official record of scores on the Graduate Record Examination (GRE) or Miller Analogies Test (MAT).
7. Three letters of recommendation.
8. A plan of study approved by the advisor and appropriate dean.
9. An interview.

Course Requirements

Course No.	Course Title	Credit Hours	Offered
Foundations Component			
FNED 502	Social Issues in Education	3	F, Sp, Su
ELED 510	Research Methods, Analysis, and Applications	3	F, Sp, Su
ONE COURSE in instructional technology, with consent of advisor		3	
Professional Education Component			
TESL 439*	Language Acquisition and Learning	3	Sp, Su
TESL 449*	Current Issues in English as a Second Language	3	F, Su
TESL 507*	Teaching Reading and Writing to English as a Second Language Students	3	F, Su
TESL 541*	Applied Linguistics in ESL	3	F, Su
TESL 546*	Teaching English as a Second Language	3	F, Sp
TESL 551*	Curriculum Development and Language Assessment in ESL	3	Sp

*Candidates seeking ESL endorsement in the state of Rhode Island must complete these courses.

Related Disciplines Component			
ENGL 332	History of the English Language	3	As needed
or			
ENGL 433	Modern English Grammar	3	As needed
ONE course in either an academic discipline or in a professional area selected with advisor's consent. Those who have not completed a course in adaptive instruction for students under IDEA or ADA must enroll in Special Education 531: Instructional Approaches to Children with Special Needs in Regular Classes or its equivalent.		3	
Capstone Course			
TESL 552*	Applied Research and Teaching in ESL	3	F, Sp
*Candidates seeking ESL endorsement in the state of Rhode Island must complete these courses.			
Comprehensive Examination		0	
Total Credit Hours		**36**	

M.A.T. IN TEACHING ENGLISH AS A SECOND LANGUAGE

Admission Requirements

1. A completed application form accompanied by a $25 nonrefundable application fee.
2. Official transcripts of all undergraduate and graduate records.
3. A minimum cumulative grade point average of B (3.00 on a 4.00 scale) in undergraduate course work.
4. An official record of scores on the Graduate Record Examination (GRE) or Miller Analogies Test (MAT).
5. Three letters of recommendation (at least two academic recommendations).
6. A plan of study approved by the advisor and appropriate dean.
7. An interview.

Course Requirements

Course No.	Course Title	Credit Hours	Offered
Foundations Component			
CEP 552	Psychological Perspectives on Learning and Teaching	3	F, Sp, Su
FNED 546	Contexts of Schooling	3	F, Sp
SPED 531	Instructional Approaches to Children with Special Needs in Regular Classes	3	F, Sp, Su
Professional Education Component			
ELED 508	Language Arts in the Elementary School	3	F, Sp
SED 405	Dimensions of Secondary Education	4	F, Sp, Su
SED 421	Student Teaching in the Secondary School	9	F, Sp
SED 422	Student Teaching Seminar in Secondary Education	2	F, Sp
TESL 439	Language Acquisition and Learning	3	Sp, Su
TESL 449	Current Issues in English as a Second Language	3	F, Su
TESL 507	Teaching Reading and Writing to English as a Second Language Students	3	F, Su
TESL 541	Applied Linguistics in ESL	3	F, Su
TESL 546	Teaching English as a Second Language	3	F, Sp
TESL 551	Curriculum Development and Language Assessment in ESL	3	Sp
Capstone Course			
TESL 552	Applied Research and Teaching in ESL	3	F, Sp
Comprehensive Examination		0	
Total Credit Hours		**48**	

FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

Technology Education

Department of Educational Studies
Associate Professors: *McCrystal, McLaughlin, Jr., Tiskus (chair)*

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

COURSE REQUIREMENTS FOR B.S. IN TECHNOLOGY EDUCATION

Course No.		Course Title	Credit Hours	Offered
Courses at Rhode Island College				
INDT	203	Computer-Aided Design and Drafting (CADD) I	3	F, Sp
INDT	232	Graphic Arts Technology	3	F, Sp
TECH	200	Technological Systems	3	F
TECH	220	Energy and Transportation	3	F
TECH	242	History of Technology	3	Sp
TECH	305	Construction Technology	3	Sp
Courses at the Community College of Rhode Island				
MADS	1420	Manufacturing Processes	2	
MADS	2130	Machine Tool Processes I	3	
ELEC	1100	Introduction to Electronics	3	
ELEC	8060	Communications	3	
MAPR	2110	Computer Integrated Manufacturing	3	
Professional Courses				
CEP	215	Educational Psychology	4	F, Sp, Su
FNED	340	Foundations of Education	3	F, Sp, Su
FNED	345	Diversity and the Public School	3	F, Sp, Su
SED	405	Dimensions of Secondary Education	4	F, Sp, Su
SPED	433	Adaptation of Instruction for Inclusive Education	3	F, Sp
TECH	300	Orientation to Technology Education	4	F, Sp
TECH	408	Practicum in Technology Education	4	F
TECH	421	Student Teaching in Technology Education	9	F, Sp
TECH	422	Student Teaching Seminar in Technology Education	1	F, Sp

Cognates
Choose A or B below

A. Courses at Rhode Island College:				
MATH	181*	Applied Basic Mathematics	3	F, Sp, Su
MATH	247*	Calculus: A Short Course	3	Sp
PHYS	101	General Physics I	4	F, Su
PHYS	102	General Physics II	4	Sp, Su
B. Courses at the Community College of Rhode Island:				
MATH	1800*	Technical Mathematics I	4	
MATH	1810*	Technical Mathematics II	4	
PHYS	1030	General Physics I	4	
PHYS	1040	General Physics II	4	

*Students enrolled at the Community College of Rhode Island must take both Mathematics 1800 and 1810 at the community college for program credit. Students enrolled at Rhode Island College must take both Mathematics 181 and 247 at Rhode Island College for program credit. Students may not take one mathematics course at one institution and the second mathematics course at the other institution.

Total Credit Hours 81–83

PEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

M.ED. IN TECHNOLOGY EDUCATION

Admission Requirements

1. A completed application form accompanied by a $25 nonrefundable application fee.
2. A baccaulareate in technology education, or in career and technical education, or appropriate certification.
3. Official transcripts of all undergraduate and graduate records.
4. A minimum cumulative grade point average of B (3.00 on a 4.00 scale) in undergraduate course work.
5. An official record of scores on the Graduate Record Examination (GRE) or Miller Analogies Test (MAT).
6. Three letters of recommendation.
7. A plan of study approved by the advisor and appropriate dean.
8. An interview.

Course Requirements

Course No.	Course Title	Credit Hours	Offered
Foundations Component			
TWO COURSES chosen with advisor's consent		6–8	
Professional Education Component			
TECH 510	Analysis and Implementation of Objectives for Technology Education	3	As needed
TECH 520	Curriculum Models in Technology Education	3	As needed
TECH 561	Seminar on Technology Education Research	3	As needed
THREE COURSES from			
TECH 450	Topics Course on Technology Education	3	As needed
TECH 480	Workshop on Technology Education	3	As needed
TECH 540	New Product and Processing Developments in Industry	3	As needed
TECH 545	Technocracy and the Future of Mankind	3	As needed
TECH 555	Learning Strategies in Alternate Industrial Sites	3	As needed
Related Disciplines Component			
ONE COURSE chosen with advisor's consent		3	
Comprehensive Examination		0	
Total Credit Hours		**27–29**	

PROGRAMS OF STUDY

CENTER FOR MANAGEMENT AND TECHNOLOGY

UNDERGRADUATE PROGRAMS OF STUDY

JAMES A. SCHWEIKART, DIRECTOR

MAJOR	MINOR	CONCENTRATION	DEGREE
Accounting*	Yes	No	B.S.
Computer Information Systems*	Yes	No	B.S.
Economics*	Yes	No	B.A.
Finance	No	No	B.S.
Industrial Technology	Yes	Graphic Communications	B.S.
	Yes	Manufacturing	B.S.
Management*	Yes	General Management	B.S.
	No	Human Resource Management	B.S.
	No	International Management	B.S.
Marketing*	Yes	No	B.S.

*Honors programs are offered in these disciplines.

– PLEASE NOTE –

All undergraduate full-degree programs require the completion of at least 120 credit hours, including (1) General Education 2000, (2) the College Writing Requirement, (3) the College Mathematics Requirement, (4) electives, and (5) the major requirements listed under each program. For more details on requirements needed to graduate, see page 39

GRADUATE PROGRAMS OF STUDY

MAJOR	DEGREE	CONCENTRATION
Industrial Technology	M.S.	No
Professional Accountancy	M.P.Ac.	Accounting Information Systems Personal Financial Planning

General Information

The Center for Management and Technology 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 Technology.

Suggested Sequence of Courses*

The majors in the Center for Management and Technology are designed primarily for upper-division students. Entering students should plan to complete their general education core and distribution requirements during their first two years. These courses provide excellent and necessary preparation for the major and its requirements.

In the first year, students may not take courses in the departments (except Economics 200, 214, and 215) but are strongly encouraged to complete Mathematics 177 and 238.

Students entering their second year may enroll in a variety of required courses at the 200-level, including introductory courses in their major.

In the third year, students with junior standing and with 60 credit hours or more may enroll in 300-level courses in the Center for Management and Technology. At this time, students begin to take courses to fulfill the requirements of their major.

Retention Standards for all Degree Programs*

The following requirements must be met for a student to be retained as a major in accounting, computer information systems, management, or marketing:

1. Satisfactory completion of the College Writing Requirement
2. A minimum cumulative grade point average of 2.00
3. Satisfactory completion (i.e., passing grade) of the following general education requirements:
   a. General education core
   b. Nine credit hours of distribution requirements
4. Satisfactory completion (i.e., passing grade and a cumulative grade point average of 2.00) of the following required courses:
   a. Accounting 201, 202
   b. Computer Information Systems 251
   c. Economics 214, 215
   d. English 230
   e. Mathematics 177, 238, 248

The appropriate department within the Center for Management and Technology, 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 Center for Management and Technology will also establish and maintain an appeals committee to receive, review, and determine the outcome of petitions by students for retention under extenuating circumstances. Pre-registration course reservations will be canceled for any student who has been notified that he or she no longer meets the retention standards.

*Not applicable to industrial technology majors. See department for details.

Accounting

Department of Accounting and Computer Information Systems
Professor: *Schweikart*
Associate Professor: *Sylvestre*
Assistant Professors: *Church, Filipek, Przybyla, Snow, Jr. (chair)*

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

COURSE REQUIREMENTS FOR B.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	Sp
ACCT 312	External Reporting II	3	F
ACCT 321	Cost Management I	3	F, Sp, (Su as needed)
ACCT 331	Taxes for Business Decisions	3	F, Sp, Su
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, Su
ECON 214	Principles of Microeconomics	3	F, Sp, Su
ECON 215	Principles of Macroeconomics	3	F, Sp, Su
FIN 430	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 302 or	Legal Environment of Business	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, Su
MKT	301	Introduction to Marketing	3	F, Sp, Su
TWO COURSES from				
ACCT	353	Accounting for Nonprofit Organizations	3	Sp
ACCT	355	International Accounting	3	As needed
ACCT	422	Cost Management II	3	Sp
ACCT	432	Advanced Studies in Taxation	3	F
ACCT	451	Advanced Financial Accounting	3	F
CIS	353	Systems Analysis and Design	3	F, Sp
CIS	354	Decision-Support Systems	3	Sp
FIN	432	Investments	3	As needed
MGT	343*	Business Law	3	F
MGT	344*	Law of Business Organizations	3	Sp

*Students cannot take both Management 343 and 344.

Cognates				
ENGL	230	Business Writing	3	F, Sp, Su
MATH	177*	Quantitative Business Analysis I	3	F, Sp, Su
MATH	238	Quantitative Business Analysis II	3	F, Sp, Su
MATH	248**	Business Statistics I	3	F, Sp, Su

*Fulfills the Mathematics Category of General Education 2000.
**Fulfills the Additional Science or Mathematics Category of General Education 2000.

Total Credit Hours	**72**

COURSE REQUIREMENTS FOR MINOR IN ACCOUNTING

The minor in accounting consists of a minimum of 21 credit hours (seven courses), as follows: Accounting 201, 202, 310, 311, 321, 331; Computer Information Systems 251.

Computer Information Systems

Department of Accounting and Computer Information Systems
Professor: *Costa*
Associate Professor: *Harman*
Assistant Professors: *Hayden, Perreault, Snow, Jr. (chair)*

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

COURSE REQUIREMENTS FOR B.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	256	Introduction to COBOL Programming	3	F, Sp, Su
CIS	352	Management Information Systems	3	F, Sp, Su
CIS	353	Systems Analysis and Design	3	F, Sp
CIS	355	Database Programming	3	F, Sp
CIS	362	Applied Software Development Project	3	As needed
CSCI	310	Introduction to File Processing	3	F, Sp
ECON	214	Principles of Microeconomics	3	F, Sp, Su
ECON	215	Principles of Macroeconomics	3	F, Sp, Su
FIN	430	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	302	Legal Environment of Business	3	F, Sp, Su
or				
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, Su
MKT	301	Introduction to Marketing	3	F, Sp, Su

THREE COURSES in computer information systems or computer science, with at least one at the 300-level			9	
Cognates				
ENGL	230	Business Writing	3	F, Sp, Su
MATH	177*	Quantitative Business Analysis I	3	F, Sp, Su
MATH	238	Quantitative Business Analysis II	3	F, Sp, Su
MATH	248**	Business Statistics I	3	F, Sp, Su

*Fulfills the Mathematics Category of General Education 2000.

**Fulfills the Additional Science or Mathematics Category of General Education 2000.

Total Credit Hours 75

COURSE REQUIREMENTS FOR MINOR IN COMPUTER INFORMATION SYSTEMS

A minor in computer information systems consists of a minimum of 24 credit hours (eight courses), as follows: Computer Information Systems 251, 352, 353; Management 301; one course from Computer Information Systems 256, 258, Computer Science 102, 201; and three courses from Computer Information Systems 252, 312, 320, 350, 354, 355, 356, 421, Industrial Technology 203.

Economics

Department of Economics and Finance
Professor: *Moore*
Associate Professors: *Blais, Harman, Karim (chair), Kazemi, Marks*

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

COURSE REQUIREMENTS FOR B.A. IN ECONOMICS

Course No.		Course Title	Credit Hours	Offered
ECON	214	Principles of Microeconomics	3	F, Sp, Su
ECON	215	Principles of Macroeconomics	3	F, Sp, Su
ECON	314	Intermediate Microeconomic Theory and Applications	3	F
ECON	315	Intermediate Macroeconomic Theory and Analysis	3	Sp
ECON	449	Applied Forecasting Techniques	3	F
ECON	453	History of Economic Thought	3	F
ECON	460	Seminar in Economic Research	3	Sp
THREE COURSES from				
ECON	421	International Economics	3	As needed
ECON	422	Economics of Developing Countries	3	As needed
ECON	431	Labor Economics	3	As needed
ECON	433	Economics of Government	3	As needed
ECON	434	Money and Banking	3	As needed
ECON	435	Urban Economics	3	As needed
ECON	436	Industrial Organization and Market Structure	3	As needed
Cognates				
CIS	251	Computers in Management	3	F, Sp, Su
ENGL	230	Business Writing	3	F, Sp, Su
MGT	249	Business Statistics II	3	F, Sp, Su
MATH	177*	Quantitative Business Analysis I	3	F, Sp, Su

MATH	238	Quantitative Business Analysis II	3	F, Sp, Su
MATH	248**	Business Statistics I	3	F, Sp, Su

*Fulfills the Mathematics Category of General Education 2000.
**Fulfills the Additional Science or Mathematics Category of General Education 2000.

Total Credit Hours **48**

COURSE REQUIREMENTS FOR MINOR IN ECONOMICS

The minor in economics consists of a minimum of 18 credit hours (six courses), as follows: Economics 214, 215, 314 (or 315); and any three additional courses in economics, except Economics 200.

Finance

Department of Economics and Finance
Associate Professors: *Karim (chair), Kazemi, Marks*
Assistant Professor: *Kayakachoian*

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

COURSE REQUIREMENTS FOR B.S. IN FINANCE

Course No.		Course Title	Credit Hours	Offered
ECON	214	Principles of Microeconomics	3	F, Sp, Su
ECON	215	Principles of Macroeconomics	3	F, Sp, Su
ECON	314	Intermediate Microeconomic Theory and Applications	3	F
ECON	315	Intermediate Macroeconomic Theory and Analysis	3	Sp
ECON	433	Economics of Government	3	As needed
ECON	434	Money and Banking	3	As needed
ECON	449	Applied Forecasting Techniques	3	F
FIN	430	Managerial Finance	3	F, Sp, Su
FIN	431	Intermediate Finance	3	As needed
FIN	432	Investments	3	As needed
FIN	434	International Financial Management	3	As needed
FIN	461	Seminar in Finance	3	Sp
Cognates				
ACCT	201	Principles of Accounting I: Financial	3	F, Sp, Su
ACCT	310	Accounting Systems and Concepts	3	F, Sp
CIS	251	Computers in Management	3	F, Sp, Su
CIS	352	Management Information Systems	3	F, Sp, Su
ENGL	230	Business Writing	3	F, Sp, Su
MGT	249	Business Statistics II	3	F, Sp, Su
MGT	301	Foundations of Management	3	F, Sp, Su
MKT	301	Introduction to Marketing	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 2000.

**Fulfills the Additional Science or Mathematics Category of General Education 2000.

Total Credit Hours **69**

Industrial Technology

Department of Management and Technology
Associate Professors: *Blanchette (chair), Collins, Farinella, McGuire, Sahba*
Assistant Professor: *King*

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

COURSE REQUIREMENTS FOR B.S. IN INDUSTRIAL TECHNOLOGY

Course No.		Course Title	Credit Hours	Offered
INDT	201	Technical Communications	3	As needed
INDT	231	Occupational and Environmental Safety Management	3	As needed
INDT	305	Foundations of Manufacturing Planning and Control (MPC) Systems	3	As needed
INDT	335	Process Analysis	3	As needed
INDT	355	Quality Concepts	3	As needed
INDT	460	Demonstration/Research Projects	3	As needed
or				
INDT	467	Directed Internship	3	
FOUR COURSES from				
INDT	300	Product Development	3	As needed
INDT	310	Leadership in the Workplace	3	As needed
INDT	325	Statistical Process Control	3	As needed
INDT	333	Presentation Techniques	3	F, Sp
INDT	341	Applied Contemporary Manufacturing Issues and Strategies	3	As needed
MGT	322	Organizational Behavior	3	F, Sp

Cognates				
ENGL	230	Business Writing	3	F, Sp, Su
MATH	240	Statistical Methods I	3	F, Sp, Su
PHYS	101*	General Physics I	4	F, Su
MATH	181**	Applied Basic Mathematics	3	F, Sp, Su
or				
MATH	177**	Quantitative Business Analysis I	3	F, Sp, Su

*Fulfills the Laboratory Science Category of General Education 2000.
**Fulfills the Mathematics Category of General Education 2000.

Center Courses				
ACCT	200	Fundamentals of Accounting and Budgeting	4	F, Sp
CIS	251	Computers in Management	3	F, Sp, Su
ECON	200	Introduction to Economics	3	F, Sp, Su
MGT	301	Foundations of Management	3	F, Sp, Su
MKT	301	Introduction to Marketing	3	F, Sp, Su

Choose concentration A or B below

A. Graphic Communications:

INDT	232	Introduction to Graphic Communications Technology	3	F, Sp
INDT	331	Offset Press I	3	F
INDT	434	Electronic Publishing for Prepress	3	F, Sp, Su
INDT	435	Color Reproduction	3	Sp
INDT	449	Color Correction and Control	3	As needed
ONE COURSE from				
INDT	203	Computer-Aided Design and Drafting (CADD) I	3	F, Sp
INDT	337	Digital Photographic Reproduction	3	As needed
INDT	433	Offset Press II	3	As needed
Total Credit Hours			**77**	

B. Manufacturing:

INDT	203	Computer-Aided Design and Drafting (CADD) I	3	F, Sp
INDT	221	Introduction to Manufacturing Systems	3	Sp
INDT	441	Enterprise Resource Planning	3	As needed
INDT	444	Just-in-Time Principles and Practices	3	As needed
AND CHOOSE Theme 1, 2, or 3 below				
Theme 1—DESIGN AND MANUFACTURING				
INDT	303	Computer-Aided Design and Drafting (CADD) II	3	As needed
INDT	403	Computer-Integrated Manufacturing (CIM)	3	As needed
Theme 2—MATERIAL AND PROCESSES				
INDT	316	Industrial Materials	3	As needed
INDT	416	Manufacturing Processes	3	Sp
Theme 3—MANUFACTURING PLANNING AND CONTROL				
INDT	342	Sales and Operations Planning	3	As needed
INDT	443	MPC Systems and Technologies	3	As needed
Total Credit Hours			**77**	

COURSE REQUIREMENTS FOR MINOR IN INDUSTRIAL TECHNOLOGY

The minor in industrial technology consists of a minimum of 24 credit hours (eight courses), as follows: Industrial Technology 201, 221, 231, 300, 305, 310, 355, 441.

COURSE REQUIREMENTS FOR MINOR IN GRAPHIC COMMUNICATIONS

The minor in graphic communications technology consists of 24 credit hours (eight courses), as follows: Industrial Technology 221, 232, 331, 333, 337, and three additional industrial technology graphics courses at the 400-level.

M.S. IN INDUSTRIAL TECHNOLOGY

Admission Requirements

1. Completed application form accompanied by a $25 nonrefundable application fee.
2. A baccalaureate degree from an accredited institution.
3. Successful completion of a degree and/or work experience in manufacturing or a related field.
4. Official transcripts of all undergraduate and graduate records.
5. A minimum cumulative grade point average of B (3.00 on a 4.00 scale) in undergraduate course work.
6. An official record of scores on the Graduate Record Examination (GRE) or Miller Analogies Test (MAT).
7. Three letters of recommendation.
8. A plan of study approved by the advisor and appropriate dean.
9. An interview.

The M.S. in industrial technology encompasses advanced study of the current concepts, techniques, and technology applications that are vital to the successful management of the manufacturing enterprise and to the attainment of a competitive advantage. The program is designed for practicing professionals involved in the manufacturing sector and for those who have experience in manufacturing-related areas.

The current program requires 36 credit hours but is under revision. The new curriculum, as well as the new admission standards, will be made available shortly. Interested students should contact Frank Farinella at (401) 456-8704 for the latest details.

Management

Department of Management and Technology
Professors: *Copur, Harris*
Associate Professors: *Blanchette (chair), DeSimone, Pamental, Stecker*
Assistant Professors: *Casey, Kumar, O'del*

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

COURSE REQUIREMENTS FOR B.S. IN MANAGEMENT

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, Su
ECON	214	Principles of Microeconomics	3	F, Sp, Su
ECON	215	Principles of Macroeconomics	3	F, Sp, Su
FIN	430	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, Su
MKT	301	Introduction to Marketing	3	F, Sp, Su
Cognates				
ENGL	230	Business Writing	3	F, Sp, Su
MATH	177*	Quantitative Business Analysis I	3	F, Sp, Su
MATH	238	Quantitative Business Analysis II	3	F, Sp, Su
MATH	248**	Business Statistics I	3	F, Sp, Su

*Fulfills the Mathematics Category of General Education 2000.

**Fulfills the Additional Science or Mathematics Category of General Education 2000.

Choose concentration A, B, or C below			
A. General Management			
ECON 313	Managerial Economics	3	Sp
or			
ECON 314	Intermediate Microeconomic Theory and Applications	3	F
MGT 320	Human Resource Management	3	F, Sp, Su
MGT 322	Organizational Behavior	3	F, Sp
MGT 329	Organizational Management: A Macro Perspective	3	F, Sp
ONE ADDITIONAL COURSE in management at the 300-level		3	
TWO ADDITIONAL COURSES in accounting, computer information systems, economics, finance, management, or marketing at the 300-level		6	
Total Credit Hours		**72**	
B. Human Resource Management			
ECON 431	Labor Economics	3	As needed
MGT 320	Human Resource Management	3	F, Sp, Su
MGT 322	Organizational Behavior	3	F, Sp
MGT 423	Compensation and Benefits Administration	3	F
MGT 424	Labor Relations	3	Sp
MGT 425	Recruitment and Selection	3	F
MGT 428	Human Resource Development	3	Sp
TWO COURSES from			
MGT 305	Women in Management	3	Sp
MGT 329	Organization Management: A Macro Perspective	3	F, Sp
MGT 333	Negotiations and Conflict Resolution	3	F
MGT 427	Organizational Change and Development	3	F
MGT 463	Seminar in Current Issues in Human Resource Management	3	As needed
PSYC 346	Psychological Testing	4	F, Sp
PSYC 521	Industrial Psychology	3	F
ONE COURSE in labor studies or another course approved by advisor		3	
Total Credit Hours		**81–82**	

C. International Management			
ECON 421	International Economics	3	As needed
FIN 434	International Financial Management	3	As needed
MGT 342	Comparative Management	3	F
MGT 345	International Business	3	Sp
MKT 329	Global Marketing	3	F
ONE COURSE from			
ACCT 355	International Accounting	3	As needed
ECON 422	Economics of Developing Countries	3	As needed
or ONE COURSE in geography, history, or political science approved by advisor		3	
ONE COURSE in anthropology, history, or social science approved by advisor		3	
TWO COURSES in modern languages numbered 113 and 114 in French, German, Italian, Portuguese, or Spanish		6	
Total Credit Hours		**78**	

COURSE REQUIREMENTS FOR MINOR IN MANAGEMENT

The minor in management is not available to Center for Management and Technology majors, except economics and industrial technology majors. The minor in management consists of a minimum of 22 credit hours (seven courses), as follows: Accounting 200 (or 201 and 202), Economics 200 (or 214 and 215), Management 301, Marketing 301, and three additional management courses at the 300-level or above.

Marketing

Department of Management and Technology
Professor: *Ramocki*
Associate Professor: *Blanchette (chair)*

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

COURSE REQUIREMENTS FOR B.S. IN MARKETING

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, Su
ECON 214	Principles of Microeconomics	3	F, Sp, Su
ECON 215	Principles of Macroeconomics	3	F, Sp, Su
FIN 430	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 302	Legal Environment of Business	3	F, Sp, Su
or			
MGT 341	Business, Government, and Society	3	F, Sp, Su
MGT 322	Organizational Behavior	3	F, Sp, Su
MGT 348	Operations Management	3	F, Sp, Su
MGT 461	Seminar in Strategic Management	3	F, Sp, Su
MKT 301	Introduction to Marketing	3	F
MKT 329	Global Marketing	3	F
MKT 333	Market Research	3	F
MKT 334	Consumer Behavior	3	Sp
MKT 462	Strategic Marketing Management	3	Sp

THREE ADDITIONAL COURSES in marketing at the 300-level		9	
Cognates			
ENGL 230	Business Writing	3	F, Sp, Su
MATH 177*	Quantitative Business Analysis I	3	F, Sp, Su
MATH 238	Quantitative Business Analysis II	3	F, Sp, Su
MATH 248**	Business Statistics I	3	F, Sp, Su
Total Credit Hours		**75**	

*Fulfills the Mathematics Category of General Education 2000.

**Fulfills the Additional Science or Mathematics Category of General Education 2000.

COURSE REQUIREMENTS FOR MINOR IN MARKETING

The minor in marketing is not available to students selecting any major in the Center for Management and Technology, except for economics and industrial technology majors. The marketing minor consists of a minimum of 21 credit hours (seven courses), as follows: Economics 200 (or both 214 and 215); Management 301; Marketing 301, 329, 334; and two additional 300-level marketing courses.

Professional Accountancy

Department of Accounting and Computer Information Systems
Professors: *Costa, Schweikart*
Associate Professors: *Harman, Sylvestre*
Assistant Professors: *Filipek, Hayden, Perreault, Przybyla, Snow, Jr. (chair)*

M.P.Ac. Admission Requirements

1. Completed application form accompanied by a $25 nonrefundable application fee.
2. A B.S. degree in accounting from Rhode Island College or the University of Rhode Island with a 3.00 GPA in the major exempts the applicant from the Graduate Management Admissions Test (GMAT). Other applicants must complete the GMAT, unless the applicant is a CPA or has passed a state bar examination.
3. Official transcripts of all undergraduate and graduate records.

MASTER OF PROFESSIONAL ACCOUNTANCY—WITH CONCENTRATION IN ACCOUNTING INFORMATION SYSTEMS

Course Requirements

Course No.	Course Title	Credit Hours	Offered
Foundations Component			
ACCT 510	Advanced AIS: Systems Modeling	3	As needed
ACCT 552	Topics in Assurance: Risk Assessment	1.5	As needed
ACCT 553	Topics in Assurance: Electronic Commerce	1.5	As needed
CIS 421	Networks and Telecommunications	3	As needed
CIS 453	Systems Analysis and Design	3	As needed
CIS 535	Data Management	3	As needed
Electives			
SIX CREDIT HOURS of graduate-level accounting courses		6	
SIX CREDIT HOURS of approved graduate-level courses		6	
THREE CREDIT HOURS of graduate-level computer information systems courses		3	
Total Credit Hours		**30**	

MASTER OF PROFESSIONAL ACCOUNTANCY—WITH CONCENTRATION IN PERSONAL FINANCIAL PLANNING

Course Requirements

Course No.	Course Title	Credit Hours	Offered
Foundations Component			
ACCT 533	Fundamentals of Financial Planning	3	Once annually
ACCT 543	Personal Income Tax Planning	3	F
ACCT 554	Estate Planning	3	As needed
ACCT 555	Retirement Planning and Employee Benefits	3	As needed
FIN 432	Investments	3	As needed
FIN 559	Insurance Planning and Risk Management	3	As needed
Electives			
6 CREDIT HOURS of graduate-level accounting courses appropriate to career plans		6	
6 CREDIT HOURS of graduate-level courses appropriate to course of study		6	
Capstone Course			
ACCT 661	Financial Planning Capstone Course	3	As needed
Total Credit Hours		**33**	

PROGRAMS OF STUDY

SCHOOL OF SOCIAL WORK

Bachelor of Social Work

GEORGE D. METREY
DEAN, SCHOOL OF SOCIAL WORK

Professors: *Oliver, Weisman*
Associate Professor: *Bates (chair)*
Assistant Professors: *Kopfstein, Mueller*

The B.S.W. program is accredited by the Council on Social Work Education.

Admission Requirements

To be considered for admission to the social work major, students must meet the following requirements:

1. Students must enroll in Social Work 326, completing all course prerequisites.
2. Students must complete the departmental application form during the first semester of their junior year, before enrolling in Social Work 327.
3. Students must maintain a minimum grade point average of 2.00 at the College level and a minimum grade point average of 2.67 in 300-level social work courses.

Transfer students must also comply with these requirements.

Specific information about application procedures may be obtained from assigned faculty advisors, the chair of the B.S.W. department, or his/her designee.

Retention Requirements

Students must meet the following requirements for retention in the social work major:

1. Students must maintain a minimum grade point average of 2.00 at the College level and a minimum grade point average of 2.67 in all 300-level social work courses. No student will be allowed to enter a senior year field placement (Social Work 436) if her/his grade point average falls below these standards.
2. Students who receive an F in any required social work course or a C- or less in any two required social work courses will be dismissed from the major. A copy of the Bachelor of Social Work Academic Standing Policy, including appeal procedures, is distributed to students in the department.

Field Work

Social work majors will be required to take Social Work 436 (minimum of four credit hours) in the fall semester of the senior year and Social Work 437 (minimum of four credit hours) in the spring semester. One semester hour of credit is granted for each four hours of field work. Additional time may be spent in placement by special arrangement.

Volunteer Experience

Within the one year prior to the completion of Social Work 327 (spring of the junior year), social work majors are required to complete a 50-hour volunteer experience approved in advance by the coordinator of field work. Students with at least 100 hours of prior work or volunteer experience in human services may petition to have this accepted as successful completion of the volunteer requirement.

Case Management Certification

The Case Management Certification program provides the theoretical knowledge, values, and skills needed for entry-level positions in human services. In addition to taking courses, students participate in a required 50-hour-or-more case management field work experience in one of the program's approved human service agencies. Certification in case management consists of 15 credit hours (eight courses), as follows: *First Semester:* Social Work 010, 011, 110, 120; English 010. *Second Semester:* Social Work 220, 230, 260.

Course Requirements for B.S.W.

Course No.	Course Title	Credit Hours	Offered
First and Second Semesters			
BIOL 103	Human Biology	3	F, Sp, Su
ECON 200	Introduction to Economics	3	F, Sp, Su
POL 202	American Government	3	F, Sp, Su
PSYC 215	Social Psychology	3	F, Sp
SWRK 240	Introduction to Social Work	3	F, Sp
ONE COURSE	in sociology at the 200-level	3	
Third Semester			
PSYC 230	Human Development	4	F, Sp, Su
SWK 324	Human Behavior in the Social Environment: Individual, Family, and Small Group	3	F, Sp
Fourth Semester			
SWK 302	Social Work Practice Evaluation and Research	3	F, Sp
SWK 325	Human Behavior in the Social Environment: Social System, Institution, and Organization	3	F, Sp

Fifth Semester				
SWK	320	Policy Analysis	3	F, Sp
SWK	326	Generalist Social Work Practice	3	F
Sixth Semester				
SWK	327	The Helping Process	3	Sp
Seventh Semester				
SWK	429	Advanced Generalist Social Work Practice	3	F
SWK	436	Field Work	4–7	F
SWK	463	Field Work Seminar	3	F
Eighth Semester				
SWK	437	Advanced Field Work	4–7	Sp
SWK	464	Senior Seminar in Social Work	3	Sp
Total Credit Hours			**57–63**	

Master of Social Work

GEORGE D. METREY
DEAN, SCHOOL OF SOCIAL WORK

Professors: *Bromley, Gewirtz, Metrey (dean), Olsen (chair), Reamer, Siegel*
Associate Professors: *Evans, Mumm*
Assistant Professors: *Cowan, Ghindia, Nimmagadda*

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. Applicants are expected to meet the following requirements for admission. (Certain requirements may be waived under special circumstances if the applicant demonstrates sufficient cause.)

1. **Baccalaureate degree** from a regionally accredited institution of higher education.
2. **Evidence of the applicant's intellectual capacity** to participate successfully in academic work at the graduate level. A candidate is expected to have a diverse academic background with a liberal arts perspective which includes course work in the human biological sciences, social sciences, humanities, and mathematics. 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 psychology, sociology, anthropology, economics, and political science;

   c. Course work in human biology; and

   d. Course content in the humanities.
3. **Evidence of a combination of personal qualities** which are 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. The school assumes that the beginning student has already made **a commitment to social work as a profession,** based in part on personal experience in the field. Applicants may have attained such experience in a variety of ways, such as through volunteer work, field work experience in conjunction with course work, life experiences, etc.

Admission Procedures

Application materials may be obtained from the School of Social Work, Rhode Island College, Providence, RI 02908-1991. To complete the admission process, the following items must be submitted to the School of Social Work by February 1:

1. **Completed application form accompanied by a nonrefundable $25 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 and have them sent directly to the School of Social Work at Rhode Island 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 the 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 reference on a form included with the M.S.W. application package.
4. **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: ability to think analytically and conceptually; clarity in self-expression; responsiveness and sensitivity in relationships; ability to develop professional self-awareness and self-evaluation; commitment to improving social conditions; ability to function creatively, responsibly, and independently.

Admission Decisions

Notice of acceptance will occur on or about April 15 for study beginning the following September. There are no midyear admissions. Within 10 days of receiving notification, accepted applicants must confirm in writing their intention to enroll in the program. Confirmation of acceptance should be addressed to the School of Social Work. Upon accepting a place in the program, the student is required to provide a nonrefundable $100 deposit, which will be applied against tuition charges for the first semester. Admitted applicants should also inform the program of any change of address.

Health Requirements

After being accepted, candidates are provided with an Admission Physical Examination form, which must be completed and signed by a physician and returned directly to the College Health Services before the candidate enrolls. As required by Rhode Island state law, all new entering students must present to Health Services a certificate signed by a physician, attesting to his/her immunity to measles and rubella (German measles).

Advanced Standing

A limited number of students possessing a B.S.W. from a program accredited by the Council on Social Work Education will be exempted from the 18 credit hours of the professional foundation. Students granted advanced standing will be required to complete 44 credit hours. These students will begin the program in the spring semester. Advanced standing students are exempt from Social Work 500, 512, 520, 522, 532, and 541. The advanced standing program must be completed on a full-time basis (three semesters).

Student Advisement

Shortly after the initial registration, a member of the faculty is appointed as the student's advisor. Thereafter, the student plans his or her 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. Additional academic aids are available through College resources and/or special programs.

Grade Requirements

All students must have a minimum grade point average 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 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.

Residency Requirements

Students in all programs, except the structured part-time program, must complete the second year in residence, defined as both field instruction and three courses each semester at Rhode Island College. To achieve full-time status in either year, a student must register for field instruction and three courses each semester.

Part-Time Program

A limited number of part-time students will be admitted. Admission requirements and procedures are the same as those for full-time study. Part-time students are normally expected to take a minimum of two courses during the academic year. A field placement will occur in a public or private nonprofit agency after the completion of 13 credit hours of course work. Degree requirements must be met within four years, the last year being in full-time study.

Structured Part-Time Program

A limited number of students will be admitted to a structured part-time program. This program will not require the completion of the one-year full-time residency. Structured part-time students will complete the program over a four-year period. Criteria for admission are the same as for other programs, with the addition of five-years full-time post-B.A./B.S. social service experience. The field placement requirement will be spread out over four years (eight hours per week during the first two academic years and 10 hours per week during the last two academic years).

Field Work

All students, except those in the advanced standing program, are required to complete Social Work 500 (240 hours), 501 (240 hours), 600 (300 hours), and 601 (300 hours) for a total of 1,080 hours. For full-time and part-time students, this is accomplished over two academic years. For students in the structured part-time program, the is completed over four academic years. Students in the advanced standing program complete Social Work 501 (240 hours), 600 (300 hours), and 601 (300 hours) for a total of 840 hours.

All students, except those in the structured part-time program, must take the first-year placement concurrently with Social Work 532, 536, and 537. The second year must be taken during the full-time year of residency. It is possible to do one year of field work 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 February 1 for field placements to begin in September. For all incoming full-time students, this approval must be obtained no later than June 1 for placements to begin in September.

Graduate Fees (2000–2001)

Tuition (Full-Time)
$2,375 per semester (in-state students)
$3,650 per semester (out-of-state students)

Tuition (Part-Time)
$168 per credit hour (in-state students)
$335 per credit hour (out-of-state students)

Registration Fee
$42 per semester

Recreation Fee
$45 per semester (full-time)
$4 per credit hour (part-time)

Library Fee
$40 per semester (full-time)
$4 per credit hour (part-time)

Technology Fee
$25 per semester (full-time)
$3 per credit hour (part-time)

Fine Arts Fee (Degree Candidates Only)
$20 per semester (full-time)
$8 per semester (part-time)

Application Fee
$25

Note: Because of rising costs, the Board of Governors for Higher Education reserves the right to change fees without notice as conditions necessitate.

Course Requirements for M.S.W.

Course No.	Course Title	Credit Hours	Offered
First Semester			
SWRK 500	Field Education and Seminar I	3	F
SWRK 512	Approaches for Social Policy Analysis	3	F
SWRK 520	Human Behavior, Diversity, and Oppression I	3	F
SWRK 532	Generalist Social Work Practice and Skills Lab	4	F
SWRK 541	Social Work Research and Evaluation I	2	F
Second Semester			
SWRK 501	Field Education and Seminar II	3	Sp
SWRK 522	Human Behavior, Diversity, and Oppression II	3	Sp
SWRK 536	Models and Methods of Social Work Organizing	3	Sp
SWRK 537	Models and Methods of Clinical Social Work Practice and Skills Lab	4	Sp
SWRK 542	Social Work Research and Evaluation II	2	Sp
Third Semester			
SWRK 600	Field Education and Seminar III	4	F
SWRK 640	Practicum in Social Work Research and Evaluation I	2	F
ONE COURSE from			
SWRK 610	Social Work Administration: Personnel	3	F
SWRK 616	Clinical Social Work Practice in Mental Health Settings I	3	F
SWRK 617	Clinical Social Work Practice in Health, Aging, and Disability I	3	F
SWRK 618	Clinical Social Work Practice in Child and Family Settings I	3	F
RESTRICTED ELECTIVE		3	
ELECTIVE		3	
Fourth Semester			
SWRK 601	Field Education and Seminar IV	4	Sp
SWRK 641	Practicum in Social Work Research and Evaluation II	2	Sp
SWRK 621	Health and Mental Health Policy Practice	3	Sp
or			
SWRK 622	Child and Family Policy Practice	3	Sp
(Continued from fall semester) ONE COURSE from			
SWRK 611	Social Work Administration: Administrative Skills	3	Sp
SWRK 626	Clinical Social Work Practice in Mental Health Settings II	3	Sp
SWRK 627	Clinical Social Work Practice in Health, Aging, and Disability II	3	Sp
SWRK 628	Clinical Social Work Practice in Child and Family Settings II	3	Sp
ELECTIVE		3	
Total Credit Hours		**60**	

Course Requirements for M.S.W. Structured Part-Time Program

Course No.	Course Title	Credit Hours	Offered
First Semester			
SWRK 500*	Field Education and Seminar I		F, Sp
SWRK 520	Human Behavior, Diversity, and Oppression I	3	F
SWRK 532	Generalist Social Work Practice and Skills Lab	4	F
Second Semester			
SWRK 500	Field Education and Seminar I	3	F, Sp
SWRK 522	Human Behavior, Diversity, and Oppression II	3	Sp
SWRK 537	Models and Methods of Clinical Social Work Practice and Skills Lab	4	Sp
Third Semester			
SWRK 501*	Field Education and Seminar II		F, Sp
SWRK 512	Approaches for Social Policy Analysis	3	F
SWRK 541	Social Work Research and Evaluation I	2	F
Fourth Semester			
SWRK 501*	Field Education and Seminar II	3	Sp
SWRK 536	Models and Methods of Social Work Organizing	3	Sp
SWRK 542	Social Work Research and Evaluation II	2	Sp
Fifth Semester			
SWRK 600*	Field Education and Seminar III	4	F
ONE COURSE from			
SWRK 610	Social Work Administration: Personnel	3	F
SWRK 616	Clinical Social Work Practice in Mental Health Settings I	3	F
SWRK 617	Clinical Social Work Practice in Health, Aging, and Disability I	3	F
SWRK 618	Clinical Social Work Practice in Child and Family Settings I	3	F
RESTRICTED ELECTIVE		3	
Sixth Semester			
SWRK 600*	Field Education and Seminar III		Sp
(Continued from fall semester) ONE COURSE from			
SWRK 611	Social Work Administration: Administrative Skills	3	Sp
SWRK 626	Clinical Social Work Practice in Mental Health Settings II	3	Sp
SWRK 627	Clinical Social Work Practice in Health, Aging, and Disability II	3	Sp
SWRK 628	Clinical Social Work Practice in Child and Family Settings II	3	Sp
ELECTIVE		3	
Seventh Semester			
SWRK 601*	Field Education and Seminar IV	4	F, Sp
SWRK 640	Practicum in Social Work Research and Evaluation I	2	F
ELECTIVE		3	

Eighth Semester			
SWRK 601*	Field Education and Seminar IV		F, Sp
SWRK 641	Practicum in Social Work Research and Evaluation II	2	Sp
SWRK 621	Health and Mental Health Policy Practice	3	Sp
or			
SWRK 622	Child and Family Policy Practice	3	Sp
Total Credit Hours		**60**	

*Social Work 500 and 501 require eight hours per week for an academic year and Social Work 600 and 601 require 10 hours per week for an academic year. Students register for Social Work 500 and 600 in the fall semester and receive an I (incomplete) at the end of the fall semester. A grade will be assigned at the end of the spring semester. Students begin Social Work 501 and 601 in the fall semester but do not register for it until the spring semester. If courses were taken as a nonmatriculated student, it will be necessary to take additional electives in order to have two courses and field each semester in the structured part-time program.

RHODE ISLAND COLLEGE

COURSE DESCRIPTIONS

Course Descriptions—General Information

Course Numbering System

Courses Numbered 000–009 = noncredit courses.

Courses Numbered 100–199 = introductory and General Education 2000 courses normally taken during the freshman and sophomore years.

Courses Numbered 200–299 = other lower-division courses and General Education 2000 courses.

Courses Numbered 300–399 = courses taken by undergraduate students who have met the prerequisite(s); not accepted for credit toward graduate degrees.

Courses Numbered 400–499 = courses normally taken in the junior and senior years; open to graduate students for credit toward graduate degrees. The number of credits acceptable in a graduate program is limited by graduate program policies.

Courses Numbered 500–599 = courses open to graduate students. Normally these courses require a bachelor's degree as a prerequisite. In certain circumstances, qualified undergraduate students who have earned at least 90 credit hours may be admitted, with documented consent of the instructor and the appropriate dean.

Courses Numbered 600–699 = courses open to graduate and doctoral students only.

Courses Numbered 700–799 = courses open to graduate and doctoral students only.

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.

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.

Frequency of Course Offerings

Listed with each course description is the normal frequency with which the course is offered. For example, a course that is typically offered every fall semester carries the notation "Offered fall." *For complete and current information on course offerings, including dates, times, locations, and instructors, students are advised to consult both the Summer/Fall and Spring Course Bulletins.*

Course Abbreviations

ACCT	Accounting
ADMN	Administration
AFAM	African/Afro-American Studies
ANTH	Anthropology
ART	Art
ARTE	Art Education
BIOL	Biology
BLBC	Bilingual-Bicultural Education
CEP	Counseling and Educational Psychology
CHEM	Chemistry
CIS	Computer Information Systems
COLL	College Course
COMM	Communications
CSCI	Computer Science
CTE	Career and Technical Education
CURR	Curriculum
DANC	Dance
ECON	Economics
EDP	Education Doctoral Program
ELED	Elementary Education
ENGL	English
ESL	English as a Second Language
FILM	Film Studies
FIN	Finance
FNED	Foundations of Education
FREN	French
GEN	General Education
GEOG	Geography
GRMN	German
GRTL	Gerontology
HED	Health Education
HIST	History
HONR	Honors
INDT	Industrial Technology
INST	Instructional Technology
ITAL	Italian
JSTD	Justice Studies
LAS	Latin American Studies
LATN	Latin
LBRS	Labor Studies
MATH	Mathematics
MEDT	Medical Technology
MGT	Management
MKT	Marketing
MLAN	Modern Languages
MUS	Music
MUSE	Music Education
NURS	Nursing
PBAD	Public Administration
PED	Physical Education
PFA	Performing Arts
PHIL	Philosophy
PHYS	Physics
POL	Political Science
PORT	Portuguese
PSCI	Physical Science
PSYC	Psychology
RECR	Recreation
SED	Secondary Education
SOC	Sociology
SPAN	Spanish
SPED	Special Education
SSCI	Social Science
SWRK	Social Work
TECH	Technology Education
TESL	Teaching English as a Second Language
THTR	Theatre
WMST	Women's Studies
WRTG	Writing

Course Descriptions

Accounting (ACCT)

Junior standing is a prerequisite for all 300-level accounting courses.

ACCT 200: Fundamentals of Accounting and Budgeting

Financial statements are introduced, including balance sheets, income statements, and cash flow statements. Students cannot receive credit for both Accounting 200 and 201.
4 credit hours. Offered fall and spring.

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. Students cannot receive credit for both Accounting 200 and 201.
(4) 3 credit hours. Offered fall, spring, summer.

ACCT 202: Principles of Accounting II: Managerial

A continuation of Accounting 201, topics include accounting for corporations, liabilities, cash flow statements, cost accounting in a manufacturing environment, budgeting, and profit analysis for decision making. Lecture and laboratory.
(4) 3 credit hours. Prerequisite: ACCT 201. Offered fall, spring, summer.

ACCT 310: Accounting Systems and Concepts

Accounting systems are introduced, with emphasis on the accounting cycle through the preparation of statements. Students work with general ledger software and spreadsheet applications. Lecture and laboratory.
(4) 3 credit hours. Prerequisite: ACCT 201 and CIS 251. Offered fall and spring.

ACCT 311: External Reporting I

Accounting concepts, standards, principles, and practices in financial reporting for business entities are studied. Topics include assets, liabilities, and stockholder equity. Lecture and laboratory. (Formerly Intermediate Accounting I.)
(4) 3 credit hours. Prerequisite: ACCT 310. Offered spring.

ACCT 312: External Reporting II

A continuation of Accounting 311, topics include revenue recognition, pensions, accounting for income taxes, leases, cash flow statements, and financial analysis. Lecture and laboratory. (Formerly Intermediate Accounting II.)
(4) 3 credit hours. Prerequisite: ACCT 311. Offered fall.

ACCT 321: Cost Management I

Study is made of internal accounting information and decision support systems that provide data and reports for product costing and management decision making. Lecture and laboratory. (Formerly Internal Reporting I.)
(4) 3 credit hours. Prerequisite: ACCT 202 and 310. Offered fall and spring; summer as needed.

ACCT 331: Taxes for Business Decisions

Federal income tax law for individuals, corporations, and other entities is introduced. Emphasis is on the continuing concepts of tax law and tax research and planning. (Formerly Federal Tax I.)
(4) 3 credit hours. Prerequisite: ACCT 201 or consent of department chair. Offered fall, spring, summer.

ACCT 353: Accounting for Nonprofit Organizations

Emphasis is on conceptual foundation, governmental accounting, accounting for other nonprofit organizations, and uses of data.
3 credit hours. Prerequisite: ACCT 200 with consent of department chair or ACCT 202. Offered spring.

ACCT 355: International Accounting

The diversity of financial and managerial accounting practices in developed countries is surveyed as well as influences that give rise to the differences.
3 credit hours. Prerequisite: ACCT 201, 202; MGT 301. Offered as needed.

ACCT 422: Cost Management II

The use of internal accounting data and reporting in the management decision-making process is examined. Lecture and laboratory. (Formerly Internal Reporting II.)
(4) 3 credit hours. Prerequisite: ACCT 321. Offered spring.

ACCT 432: Advanced Studies in Taxation

The coverage of choice of an entity and the uses of the life-cycle approach to study these entities are expanded upon. Lecture and laboratory. (Formerly Federal Tax II.)
(4) 3 credit hours. Prerequisite: ACCT 331. Offered fall.

ACCT 441: Auditing

Current audit theory and practice are surveyed. A cycle approach is used to demonstrate audit procedures. Topics may include legal liability, ethical standards, audit planning and reporting, and audit risk.
3 credit hours. Prerequisite: ACCT 311 and CIS 352. Offered fall and spring.

ACCT 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. (Formerly Advanced Accounting.)
3 credit hours. Prerequisite: ACCT 311. Offered fall.

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 430. 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 one 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 Center for Management and Technology 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 once annually.

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 premuptial 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 fall.

ACCT 548: Controllership

Students examine the role of the chief accounting officer of an organization within the contemporary business environment. Also explored are the responsibilities and duties of the controller as strategic information officer.
3 credit hours. Prerequisite: consent of instructor. Offered as needed.

ACCT 549: Advanced Topics in Cost Management

Emerging topics and techniques in cost management are discussed, along with the issues involved with their implementation. Topics include activity-based costing, total quality management, the survival triplet, and just-in-time.
3 credit hours. Prerequisite: consent of instructor. Offered as needed.

ACCT 552: Topics in Assurance: Risk Assessment

Techniques for identifying and measuring business risk are presented. A framework is also developed for evaluating the organization's risk assessment process and for determining its particular risk profile.
1.5 credit hours. Prerequisite: consent of instructor. Offered as needed.

ACCT 553: Topics in Assurance: Electronic Commerce
The role of accountants in an electronic, Internet-oriented, commercial operation is discussed. Students also engage in the analysis of information exchange and sharing and the processing of electronic sales transactions.
1.5 credit hours. Prerequisite: consent of instructor. Offered as needed.

ACCT 554: Estate Planning
Students examine the role of state and federal tax codes when advising clients about the ultimate preservation of their estate. The client's legal, marital, and medical situation is incorporated into an action plan to achieve the goals of the client.
3 credit hours. Prerequisite: consent of instructor. Offered as needed.

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 as needed.

Administration (ADMN)

ADMN 500: The Principalship: Theories, Skills, and Practices
The roles and responsibilities of elementary, middle, and secondary school principals are explored, with emphasis on supervision, evaluation, and staff development.
4 credit hours. Prerequisite: acceptance into the M.Ed. program in administration or consent of department chair. Offered fall.

ADMN 512: School, Parent, and Community Relations
The roles that parental, governmental, and community groups have in schooling and the processes for including them in the school's mission are examined.
3 credit hours. Prerequisite: ADMN 500 or consent of department chair. Offered spring.

ADMN 514: Instructional Supervision and Research
Study is made of concepts, techniques, problems, and trends in instructional supervision and the role of the teacher and administrator. (Formerly Administration 502: School Supervision.)
3 credit hours. Prerequisite: ADMN 500 or consent of department chair. Offered fall.

ADMN 518: Computer Applications in Administration
Topics include database management, report generation, word processing, instructional graphics, and administrative functions. Knowledge of microcomputers is not necessary. (Formerly Microcomputers in Administration.)
3 credit hours. Prerequisite: ADMN 500 or consent of department chair. Offered fall and summer.

ADMN 532: Fiscal Planning and Management
School finance and budgeting and expenditure management are introduced. Topics include financing and accounting in Rhode Island. (Formerly Administration 504: School Finance.)
3 credit hours. Prerequisite: ADMN 500 and 518, or consent of department chair. Offered fall.

ADMN 534: Law and Educational Policy
Topics include public schooling and the law, what constitutes an adequate education, legal rights of educators, tort liability, and educating persons with disabilities. (Formerly Administration 508: School Law Problems.)
3 credit hours. Prerequisite: ADMN 500 or consent of department chair. Offered spring.

ADMN 536: Personnel Management and Labor Relations
Techniques are provided for improving working relationships with all categories of staff. Topics include group interpersonal skills, organizational behavior, and recruitment. (Formerly Administration 509: Personnel Problems in Education.)
3 credit hours. Prerequisite: ADMN 500 or consent of department chair. Offered spring.

ADMN 538: Program Evaluation and Research
The theory and practice of program evaluation and basic research principles that support evaluation are introduced. Included are practical approaches to evaluation of programs, curriculum, and staff.
3 credit hours. Prerequisite: ADMN 500 or consent of department chair. Offered spring.

ADMN 548: Internship in Administration I
Skills in school management are developed under the joint supervision of a principal and a faculty member. This course is a 150-hour field-based experience that usually takes place in the student's place of employment.
2 credit hours. Prerequisite: ADMN 500 or consent of department chair. Offered fall.

ADMN 549: Internship in Administration II
A continuation of Administration 548, this course involves 150 hours of field-based experience.
2 credit hours. Prerequisite: ADMN 548 or consent of department chair. Offered spring.

ADMN 651: The Superintendency: Theories, Skills, and Practices
The leadership role and managerial responsibilities of the contemporary school superintendent are studied. Topics include financial and instructional management, school and community relations, contract negotiations, and policy development.
4 credit hours. Prerequisite: acceptance into the C.A.G.S. program in administration or consent of department chair. Offered spring.

ADMN 655: School Facilities Planning
The process of long-range planning is examined, with emphasis on demographic analysis, enrollment projection, building surveys, and planning options. (Formerly Administration 506: School Plant Planning.)
3 credit hours. Prerequisite: ADMN 651 or consent of department chair. Offered summer.

ADMN 661: Seminar in Administrative Research
Experiences are provided which enable the student to understand and evaluate research in order to plan and carry out a research-oriented field project.
3 credit hours. Prerequisite: acceptance into the C.A.G.S. program and PSYC 320 or a course in statistics with consent of advisor or department chair.

ADMN 668: Advanced Administrative Internship I
This is a sustained opportunity to work with central office administrators and school committee members in developing an understanding of and skill in district management. This course involves 150 hours of field experience.
2 credit hours. Prerequisite: ADMN 651 or consent of department chair. Offered fall.

ADMN 669: Advanced Administrative Internship II
A continuation of Administration 668, this course involves 150 hours of field experience in central office environments.
2 credit hours. Prerequisite: ADMN 668 or consent of department chair. Offered spring.

ADMN 673: Building High-Performance Teams in Schools
This course is designed for educators who are contemplating a transition to site-based management and/or other forms of school-improvement planning, curriculum change, and/or restructuring involving teams.
3 credit hours. Prerequisite: graduate status or consent of department chair. Offered as needed.

ADMN 674: Educational Planning and Policy
Information about the external and internal environment of schools is obtained, analyzed, and interpreted, as well as incorporated into the thinking of school managers and applied to strategic planning and educational policy development.
3 credit hours. Prerequisite: ADMN 651 or consent of department chair. Offered fall.

ADMN 678: Issues in Technology
The integration of technology into instruction and administration is investigated. Research, issues, and trends are examined as they apply to a total school environment. Each student designs a management information system.
3 credit hours. Prerequisite: ADMN 651 or consent of department chair. Offered spring.

ADMN 691: Field Project I
Integrating theory and field experience, a major paper is written on a topic selected by the student in the latter stages of the program.
1 credit hour. Prerequisite: ADMN 661. Offered fall and spring.

ADMN 692: Field Project II
The field project is completed and defended in an oral hearing prior to final approval.
2 credit hours. Prerequisite: ADMN 691 or CURR 691. Offered fall and spring.

African/Afro-American Studies (AFAM)

AFAM 162: Non-Western Worlds
Selected cultures and historical traditions in regions of contemporary and ancient Africa and its diaspora are studied. Students comment critically, in written and oral form, upon African experiences and ideas. Sections are titled:
Cape Verde and Western Africa
African Social/Economic Development
4 credit hours. Gen. Ed. Core 3. Offered fall and spring.

AFAM 163: Narrative, History, and Change in Africa
African societies are presented from many parts of the continent in their traditional and contemporary expressions. Texts by Africans are used to construct a multidimensional, multiaesthetic encounter with Africa.
4 credit hours. Gen. Ed. Core 3. Offered fall and spring.

AFAM 200: Perspectives on African and Afro-American Culture
The background, significance, and context of African and Afro-American cultures are examined. Focus is on the social, economic, psychological, political, and historical processes which are the foundations of Afro-American culture.
3 credit hours. Gen. Ed. Category SB. Offered fall, spring, summer as needed.

AFAM 261: Bebop: African/Afro-American Culture and Aesthetics
Students examine the African origins of bebop; the American founders, Parker and Gillespie; the hard bop of the 1950s and 1960s; and bebop's resurgence in the 1980s and 1990s.
4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered fall, spring, summer.

AFAM 262: Cultural Issues in Contemporary Africa
Significant issues confronting contemporary Africa are examined. Connections and comparisons between African and Western traditions, values, and practices are emphasized. Sections include (1) The Borders of Africa, and (2) Childhood in the African and African-American Experience.
4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered fall and spring.

AFAM 310: Martin Luther King and the Civil Rights Era
The philosophy of Martin Luther King, Jr., is examined. Emphasis is on King's context and contributions to the historical development of the meanings of freedom, equality, and respect for the individual and community.
3 credit hours. Prerequisite: AFAM 200 or consent of director. Offered as needed.

AFAM 410: Seminar in Comparative Race Relations
The changing dynamics of race relations within a national and international framework are examined, including ideas about the causes and persistence of racism.
3 credit hours. Prerequisite: AFAM 200 or consent of director. Offered as needed.

AFAM 420: Comparative Slave Systems
This is an integrative experience in the comparative study of slave systems. Emphasis is on the study of slavery in Africa and the New World.
3 credit hours. Prerequisite: AFAM 200 or consent of director. Offered as needed.

AFAM 461: Seminar in African/Afro-American Studies
This is the culminating experience for majors in the program.
3 credit hours. Prerequisite: AFAM 200 or consent of director. Offered as needed.

Anthropology (ANTH)

Prior to enrolling in any 300-level anthropology course, all students must complete a 100- or 200-level course in a social science.

ANTH 101: Introduction to Cultural Anthropology
The concept of culture and its significance to an understanding of human societies are studied. Examples from a variety of societies are used to illustrate the basic approaches and concepts of cultural anthropology.
3 credit hours. Gen. Ed. Category SB. Offered fall and spring.

ANTH 102: Introduction to Archaeology
The methods by which archaeologists study culture and reconstruct past societies are examined through lecture-discussion, films, and laboratory exercises.
(4) 3 credit hours. Gen. Ed. Category SB. Offered fall and spring.

ANTH 103: Introduction to Physical Anthropology
The biocultural nature of human physical variation is examined through lecture-discussion, films, and laboratory exercises. Topics include modern variation, primatology, and paleoanthropology.
(4) 3 credit hours. Gen. Ed. Category SM. Offered fall and spring.

ANTH 104: Introduction to Anthropological Linguistics
Language is examined as a uniquely human phenomenon, with emphasis on the systematic description and analysis of communication as a socially and culturally shaped process.
3 credit hours. Gen. Ed. Category SB. Offered fall or spring.

ANTH 162: Non-Western Worlds
Selected cultures and historical traditions that arose outside the Western experience are studied. Sections are titled:
Caribbean "Others"
The Middle East: Women and Men in Non-Western Cultures
Encountering the "Other" in New Guinea
Middle East
Amazonia
Ancient Nile
The Native American in the Northeast
The Maya, Past and Future
Borneo
African Worlds: Islamic Africa
4 credit hours. Gen. Ed. Core 3. Offered fall, spring, summer.

ANTH 169: Music Cultures of Non-Western Worlds
Selected music cultures of the non-Western world are introduced in the contexts of sounds, concepts, social interactions, and materials of music. Students cannot receive credit for both Music 169 and Anthropology 169.
4 credit hours. Gen. Ed. Core 3. Offered fall and spring.

ANTH 204: Art, Society, and Culture
Primitive arts and artists from a sociocultural context are studied. Included are specific examples of visual arts, music, dance, and dramatic performance from non-Western societies.
3 credit hours. Gen. Ed. Category SB. Offered as needed.

ANTH 205: The Anthropology of Race and Racism
The concept of race as it has developed within the discipline of anthropology is examined. The related question of racism, the ideology of the superiority of one "race" over another, is explored in Western and non-Western societies.
3 credit hours. Gen. Ed. Category SB. Offered as needed.

ANTH 206: Oral Traditions
Various forms of spoken traditions are studied as cultural manifestations. These include myths, legends, folktales, parables, poetry, riddles, and games.
3 credit hours. Gen. Ed. Category SB. Offered as needed.

ANTH 261: Intercultural Encounters
The intersection of world cultures in historical and/or contemporary contexts is studied. Students cannot receive credit for both General Education 261 and Anthropology 261. Sections are titled:
Arab-Islamic Culture and the West
Judaism, Christianity, Islam
The West Encounters the "Other"
Tourists and Their Hosts
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 fall, spring, or summer.

ANTH 263: Hunters and Gatherers: Designs for Living
Non-Western, small-scale societies are compared to Western, complex, post-industrial societies to reveal common elements in the solutions they have developed for "designs for living."
4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered as needed.

ANTH 264: Writing and Culture: Papyrus to Cyberspace
Various approaches are used to trace the origins, evolution, diversity, and significance of human notational and writing systems. Students cannot receive credit for both Anthropology 264 and English 264.
4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered as needed.

ANTH 301: Women in World Perspective
The biological and cultural basis of sex roles is examined cross-culturally. Emphasis is on case studies of the traditional and modern roles of women as compared to those of men in non-Western societies.
3 credit hours. Offered as needed.

COURSE DESCRIPTIONS

ANTH 303: Comparative Law and Justice
Concepts and systems of law and justice are examined in a variety of pre-state and state societies in order to understand the operation of law and justice in cross-cultural contexts, including that of the contemporary United States.
3 credit hours. Offered as needed.

ANTH 304: Human Paleontology
Alternative models of human evolution from the earliest primates to the development of Homo sapiens are considered in light of both physical and cultural data.
3 credit hours. Offered as needed.

ANTH 305: Exploring Ethnographic Film
A broad perspective is given on the ethnographic category of documentary film. Students cannot receive credit for both Anthropology 305 and Film Studies 305.
4 credit hours. Offered as needed.

ANTH 307: Peasant Societies and Cultures
Theories explaining peasant social, economic, political, and ideological life are presented against a contrasting background of empirical material from ethnographic descriptions of various peasantries.
3 credit hours. Offered as needed.

ANTH 308: Cross-Cultural Studies of Aging
Human maturation, aging, and death are studied using cross-cultural research.
3 credit hours. Offered as needed.

ANTH 309: Medical Anthropology
Anthropological approaches and results in the study of health and illness are surveyed as social, cultural, and biological phenomena.
3 credit hours. Offered spring.

ANTH 311–314: Regional Studies in Archaeology
The archaeological evidence for the development of cultures in selected world areas is surveyed. Regions include:
311 North America
312 Latin America
313 Europe
314 Other regions (may be repeated with a change in topic)
3 credit hours. Offered as needed.

ANTH 318–327: 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:
318 Southeast Asia
319 Africa
320 Mediterranean
321 Oceania (Pacific)
322 Caribbean
325 Latin American Indians
326 Indians of the Pacific Northwest
327 Other regions (may be repeated with a change in content)
3 credit hours. Offered as needed.

ANTH 332: Applied Anthropology
Students explore the history, evolution, methods, objectives, and applications of the practical involvement of anthropology in understanding and solving human problems.
3 credit hours. Offered as needed.

ANTH 334: Issues in Modernization and Development
Modernization and development in a world context are examined, with emphasis on non-Western societies. Cultural revolution, modernization, convergence, and core periphery theories are considered.
3 credit hours. Offered as needed.

ANTH 336: State and Society in the Third World
The origins of preindustrial non-Western states are examined as issues of power, class, statecraft, and empire. Students cannot receive credit for both Political Science 336 and Anthropology 336.
3 credit hours. Prerequisite: any 100- or 200-level anthropology or political science course, or consent of department chair. Offered as needed.

ANTH 337: Anthropological Approaches to Religion
The content, structure, concepts, and functions of religion are studied, with emphasis on relationships to other aspects of culture and society.
3 credit hours. Offered as needed.

ANTH 338: Urban Anthropology
Western and non-Western traditions in urbanization are compared and contrasted. Cross-cultural comparisons are emphasized.
3 credit hours. Offered as needed.

ANTH 339: Culture Change
This is a study of societal change, conflicts, and accommodations caused by the contact of differing cultures.
3 credit hours. Offered as needed.

ANTH 340: Social Organization
Theories of social organization, the interrelations of social institutions, and current anthropological methods of interpretation and analysis of social systems are examined.
3 credit hours. Offered as needed.

ANTH 341: Psychological Anthropology
Topics of common interest to the disciplines of psychology and anthropology are surveyed, with emphasis on social and cultural factors in cognition, perception, deviant behavior, and personality formation.
3 credit hours. Offered as needed.

ANTH 400: New England and the Sea
Students explore various aspects of New England's coastal maritime cultural environment and worldview. Included are field trips to "alongshore" sites. Students cannot receive credit for both Anthropology 400 and Social Science 400.
(B) 3 credit hours. Prerequisite: any course in a social or behavioral science. Offered summer.

ANTH 410: Language and Culture
The interrelationships between language and other aspects of culture are examined as they illuminate anthropological issues and theories.
3 credit hours. Prerequisite: any 100-, 200-, or 300-level course in a social science. Offered as needed.

ANTH 424: North American Indians
Selected societies of Native North America are examined as they relate to anthropological concerns and contribute to an understanding of the similarities and variations in cultures of the region.
3 credit hours. Prerequisite: any 100-, 200-, or 300-level course in a social science. Offered as needed.

ANTH 433: Research Methods in Cultural Anthropology
The theory and practice of anthropological research are examined. Topics include epistemology, causality, hypothesis formation and testing, participant observation, questionnaire development, interviews, and cross-cultural comparisons.
3 credit hours. Prerequisite: any 100-, 200-, or 300-level course in a social science. Offered as needed.

ANTH 460: Seminar in Anthropology
The varied data and concepts of anthropology within a holistic framework: historical, theoretical, and/or methodological. Anthropology 460 may be taken twice for credit toward the major.
3 credit hours. Prerequisite: 18 credit hours of anthropology courses. Offered as needed.

ANTH 461: Latinos in the United States
The experiences and perspectives of Latinos in the United States are examined. Students cannot receive credit for the equivalent courses: Secondary Education 461 and Social Science 461.
3 credit hours. Prerequisite: any 100-, 200-, or 300-level course in a social or behavioral science. 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: consent of department chair, anthropology advisor, and instructor with whom student wishes to work. Offered as needed.

ANTH 475: Reading Course in Public Archaeology
Directed reading is given in areas of concern to public archaeology, including law and compliance, methods, theories, contracts, and proposal writing.
3 credit hours. Prerequisite: consent of department chair, anthropology advisor, and instructor with whom student wishes to work. Offered as needed.

ANTH 481: Workshop in Primitive Art
Students select from a particular culture an art form for further exploration. This course cannot be counted toward requirements of the anthropology major.
3–4 credit hours. Prerequisite: any 100-, 200-, or 300-level course in anthropology or art, or consent of department chair. Offered summer.

ANTH 485: Workshop in Field Archaeology
This is a field introduction to scientific archaeology, with emphasis on practical survey, excavation, recording experience, observation. Discussion includes methods and techniques.
3 credit hours. Offered summer (even years).

ANTH 489: Field School in Archaeology
Local archaeological surveys and/or excavations are undertaken. With consent, a maximum of three credit hours may be counted toward the requirements of a specialization in public archaeology.
3–6 credit hours. Prerequisite: consent of department chair. Offered summer (even years).

ANTH 490: Directed Study in Anthropology
A topic is selected and concentrated research undertaken under the supervision of a faculty advisor.
1–4 credit hours. Prerequisite: consent of department chair, instructor with whom student wishes to work, and dean. Offered as needed.

ANTH 495: Internships in Anthropology
Students are placed in positions appropriate to their studies in anthropology, such as in museums and historical preservation agencies. A program of study is designed by the student and supervised by a faculty member.
3–12 credit hours. Prerequisite: written application containing program of study identifying objectives, outcomes, timing, and review procedures, which must be approved by advisor, department curriculum committee, and department chair. Offered as needed.

ANTH 561: Latinos in the United States
Recent scholarship on Latinos in the United States is examined and graduate-level research projects undertaken. Students cannot receive credit for the equivalent courses: Secondary Education 461 and Social Science 561.
3 credit hours. Prerequisite: graduate status and any 300- or 400-level social or behavioral science course, or consent of department chair. Offered as needed.

Art (ART)

ART 101: Drawing I: General Drawing
The fundamentals and history of freehand drawing are explored. Observational analysis of forms and space, media characteristics, and pictorial organization approaches are stressed. Studio.
(6) 3 credit hours. Gen. Ed. Category A. Offered fall and spring.

ART 104: Design I: Two-Dimensional Design
Two-dimensional compositional strategies are applied through intuitive and logical organization of the visual elements. Students also develop basic problem-solving skills, while learning to think visually. Studio.
(6) 3 credit hours. Gen. Ed. Category A. Offered fall and spring.

ART 105: Drawing II
Drawing from the human figure is introduced, including basic anatomy, general nomenclature, and consideration of various artistic problems. Students work from live models, the skeleton, and anatomy texts. Studio.
(6) 3 credit hours. Prerequisite: ART 101. Offered fall and spring.

ART 114: Design II: Three-Dimensional Design
The sequential development of planar and volumetric forms in real space provide the basis for study of visual structure. The role that media, process, and problem solving have in the development of form are also covered. Studio.
(6) 3 credit hours. Prerequisite: ART 104. Offered fall and spring.

ART 201: Visual Arts in Society
Fine arts and crafts from various periods are introduced, in conjunction with hands-on studio experience, to foster visual understanding. Art forms are studied within the context of society. For non-art majors only. Lecture and studio.
(4) 3 credit hours. Gen. Ed. Category A. Offered fall and spring.

ART 202: Painting I
The techniques of oil painting are introduced. Color, value, line, form, texture, and compositional problems are explored by observing objects and nature. Studio.
(6) 3 credit hours. Prerequisite: ART 204 or 205. Offered fall and spring.

ART 204: Synthesis/Three-Dimensional Emphasis
Using drawing and three-dimensional techniques, a synthesis of the skills and concepts developed in the previous four foundation courses is realized. The interaction of two- and three-dimensional approaches is stressed. Studio.
(6) 3 credit hours. Includes woodshop lab. 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. Studio. (Formerly Drawing III.)
(6) 3 credit hours. Includes woodshop lab. Prerequisite: ART 105 and 114. Offered fall and spring.

ART 206: Ceramics I
Basic hand-building methods and simple direct decoration techniques are introduced. Students explore clay, glaze materials, and firing procedures at earthenware temperatures. Studio.
(6) 3 credit hours. Prerequisite: ART 204 or 205 is prerequisite for art department majors. Non-art department majors must have consent of department chair. Offered fall and spring.

ART 208: Printmaking: Intaglio and Monotype
The materials and techniques of monotype and intaglio printmaking are introduced, with emphasis on the aesthetic and conceptual possibilities of various approaches. Studio.
(6) 3 credit hours. Prerequisite: ART 204 or 205. Offered spring.

ART 217: Introduction to Photography
Emphasis is on the expressive potential of the medium through the creative use of theory, camera controls, and darkroom procedures. Print quality is stressed. Studio.
(6) 3 credit hours. Prerequisite: ART 204 or 205 is prerequisite for art department majors. Non-art department majors must have consent of department chair. Offered fall and spring.

ART 218: Printmaking: Lithography and Relief
The materials and techniques of relief and lithographic printmaking are introduced, with emphasis on the aesthetic and conceptual possibilities of various approaches. Studio.
(6) 3 credit hours. Prerequisite: ART 204 or 205. Offered fall.

ART 219: Surface Design on Fabric
Contemporary approaches to surface decoration on cloth are explored, using dye, paint, discharge, resist, embellishment, and print processes. Studio. (Formerly Fiber, Off-Loom.)
(6) 3 credit hours. Prerequisite: ART 204 or 205 is prerequisite for art department majors. Non-art department majors must have consent of department chair. Offered spring.

ART 221: Metal I
Basic metal-working processes, such as forging, casting, and fabrication, are introduced, with emphasis on the development of design concepts and skills for manipulating metal in its various forms. Studio.
(6) 3 credit hours. Prerequisite: ART 204 or 205 is prerequisite for art department majors. Non-art department majors must have consent of department chair. Offered fall.

ART 222: Jewelry Design I
The various techniques and materials used in the serial production of contemporary jewelry designs are introduced. The aesthetic and pragmatic implications of serial production are explored in layout and rendering. Studio.
(6) 3 credit hours. Prerequisite: ART 204 or 205 is prerequisite for art department majors. Non-art department majors must have consent of department chair. Offered spring.

ART 224: Graphic Design I
Using conceptual and visual problem-solving and graphic design theory related to creative organization of space using typography and image, students research concept, preliminary forms, analysis, and basic studio and computer skills. Studio.
(6) 3 credit hours. Prerequisite: ART 204 or 205 is prerequisite for art department majors. Non-art 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 229: Structural Fibers
Structural, three-dimensional, and additive approaches to fiber are explored. Techniques include knotting, applique, weaving, construction, and intertwining. Studio. (Formerly Fiber, On-Loom.)
(6) 3 credit hours. Prerequisite: ART 204 or 205 is prerequisite for art department majors. Non-art department majors must have consent of department chair. Offered fall.

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. Attention is on the various roles of Buddhism, Hinduism, Taoism, Confucianism, and Shinto. Lecture.
3 credit hours. Gen. Ed. Category A. Offered as needed.

ART 231: Prehistoric to Renaissance Art
The fundamental concepts and functions of the history of art, visual analysis, and interpretation are introduced. Focus is on the painting, sculpture, and architecture of early Europe and the Near East. Lecture.
3 credit hours. Gen. Ed. Category A. Offered fall, spring, summer.

ART 232: Renaissance to Modern Art
Focusing on European painting, sculpture, architecture, and the minor arts of the past 500 years, the basic aims of Art 231 are developed further. Lecture.
3 credit hours. Gen. Ed. Category A. Offered fall, spring, summer.

ART 234: Sculpture: Wood and Alternate Materials
Students explore a variety of subject matter and develop a personalized vision, using wood fabrication skills introduced in class. Plastics, assemblage, and student-selected alternate materials are also explored. Studio.
(6) 3 credit hours. Prerequisite: ART 204 or 205. Offered spring.

ART 235: Sculpture: Metal Casting and Fabrication
Traditional and contemporary approaches to sculptural form are explored, using metal-working techniques, including welding, cold fabrication, forging, and casting. Studio.
(6) 3 credit hours. Prerequisite: ART 204 or 205. Offered fall.

ART 241: Modelmaking I
The mechanical and conceptual skills required for the production of wax models from two-dimensional renderings are introduced. Models are generated through subtractive methods. Studio.
(6) 3 credit hours. Prerequisite: ART 204 or 205 is prerequisite for art department majors. Non-art department majors must have consent of department chair. Offered fall.

ART 251: Modelmaking II
The mechanical and conceptual skills required for the production of white-metal models from two-dimensional renderings are introduced. Models are generated through subtractive methods. Studio.
(6) 3 credit hours. Prerequisite: ART 204 or 205 is prerequisite for art department majors. Non-art department majors must have consent of department chair. Offered spring.

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. Non-art 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 10th 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 14th to the 16th 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 17th-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 18th-century European art, this course then follows the 19th-century developments of realism, naturalism, and symbolism. Lecture.
3 credit hours. Prerequisite: ART 231 and 232. Offered fall.

COURSE DESCRIPTIONS

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 341: Metal II
Students develop techniques for the special requirements of functional ware. Technical skills are consolidated and sensitivity to form and material are developed further. Studio.
(6) 3 credit hours. Prerequisite: ART 221. Offered spring.

ART 342: Jewelry Design II
Broad experiences with rendering materials are presented to encourage the development of personal direction. Aesthetic and technical concepts are further explored, with particular focus on lost-wax casting. Studio.
(6) 3 credit hours. Prerequisite: ART 222. Offered spring.

ART 343: Principles of Art Therapy
The theoretical, philosophical, and psychological bases underlying therapeutic art are explored. Observations in a variety of therapeutic/rehabilitative settings are included. Lecture.
3 credit hours. Prerequisite: PSYC 110. Offered as needed.

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 351: Modelmaking III
Students develop the skills required to produce wax and white-metal models from two-dimensional renderings. Functions and interrelationships of form are studied in the context of the history and aesthetics of contemporary jewelry. Studio.
(6) 3 credit hours. Prerequisite: ART 241 and 251. Offered 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 in depth 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 483: Workshop in Media and Materials
Studio processes and techniques specifically applicable to teaching art in elementary and secondary schools are presented. Foundation concepts relevant to each activity are explored. Studio.
(4) 3 credit hours. Offered 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 six-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.

COURSE DESCRIPTIONS

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 560: Graduate Seminar in the Visual Arts
Focus is on current issues concerning philosophical, historical, and aesthetic problems in art. Structural concepts, relevant methods of inquiry, social and formal issues, and articulation of personal vision are examined.
3 credit hours. Prerequisite: consent of department chair. Offered spring.

ART 590: Directed Graduate Study
Students conduct independent research and/or studio exploration in the visual arts, under the supervision of a selected member of the department faculty. Studio.
1–6 credit hours. Prerequisite: consent of department chair. Open to candidates in the master's programs in art. Offered as needed.

ART 594: Graduate Studio: Topic
A professional level of work is required in both technique and attitude in this advanced study in the topic area. This course concludes with an Art Department Graduate Committee review. Studio.
(2–12) 1–6 credit hours. Prerequisite: 400-level course in the topic. Offered fall and spring.

ART 595: Graduate Studio: Topic
A continuation of Art 594, this course concludes with an Art Department Graduate Committee review. Studio.
(2–12) 1–6 credit hours. Prerequisite: ART 594 and consent of instructor. Offered fall and spring.

ART 596: Graduate Studio: Topic
Independent professional research is required, demonstrating continuity, integrity, and innovation in a particular area. This course concludes with an Art Department Graduate Committee review. Studio.
(2–12) 1–6 credit hours. Prerequisite: ART 595 and consent of instructor. Offered fall and spring.

ART 691: Thesis
Under the direction of the thesis advisor, the student researches and completes the thesis project. Credit for this course is contingent on final approval of the thesis.
3 credit hours. Prerequisite: acceptance of thesis proposal and consent of department chair. Offered as needed.

Art Education (ARTE)

ARTE 203: 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.
(4) 3 credit hours. Prerequisite: 12 credit hours of art courses. Offered fall and spring.

ARTE 340: Methods and Materials in Art Education
Children's artistic expression in relation to research and current approaches to art education are covered. Included are studio workshop experiences with art materials used in the elementary classroom. Not open to art education majors.
(3) 2 credit hours. Offered fall, spring, summer.

ARTE 404: Practicum in Art Education I
Teaching concepts, lesson plan development, and evaluation for secondary school art instruction are studied through readings, discussions, observations in secondary school art classrooms, and introductory teaching experiences.
(4) 3 credit hours. Prerequisite: admission to the art education teacher preparation program, ARTE 203, and 24 credit hours of art courses. Offered fall and spring.

ARTE 405: Practicum in Art Education II
Artistic development, teaching models, and curriculum development for elementary school art instruction are studied through readings, discussions, observations in elementary art classrooms, and introductory teaching experiences.
(4) 3 credit hours. Prerequisite: ARTE 404 and 33 credit hours of art courses. Offered fall and spring.

ARTE 421: Art in the Elementary School
The objectives of an art program in the elementary grades are considered as well as the means of developing, presenting, encouraging, and evaluating programs.
3 credit hours. Prerequisite: ARTE 340 or elementary teaching experience, and consent of instructor. Offered as needed.

ARTE 426: Student Teaching in Art Education
Under supervision of College faculty and school-based art teachers, students teach and engage in extra-class responsibilities for five full days a week in both elementary and secondary schools.
9 credit hours. Prerequisite: satisfactory completion of all major and professional courses required prior to student teaching, concurrent enrollment in ARTE 464, special departmental requirements; cumulative GPA of 2.50 a full semester prior to student teaching; completion of the technology competency requirement; 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 art instruction are examined, including lesson plan development, classroom and time management, teaching strategies, modifications for students with special needs, and assessment techniques.
1 credit hour. Prerequisite: concurrent enrollment in ARTE 426. Offered fall and spring.

ARTE 504: Graduate Practicum in Art Education I
Teaching concepts, lesson plan development, and evaluation for secondary art instruction are studied through readings, discussions, observations in secondary school art classrooms, and introductory teaching experiences.
(4) 3 credit hours. Prerequisite: CEP 552, preceding or concurrent enrollment in ARTE 563, and acceptance into the M.A.T. in art education program. Offered fall and spring.

ARTE 505: Graduate Practicum in Art Education II
Artistic development, teaching models, and curriculum development for elementary school art instruction are studied through readings, discussions, observations in elementary school art classrooms, and introductory teaching experiences.
(4) 3 credit hours. Prerequisite: ARTE 504. Offered fall and spring.

ARTE 515: Curriculum in Art Education
Curriculum theory and development of art programs at elementary and secondary schools are identified, analyzed, and critiqued. Initiatives for site-specific curriculum development or revision are begun. Seminar.
3 credit hours. Prerequisite: consent of department chair. Offered fall.

ARTE 525: Graduate Student Teaching in Art Education
Under supervision of College faculty and school-based art teachers, students teach and engage in extra-class responsibilities for five full days a week in both elementary and secondary schools.
9 credit hours. Prerequisite: ARTE 505; CEP 552; FNED 541, 546; concurrent enrollment in ARTE 562; cumulative GPA of 3.00 a full semester prior to student teaching; completion of the technology competency requirement; completion of the community service requirement; and a negative result from the required tuberculin test; and consent of department chair. Offered fall and spring.

ARTE 562: Graduate Seminar in Student Teaching in Art Education
Teacher behaviors appropriate to effective art instruction are examined, including lesson plan development, classroom and time management, teaching strategies, modifications for students with special needs, and assessment techniques.
1 credit hour. Prerequisite: concurrent enrollment in ARTE 525. Offered fall and spring.

ARTE 563: Graduate Orientation
This is an intensive introduction to goals and practices in art education for entering M.A.T. students. Accepted students may take this course concurrently with Practicum I.
1 credit hour. Prerequisite: application or acceptance into M.A.T. program in art education. Offered fall.

ARTE 591: Readings and Research in Art Education
Under the supervision of a faculty advisor, each student selects a topic and undertakes concentrated research in art education.
3 credit hours. Prerequisite: consent of department chair. Offered as needed.

ARTE 613: Research and Evaluation in Art
Art research and evaluation are analyzed for design, methodology, and conceptual foundations. Emphasis is on interpreting, understanding, and critiquing original research or evaluation projects in art or art education.
3 credit hours. Prerequisite: consent of department chair. Offered as needed.

Bilingual-Bicultural Education (BLBC)

BLBC 415: Bilingual Education Issues
Bilingual education and its application in the United States are examined. Recent major research is also examined, critiqued, and discussed. The essential components of a bilingual-bicultural program are identified.
3 credit hours. Prerequisite: six credit hours of teacher education courses or consent of department chair. Offered spring.

BLBC 416: 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.
3 credit hours. Prerequisite: six credit hours of teacher education courses or consent of department chair. Offered fall.

BLBC 439: 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 Bilingual-Bicultural Education 439 and Teaching English as a Second Language 439. (Formerly Education 439.)
3 credit hours. Prerequisite: six credit hours of teacher education courses or consent of department chair. Offered as needed.

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 Education 517.)
3 credit hours. Prerequisite: BLBC 547 or TESL 546. 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 Education 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, acceptance into the M.Ed. program in bilingual-bicultural education, and 24 credit hours of graduate courses, including BLBC 547 and 517. Offered fall and spring.

Biology (BIOL)

BIOL 101: Introductory Biology I
The fundamental principles and concepts of life are introduced. Emphasis is on the molecular and cellular nature of living systems. Lecture and laboratory.
(4) 4 credit hours. Gen. Ed. Category LS. Offered fall, spring, summer.

BIOL 102: Introductory Biology II
A continuation of Biology 101, emphasis is on the biology of organisms. Lecture and laboratory (dissection included).
(6) 4 credit hours. Gen. Ed. Category LS. Prerequisite: BIOL 101. Offered fall, spring, summer.

BIOL 103: Human Biology
The fundamental principles and concepts of biology as they pertain to the human organism are introduced. This course is intended for students who are pursuing studies in areas other than the natural sciences. Lecture.
3 credit hours. Gen. Ed. Category SM. Offered fall, spring, summer.

BIOL 104: Introduction to Plant Biology
The fundamental principles and concepts of biology are introduced through a consideration of plants as living organisms. This course is intended for students majoring in areas other than the natural sciences. Lecture and laboratory.
(4) 3 credit hours. Gen. Ed. Category LS. Offered as needed.

BIOL 108: Basic Principles of Biology
Basic biological principles are introduced. This course prepares students for courses in anatomy, physiology, and microbiology. Lecture and laboratory (dissection included). Not open to biology majors.
(6) 4 credit hours. Gen. Ed. Category LS. Offered fall, spring, summer.

BIOL 109: Fundamental Concepts of Biology
Unifying concepts from various levels of biological organization are considered. This course is for students pursuing studies other than the natural sciences. Lecture and laboratory. Not open to biology and clinical laboratory science majors.
(6) 4 credit hours. Gen. Ed. Category LS. Offered fall, spring, summer.

BIOL 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 101 and 102. Offered fall.

BIOL 231: Human Anatomy
By using a systematic approach, study is made of the human organism with respect to the histological and gross anatomy. Lecture and laboratory (dissection included). (Formerly Biology 331.)
(6) 4 credit hours. Prerequisite: BIOL 101 and 102 or 108. Offered fall, spring, summer.

BIOL 238: Elements of Mycology and Parasitology
Basic concepts necessary to the study of fungi, protozoan, and worm parasites in a clinical setting are presented. Representative materials are directly examined. Not open to students who have taken Biology 423.
2 credit hours. Prerequisite: BIOL 101 and 102. Offered as needed.

BIOL 300: Developmental Biology
A descriptive and experimental approach is applied to plant and animal ontogeny, with consideration of morphogenesis, induction, growth, regulation, and differentiation. Lecture and laboratory.
(6) 4 credit hours. Prerequisite: BIOL 101 and 102. 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 101 and 102. Offered fall and summer (even years).

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 101 and 102. Offered spring and summer (odd years).

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 101 and 102. Offered fall (odd years).

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 101 and 102. Offered spring (odd years).

BIOL 326: Animal Behavior
Physiological, environmental, and evolutionary aspects of behavioral adaptation are examined, with emphasis on social interactions. Lecture and laboratory.
(6) 4 credit hours. Prerequisite: BIOL 101 and 102. 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 101 and 102. Offered as needed.

BIOL 335: Human Physiology
Basic principles of physiology are introduced, with emphasis on homeostatic mechanisms. Attention is given to the functions of organ systems and coordination in the whole human organism. (Formerly Vertebrate Physiology.)
(6) 4 credit hours. Prerequisite: BIOL 101 and 102, 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 101 and 102. Offered as needed.

BIOL 347: Radiation Biology
The effects of ionizing radiation on biological systems are presented, with emphasis on acute and chronic genetic, cellular, and systemic effects. Included are principles of dosimetry and radiation safety. Lecture.
3 credit hours. Prerequisite: BIOL 101 and 102. 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 101 and 102, or 108. Offered fall, spring, summer.

BIOL 349: Biological Techniques
Techniques, such as the processing of tissues for microscopic examination; instrumentation; and the collecting, preserving, mounting, and displaying of plant and animal specimens, are presented. Lecture and laboratory.
(7) 4 credit hours. Prerequisite: BIOL 101 and 102. Offered as needed.

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 101 and 102, or consent of instructor. Offered fall (even years).

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 101 and 102, or consent of instructor. Offered spring (even years).

BIOL 405: Mammalogy
Mammals, their identification, life histories, and economic importance are studied, with attention given to local fauna. Laboratory sections involve the collection, identification, and mounting of mammals. Lecture and laboratory.
(6) 4 credit hours. Prerequisite: BIOL 324. Offered as needed.

BIOL 410: Biochemistry I
The physical and chemical properties and metabolism of proteins and nucleic acids are studied, with emphasis on enzyme systems and hereditary molecules. Students cannot receive credit for both Biology 410 and Chemistry 410. Lecture.
3 credit hours. Prerequisite: CHEM 205 and 206. Offered fall (odd years).

BIOL 411: Biochemistry II
This is a study of the physical and chemical properties of carbohydrates and lipids, with emphasis on intermediary metabolism and its hormonal regulation. Students cannot receive credit for both Biology 411 and Chemistry 411. Lecture.
3 credit hours. Prerequisite: BIOL 410. Offered spring (even years).

BIOL 412: Biochemistry Laboratory
Laboratory experiments are provided to complement Biology 410 and 411.
(6) 2 credit hours. Prerequisite: preceding or concurrent enrollment in BIOL 411. Offered as needed.

BIOL 423: Parasitology
The general biology, etiology, symptomatology, and epidemiology of parasites are examined, with emphasis on animal parasites of medical and veterinary importance. Lecture and laboratory.
(6) 4 credit hours. Prerequisite: BIOL 101 and 102. Offered as needed.

BIOL 427: Entomology
This is a study of the anatomy, physiology, development, ecology, taxonomy, and evolution of insects and their relationship to other animals. Lecture and laboratory.
(6) 4 credit hours. Prerequisite: BIOL 321. Offered as needed.

BIOL 429: Advanced Microbiology
This is a study of medically important microorganisms, with emphasis on the molecular mechanisms of pathogenicity.
(6) 4 credit hours. Prerequisite: BIOL 348; CHEM 205, 206. Offered fall.

BIOL 430: Immunobiology
The characteristics of antigens, the nature of the immune state, and the use of antibodies in studies of biological problems are considered. Lecture and laboratory.
(6) 4 credit hours. Prerequisite: BIOL 101, 102, and CHEM 205, 206; or consent of instructor. 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 491–494: Problems in Biology
The experimental aspects and recent advances in different fields of biology are examined. Required are research projects and papers on the work accomplished. Not open to students enrolled in the M.A. program in biology.
1–4 credit hours. Prerequisite: two 300-level biology courses or consent of department chair. Offered fall, spring, summer.

BIOL 526: Cell Morphology and Physiology
Topics may include solution chemistry, membrane structure, gene regulation, homeostasis, and cell organelle structure and function. Emphasis is on the relationships between cell structure and function. Lecture.
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.
3 credit hours. Prerequisite: BIOL 101, 102, and consent of instructor. 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, and 320, or equivalents. Offered as needed.

BIOL 560: Graduate Seminar
Students investigate a current biological topic using primary literature and develop skills that contribute to effective oral and written presentations in science.
1 credit hour. Prerequisite: graduate status. Open to undergraduates with consent of department chair. Offered fall.

BIOL 651–654: Advanced Topics in Biology
Individual study is provided under the direction of a faculty member of the biology department. Topics vary.
1–4 credit hours. Prerequisite: normally open only to students enrolled in the M.A. program in biology. Offered fall, spring, summer.

BIOL 691–696: Directed Research
Students investigate an experimental question in biology under the direction of an advisor. Open only to students enrolled in the M.A. program in biology.
1–6 credit hours. Prerequisite: consent of advisor and department chair. Offered fall, spring, summer.

Career and Technical Education (CTE)

These courses are open only to students enrolled in the career and technical education program.

CTE 299: Introduction to Career and Technical Education
Focus is on the profession of teaching in career and technical fields. Core concepts fundamental to career and technical education are introduced.
3 credit hours. Prerequisite: concurrent enrollment in CTE 301. 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 215 or equivalent, with a minimum grade of C; minimum GPA of 2.50 in all previous courses; and admission to the career and technical education teacher preparation program or consent of department chair. Offered spring.

CTE 301: 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.
3 credit hours. Prerequisite: CEP 215. Offered fall.

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 215 and FNED 340. Offered spring.

CTE 303: 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.
3 credit hours. Prerequisite: CTE 302. Offered fall.

CTE 304: Career and Technical Education Guidance: An Introduction
Prospective teachers of career and technical education gain competence in secondary school guidance practices in general and in the activities of guidance programs for career and technical education in particular.
3 credit hours. Prerequisite: CTE 300, 302; SPED 433. 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 215; FNED 340. Offered fall and spring.

Chemistry (CHEM)

CHEM 011: Basic Skills for Chemistry
Topics include the metric system, physical measurement, significant figures, scientific notation, chemical formulas, and chemical equations. Students with inadequate mathematical preparation are urged to take Mathematics 181.
2 credit hours (this credit does not apply to the 120-credit-hour graduation requirement, but counts toward full-time enrollment and is recorded on the student's transcript). Offered as needed.

CHEM 103: General Chemistry I
Topics include atomic theory, periodicity, bonding, reactions, stoichiometry, gas laws, and thermochemistry. Laboratory experiments illustrate these concepts and develop laboratory techniques. Lecture and laboratory.
(7) 4 credit hours. Gen. Ed. Category LS. Offered fall, spring, summer.

CHEM 103H: Honors General Chemistry I
For students with a good background in science and mathematics. Topics are listed in and experiments are similar to Chemistry 103, with increased emphasis on instrumentation and independent work. Lecture and laboratory.
(7) 4 credit hours. Gen. Ed. Category LS. Offered fall.

CHEM 104: General Chemistry II
Topics include states of matter, solutions, kinetics, acids and bases, equilibrium theory, thermodynamics, and electrochemistry. Lecture and laboratory.
(7) 4 credit hours. Gen. Ed. Category LS. Prerequisite: CHEM 103 or equivalent. Offered fall, spring, summer.

CHEM 104H: Honors General Chemistry II
For students with a good background in science and mathematics. Topics are listed in and experiments are similar to Chemistry 104, with increased emphasis on instrumentation and independent work. Lecture and laboratory.
(7) 4 credit hours. Gen. Ed. Category LS. Prerequisite: CHEM 103H or equivalent. Offered spring.

CHEM 105: General, Organic, and Biological Chemistry I
General chemistry in preparation for studying organic and biochemistry is introduced, including structure, bonding, energy, reactions, rates, equilibrium, acids, bases, and from organic chemistry, alkanes and alkenes. Lecture and laboratory.
(6) 4 credit hours. Gen. Ed. Category LS. Offered fall, spring, summer.

CHEM 106: General, Organic, and Biological Chemistry II
Topics include alcohols, carbonyl compounds, amines, amides, carbohydrates, lipids, proteins, enzymes, bioenergetics, catabolism, biosynthesis, nucleic acids, hormones, and neurotransmitters. Lecture and laboratory.
(6) 4 credit hours. Gen. Ed. Category LS. Prerequisite: CHEM 105. Offered spring and summer.

CHEM 205: Organic Chemistry I
Topics include structure, stereochemistry, nomenclature, and chemistry of hydrocarbons and alkyl halides, an introduction to spectroscopy, reaction mechanisms, and computational chemistry. Lecture and laboratory.
(7) 4 credit hours. Prerequisite: CHEM 104. Offered fall.

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.

CHEM 309: Nuclear and Radiation Chemistry
Topics include the interaction of particles and electromagnetic radiation with matter, decay of radioisotopes, neutron activation analysis, radioactive dating and tracer methods. Lecture.
3 credit hours. Prerequisite: CHEM 104 and PHYS 102 or 201 or 202. Offered as needed.

CHEM 367: Honors Colloquium in Chemistry
Advanced level topics in science are examined through participation in department colloquia with outside speakers and in a series of seminars led by resident experts. 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 403: Inorganic Chemistry I
Topics include electronic structure of atoms, bonding, solids, coordination chemistry, acid-base theory, nonaqueous solvents, periodicity, and some main group chemistry.
3 credit hours. Prerequisite: preceding or concurrent enrollment in CHEM 405, or consent of department chair. Offered fall.

CHEM 404: Analytical Chemistry
Topics include the principles and applications of volumetric, gravimetric, and selected instrumental methods of analysis, including potentiometric and spectroscopic methods. Lecture and laboratory.
(6) 4 credit hours. Prerequisite: CHEM 104, PHYS 102 or 201 or 202, or consent of department chair. Offered fall (odd years) and spring (even years).

CHEM 405: Physical Chemistry I
Through rigorous quantitative approaches, the properties of gases, kinetic molecular theory, thermodynamics, statistical mechanics, and chemical and phase equilibrium are presented. Differential and integral calculus are used extensively. Lecture.
3 credit hours. Prerequisite: CHEM 104, MATH 314, and PHYS 102 or 201 or 202. Offered fall.

CHEM 406: Physical Chemistry II
Through rigorous quantitative approaches, quantum mechanics, atomic structure, atomic spectra, chemical bonding, molecular spectra, and chemical kinetics are presented. Differential and integral calculus are used extensively. Lecture.
3 credit hours. Prerequisite: CHEM 104, MATH 314, and PHYS 102 or 201 or 202. Offered spring.

CHEM 407: Physical Chemistry Laboratory I
Experiments involving topics covered in Chemistry 405 are performed. The experimental methods of physical chemistry are developed. Error analysis, statistical methods, and computer applications are emphasized.
(3) 1 credit hour. Prerequisite or corequisite: CHEM 405. Offered fall.

CHEM 408: Physical Chemistry Laboratory II
This is a continuation of Chemistry 407. Experiments involving chemical kinetics, molecular spectroscopy, photochemistry, computational chemistry, and other topics covered in Chemistry 406 are performed.
(3) 1 credit hour. Prerequisite or corequisite: CHEM 406. Offered spring.

CHEM 410: Biochemistry I
The physical and chemical properties and metabolism of proteins and nucleic acids are discussed. Students cannot receive credit for both Biology 410 and Chemistry 410. Lecture.
3 credit hours. Prerequisite: CHEM 205 and 206. Offered fall (odd years).

CHEM 411: Biochemistry II
The physical and chemical properties of carbohydrates and lipids are presented. Students cannot receive credit for both Biology 411 and Chemistry 411. Lecture.
3 credit hours. Prerequisite: CHEM 410. Offered spring (even years).

CHEM 412: Inorganic Chemistry II
Topics include molecular orbital theory, symmetry, spectral and magnetic properties of coordination compounds, and selected main group and organometallic chemistry.
2 credit hours. Prerequisite: CHEM 403. Offered spring.

CHEM 413: Inorganic Chemistry Laboratory
Experiments illustrate main group periodicity, coordination and organometallic compounds' properties, and techniques, including the use of inert atmospheres and microwave acceleration of rates.
(3) 1 credit hour. Prerequisite: preceding or concurrent enrollment in CHEM 406 and 412. Offered spring.

CHEM 414: Instrumental Methods of Analysis
Emphasis is on the areas of spectroscopy, electrochemistry, chromatography, and other identification and separation techniques using instrumental methods. Lecture and laboratory.
(6) 4 credit hours. Prerequisite: CHEM 404 and 405. Offered spring (odd years).

CHEM 425: Advanced Organic Chemistry
Synthesis, structure determination, and mechanism are discussed in the context of natural product and bio-organic chemistry. Spectroscopic and computational methods are emphasized. Lecture and laboratory.
(6) 4 credit hours. Prerequisite: CHEM 206. Offered fall (odd years).

CHEM 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 six 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
Study builds on summer orientation through classroom instruction and academic advisement. Topics include the meaning of higher education, the transition to college, academic organization and terminology, and time management.
1 credit hour. Offered fall.

COLL 125: College Learning Strategies
Skills necessary for success in completing the college experience are developed, with emphasis on organizational methods, study skills, and the interpretation of reading materials.
(4) 3 credit hours. Prerequisite: consent of instructor; normally open only to freshman and sophomore students. Offered fall and spring.

Communications (COMM)

COMM 200: Fundamentals of Research in Communications
Research and scholarship in communication are introduced. Included are basic concepts underlying historical, critical, content, survey, and experimental research. Bibliographic resources and writing styles are also reviewed.
3 credit hours. Offered fall, spring, summer.

COMM 208: Public Speaking
Students develop public-speaking skills through directed practice. Emphasis is on the selection and organization of material, the use of reasoning and evidence, speech construction, and methods of delivery.
3 credit hours. Offered fall and spring.

COMM 219: Vocal Improvement
Effective voice and articulation management are developed through theory and practice. Emphasis is on personal improvement for professional career objectives.
3 credit hours. Offered as needed.

COMM 220: Voice and Articulation
The fundamentals of voice production and diction are studied, including the physiological and phonetic bases of speech. Students work on vocal clarity, flexibility, range, force, and variety.
3 credit hours. Offered as needed.

COMM 223: Introduction to Sign Language
The basic vocabulary of Signed English and finger spelling are introduced. Discussed are 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 240: Mass Communication
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. Contemporary media issues, policies, and ethics are discussed.
3 credit hours. Offered fall, spring, summer.

COMM 241: Introduction to Film and Video
The industries, audiences, and content of film and video are analyzed and compared. Included are feature films and television programs.
(4) 3 credit hours. Gen. Ed. Category A. Offered fall and spring.

COMM 246: Television Production
The theoretical and practical aspects of television production, script preparation, studio and control room operations and practice are presented. Included is a two-hour per-week lab.
(5) 4 credit hours. Prerequisite: nine credit hours of communications courses. Offered fall and spring.

COMM 254: Leadership and Management Communication
Organizational communication and methods for improving the communication of leaders and managers in organizations are studied. Simulations, role play, and case studies are used.
3 credit hours. Offered spring.

COMM 258: Interpersonal Communication
By participating in a series of communication experiences, students explore principles, skills, and techniques essential for effective face-to-face communication and how to apply them to their daily lives.
3 credit hours. Offered fall.

COMM 261: Critical Inquiry into Free Speech
This is a critical inquiry into the issues of free speech and free speech "crimes" in the United States and in certain non-Western countries.
4 credit hours. Prerequisite: Gen. Ed. Core 1; 2, and 3. Fulfills Gen. Ed. Core 4. Offered as needed.

COMM 301: Public Relations
The field of public relations is surveyed, with emphasis on the role of the communications specialist as a practitioner. Topics include public relations history, ethics, campaign design, and media use.
3 credit hours. Prerequisite: 45 credit hours of undergraduate courses, including COMM 200, or consent of instructor. Offered fall and spring.

COMM 305: Introduction to Communication Disorders
A variety of speech, language, and hearing problems that may exist in children and adults are examined. Normal processes, abnormalities, and treatment are also discussed.
3 credit hours. Prerequisite: COMM 200. Offered fall and spring.

COMM 311: Advanced Public Relations
Additional public relations skills are learned, with emphasis on writing. Formats and public relations methods are also reviewed and applied to case studies.
3 credit hours. Prerequisite: COMM 301. Offered fall.

COMM 319: Phonetics
Study is made of the production of speech sounds and the application of the International Phonetic Alphabet (IPA). Practice in dictation and phonetic transcription are included.
3 credit hours. Prerequisite: COMM 219 or 220. Offered fall.

COMM 320: Speech and Language Development
The theories and stages involved in the acquisition of speech and language skills from birth to adolescence are examined. Included are the subsystems of language and normal and abnormal speech and language development.
3 credit hours. Prerequisite: COMM 305. Offered fall.

COMM 321: Speech and Hearing Science
Technical issues regarding the production and perception of speech signals are examined, along with basic acoustics, acoustics of speech, speech and hearing physiology, speech perception, and laboratory instrumentation.
3 credit hours. Prerequisite: COMM 219. Offered spring.

COMM 323: Introduction to Audiology
Acoustics, anatomy, and physiology of the ear are introduced. Included are basic hearing tests, hearing disorders, and rehabilitation.
3 credit hours. Prerequisite: COMM 305. Offered fall.

COMM 325: Auditory and Speech Mechanisms
Topics include the anatomy and physiology of the speech and hearing mechanism, and neurological, skeletal, and muscular functions involved in speech and hearing.
3 credit hours. Prerequisite: COMM 305. Offered spring.

COMM 329: Clinical Observation
Twenty-five clock hours of clinical observation are required in speech/language pathology and audiology, including observation of manufactured videotaped sessions and on-site sessions in schools, hospitals, and clinics.
(1.5) 2 credit hours. Prerequisite: junior standing; a minimum of six courses from the speech and hearing concentration; and a minimum cumulative grade point average of 3.00 in all courses. Offered as needed.

COMM 332: Gender and Communication
The differences and similarities of the communicative patterns and behaviors of women and men are studied.
3 credit hours. Prerequisite: COMM 258. Offered as needed.

COMM 333: Intercultural Communication
The communication problems, issues, and consequences that accompany interaction between people from diverse cultures are explored. Research dealing with intercultural communication is explored.
3 credit hours. Prerequisite: COMM 258. Offered as needed.

COMM 338: Advertising
The key processes of modern advertising practice are introduced. Topics include production of effective advertising and media.
3 credit hours. Prerequisite: COMM 240. Offered fall.

COMM 340: Current Issues in Mass Media
Topics cover a broad area of contemporary concerns about the mass media. Focus is on the relationships between the media and social, economic, and political issues.
3 credit hours. Prerequisite: COMM 240. Offered spring.

COMM 342: History and Development of Telecommunications
Emphasis is on the social history of telecommunications and its impact on political, cultural, and economic institutions in the United States.
3 credit hours. Prerequisite: COMM 240. Offered fall.

COMM 344: Broadcast Journalism
The preparation, writing, production, and editing of broadcast news are discussed. Emphasis is on local and special news events. An analysis of broadcast policies and principles of news management are presented.
3 credit hours. Prerequisite: COMM 246. Offered fall.

COMM 345: Electronic Field Production and Editing
The development, design, and creation of video programming are explored through the use of field-production techniques. Emphasis is on postproduction editing and project completion.
3 credit hours. Prerequisite: COMM 246. Offered spring.

COMM 347: Communication Law and Regulation
Issues of control in mass media and in telecommunication systems are explored, included are the legal and regulatory frameworks of telecommunication applications.
3 credit hours. Prerequisite: COMM 240. Offered as needed.

COMM 348: International Telecommunications
The organization and operation of different broadcasting systems around the world are examined. Also explored is the role of telecommunication and electronic media in today's international environment.
3 credit hours. Prerequisite: COMM 240. Offered as needed.

COMM 349: Advanced Television Production
Experience is provided in narrative video production in a television studio environment. Advanced techniques in field production, postproduction, and special effects are introduced.
3 credit hours. Prerequisite: COMM 345. Offered as needed.

COMM 351: Persuasion
The classical and modern elements inherent in persuasion and the means by which individuals and audiences are influenced in predetermined ways are studied.
3 credit hours. Prerequisite: COMM 208. Offered spring.

COMM 352: Conflict Resolution
Conflict is examined as a personal and societal challenge that can be managed by applying communication skills and knowledge.
3 credit hours. Prerequisite: COMM 258. Offered as needed.

COMM 353: Political Rhetoric
Consideration is given to the rhetoric of elections and to political communication within government institutions.
3 credit hours. Prerequisite: COMM 208. Offered as needed.

COMM 355: Language and Thought in Communication
Topics include communicative behavior, the symbolizing process, communication failure, and responses to words and symbols. The relationships among language, reality, and human behavior are also explored.
3 credit hours. Prerequisite: COMM 208. Offered spring.

COMM 356: Discussion and Group Communication
The principles of group dynamics and discussion as employed in task-oriented experiences are studied. Attention is also given to the development of group leadership skills and cooperative problem-solving methods.
3 credit hours. Prerequisite: COMM 208. Offered spring.

COMM 357: Propaganda and Public Opinion
The nature and influence of public opinion are explored. Topics include propaganda as a technique for persuasion.
3 credit hours. Prerequisite: COMM 240 or POL 200. Offered as needed.

COMM 359: Argumentation and Debate
The tools of argumentation and debate are introduced. Included are the construction of logical arguments and the analysis of arguments for weakness in reasoning or evidence. (Formerly Communications 259.)
3 credit hours. Prerequisite: COMM 208. Offered fall.

COMM 377: Public Relations Laboratory
Working in teams, students research, plan, and implement a public relations campaign for not-for-profit groups within the community. Field experience may be required.
(12) 3 credit hours. Prerequisite: minimum grade of B in both COMM 301 and 311. Offered spring.

COMM 378: Forensics
With the approval of the forensics director, students may receive credit for participation in debate and other forensic activities. Admission to the activity does not, by itself, ensure credit. Credit may be awarded no more than four times.
1 credit hour. Prerequisite: consent of instructor. Offered fall and spring.

COMM 460: Seminar in Communications
A topic not previously studied in communications is researched.
3 credit hours. Prerequisite: 75 credit hours of undergraduate courses, including COMM 200, 208, and 12 additional credit hours of communications courses. Offered as needed.

COMM 479: Communications Internship
On-the-job training is provided in professional communication careers and specialties. This course may be repeated once for credit.
4 credit hours. Prerequisite: open only to communications majors who have completed at least 75 credit hours of undergraduate courses, 18 of which are in communications courses. Application must be made during the semester prior to field experience. Additional requirements are set forth in the application form. Offered fall, spring, summer.

COMM 490: Independent Study in Communications
An area of concentrated study is selected under the supervision of a department faculty advisor. This course may be repeated once for credit with a change in content.
3 credit hours. Prerequisite: 18 credit hours of communications courses, including COMM 200, and consent of instructor. Offered as needed.

COMM 491: Special Problems in Communications
A practicum-oriented problem on which to concentrate for the semester is selected under the supervision of a faculty advisor. This course may be repeated once with a change in content.
3 credit hours. Prerequisite: 18 credit hours of communications courses, including COMM 200, and consent of instructor. Offered as needed.

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 file processing software.
3 credit hours. Offered fall, spring, summer.

CIS 252: Microcomputer Applications for Management
Applications software for microcomputers are examined. Topics may include operating systems, desktop utilities, high-quality word processing systems, integrated packages, and advanced spreadsheet applications.
3 credit hours. Prerequisite: CIS 251 or consent of department chair. Offered spring.

CIS 256: Introduction to COBOL Programming
Topics include COBOL syntax, input/output statements, logic and arithmetic statements, basic sequential, and file processing. Students cannot receive credit for both Computer Information Systems 256 and Computer Science 256.
3 credit hours. Prerequisite: an introductory course in computer information systems or computer science, or consent of chair of the Department of Accounting and Computer Information Systems. Offered fall, spring, summer.

CIS 258: RPG Programming
Topics include RPG syntax, file creation and maintenance, and the generation of reports.
3 credit hours. Prerequisite: sophomore standing (25 credit hours minimum). Offered as needed.

CIS 312: Computerized Information Systems for Small Businesses
Computerized transaction processing and management of information systems, including the design, selection, implementation, operation, and control of such systems are examined.
3 credit hours. Prerequisite: ACCT 202 and CIS 251. Offered as needed.

CIS 320: Information Technology: Hardware and Software Systems
The evolution of the major subsystems of computer hardware and technical knowledge of the integration of hardware and selected operating systems software are examined.
3 credit hours. Prerequisite: CIS 251. Offered as needed.

CIS 350: Special Topics
New courses are offered by faculty to present latest computer information materials.
3 credit hours. Prerequisite: consent of instructor. Offered as needed.

CIS 352: Management Information Systems
The fundamentals of analysis, design, and the implementation of information systems for managerial decision making are examined. Included are typical business systems, such as order entry, billing, and inventory.
3 credit hours. Prerequisite: CIS 251 and MGT 301, or consent of department chair. Offered fall, spring, summer.

CIS 354: Decision-Support Systems
Computer models currently available to aid management decisions are surveyed. Focus is on software for solving contemporary problems. Applications include portfolio management, cost accounting, and capital budgeting.
3 credit hours. Prerequisite: CIS 353 and MGT 348, or consent of department chair. Offered spring.

CIS 355: Database Programming
The basic components of file and communications systems as they support information systems are surveyed. Students cannot receive credit for both Computer Science 355 and Computer Information Systems 355.
3 credit hours. Prerequisite: CSCI 310 or consent of department chair. Offered fall and spring.

CIS 356: Introduction to Expert Systems
The basic techniques and skills for developing knowledge-based information systems are provided. No prior knowledge or experience with expert systems or programming language is required. Lecture and laboratory.
3 credit hours. Prerequisite: CIS 251. Offered as needed.

CIS 362: Applied Software Development Project
This is a practicum in the application of programming and systems-development concepts, resulting in a comprehensive systems-development project.
3 credit hours. Prerequisite: CIS 353 or consent of department chair. Offered as needed.

CIS 421: Networks and Telecommunications
Data communications and networking requirements are presented, including networking and telecommunications technologies, hardware, and software. Emphasis is on the analysis, design, and implementation of a network system.
3 credit hours. Prerequisite: CIS 251 and a course in computer programming, or consent of instructor. 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 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 one 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 Center for Management and Technology program, and consent of internship director and appropriate faculty member. 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: consent of instructor. Offered as needed.

CIS 540: Issues in Computer Security
Evaluated are the various organizational and technological techniques employed to provide security for computer software, hardware, and the data itself. Also explored are controlling for error, natural disaster, and intentional attacks.
3 credit hours. Prerequisite: consent of instructor. 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: consent of instructor. Offered as needed.

CIS 542: Electronic Commerce
Examined are the systems and management challenges, the opportunities and successful strategies required to develop and maintain electronic commerce. Marketing, strategy, infrastructure design, and server management are covered.
3 credit hours. Prerequisite: consent of instructor. 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: consent of instructor. Offered as needed.

Computer Science (CSCI)

Prior to enrolling in any computer science course, all students must have completed the College Mathematics Requirement.

CSCI 101: Introduction to Computers
Topics include an overview of computer systems, hardware and software, algorithms, computer history, applications, and the impact of computers on society. Hands-on computer work.
3 credit hours. Gen. Ed. Category SM. Offered fall, spring, summer.

CSCI: 102: Introduction to Visual BASIC Programming
This course introduces interactive Windows programming, using Visual BASIC. Topics include projects, forms objects for user input/output, and text handling.
3 credit hours. Prerequisite: three units of college preparatory mathematics or one college mathematics course. Offered fall and spring.

CSCI 201: Computer Programming I
The basic techniques of computer programming and algorithm development are examined, using an object-oriented programming language such as C++. Lecture and laboratory.
(4) 3 credit hours. Prerequisite: three units of college preparatory mathematics or MATH 120. Offered fall, spring, summer.

CSCI: 203 Advanced Visual BASIC Programming
This course introduces students to file management, multidimensional arrays, subroutines, and VBScript. Students also compile programs to form executable programs and construct forms that can be processed through the internet.
3 credit hours. Prerequisite: CSCI 102 or equivalent. Offered as needed.

CSCI 204: FORTRAN Programming
Scientific programming with FORTRAN is examined. Topics include data types and related operations, sequencing, selection, iteration, input and output, arrays, files, and procedures. Problem solving and structured programming are emphasized.
3 credit hours. Prerequisite: CSCI 102, 201, 256, or equivalent, or consent of department chair. Offered as needed.

CSCI 221: Computer Programming II
A continuation of Computer Science 201, emphasis is on techniques to develop large programs. Topics include classes and objects, character strings, stacks, and queues.
3 credit hours. Prerequisite: CSCI 201 and either MATH 200 or 436. Offered fall and spring.

CSCI 256: Introduction to COBOL Programming
Topics include COBOL syntax, input/output statements, logic and arithmetic statements, basic and sequential file processing. Students cannot receive credit for both Computer Information Systems 256 and Computer Science 256.
3 credit hours. Prerequisite: an introductory course in computer science or computer information systems, or consent of chair of the Department of Accounting and Computer Information Systems. Offered fall, spring, summer.

CSCI 310: Introduction to File Processing
Topics include the treatment of the file processing environment, sequential access techniques, elementary data structures, direct-access devices and techniques, and file input/output using COBOL.
3 credit hours. Prerequisite: CSCI 256. Offered fall and spring.

CSCI 312: Computer Organization and Architecture I
Basic concepts of computer organization, architecture, and machine language programming. Topics include data representation, binary arithmetic, combinatorial circuits, sequential circuits, registers, and instruction sets.
3 credit hours. Prerequisite: CSCI 201 and either MATH 200 or 436. Offered spring.

CSCI 313: Computer Organization and Architecture II
A continuation of Computer Science 312. Topics include the central processing unit, memory access, input/output, and floating point operations.
3 credit hours. Prerequisite: CSCI 221 and 312. Offered fall.

CSCI 315: Information Structures
Structures are presented for the efficient and extensible representation of information and relationships in computer programs. Topics include inheritance, polymorphism, recursion, searching, sorting, hashing, linked lists, and trees.
3 credit hours. Prerequisite: CSCI 221 and either MATH 200 or 436. Offered fall.

CSCI 325: Organization of Programming Languages
Programming language constructs are presented, with emphasis on the run-time behavior of programs. Topics include language definition, data types and structures, and run-time considerations.
3 credit hours. Prerequisite: CSCI 315 and 204 (or 256). Offered spring.

CSCI 422: Introduction to Computation Theory
Computation theory concepts are introduced, including finite state automata, pushdown automata, and Turing machines. Also covered are the applications of these concepts to lexical analysis, parsing, and algorithms.
3 credit hours. Prerequisite: CSCI 315 and MATH 200 or 436. Offered as needed.

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 as needed.

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 and two additional 300-level computer science courses. 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: four 300-level computer science courses and senior standing, or graduate status. Offered as needed.

CSCI 455: Database Programming
Basic components of file and communications systems as they support information systems are surveyed. Students cannot receive credit for both Computer Science 455 and Computer Information Systems 355.
3 credit hours. Prerequisite: CSCI 310 or consent of department chair. Offered as needed.

Counseling and Educational Psychology (CEP)

CEP 215: Educational Psychology
Psychological theories and research findings as they apply to classroom situations are analyzed. Emphasis is on the characteristics of the learner and the nature of effective teaching.
4 credit hours. Gen. Ed. Category 5B (elementary education majors only). Offered fall, spring, summer.

CEP 402: Measurement and Evaluation in the Classroom
Techniques of test construction and the use of evaluation instruments in the classroom are covered. Emphasis is on the specification of objectives, test design, construction of items, and appropriate statistical analyses of results.
3 credit hours. Prerequisite: six credit hours of educational psychology or psychology courses, or consent of department chair. Offered spring and summer.

CEP 418: Counseling the Older Adult
The social and emotional needs of seniors are studied, an understanding of counseling theory developed, and basic competency acquired in individual and group counseling practice.
3 credit hours. Prerequisite: NURS 313, PSYC 329, SOC 217, or consent of department chair. Offered spring.

CEP 531: Introduction to Counseling in Schools and Community Settings
Collaborative relationships between school systems and community agencies are studied. Community agencies and their services are examined, and the organizational structures of schools and agencies are compared and contrasted.
3 credit hours. Prerequisite: admission to graduate program in Feinstein School of Education and Human Development. 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 schools and agency settings.
3 credit hours. Prerequisite: graduate status; CEP 531 or equivalent, and/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: Measurement and Test Interpretation in Counseling
Students develop techniques for the effective use of test results in counseling, including statistical and data analysis techniques.
3 credit hours. Prerequisite: graduate status and CEP 531, or consent of department chair. Offered fall, spring, 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: CEP 531. Offered fall and spring.

CEP 536: Medical Information for Counselors
Medical problems commonly encountered by counselors in agency settings are examined. Additionally, students develop a working knowledge of the medical profession, its specialties, and its vocabulary.
3 credit hours. Prerequisite: CEP 531. Offered fall, spring, summer.

CEP 537: Introduction to Group Counseling
The dynamics of group process, an analysis of current modalities, and the principles and techniques of group counseling are covered. Students participate in a time-limited group.
3 credit hours. Prerequisite: graduate status and CEP 532, or consent of department chair. Offered fall, spring, summer.

CEP 538: Clinical Practicum I
Counseling experience is offered under supervised laboratory conditions, with emphasis on observation and evaluation in a laboratory-seminar sequence. Closed-circuit TV, tape recordings, and process recordings are used.
3 credit hours. Prerequisite: CEP 532 and matriculation in a graduate program in counseling and educational psychology. Offered fall, spring, summer.

CEP 539: Clinical Practicum II
Attention is given to the development of special skills in counseling. Self-analysis is stressed, particularly in consideration of the client-counselor relationship. Students work with clients under controlled supervisory conditions.
3 credit hours. Prerequisite: CEP 538. Offered fall, spring, summer.

CEP 541: Clinical Internship I
Students are placed in social and rehabilitation agencies for supervised clinical experience.
3 or 6 credit hours. Prerequisite: CEP 538. Offered fall.

CEP 542: Clinical Internship II
This is a continuation of Counseling and Educational Psychology 541.
3 or 6 credit hours. Prerequisite: CEP 541. Offered spring.

CEP 543: Case Problems in Counseling
Case methods in counseling and the development of records for a case history are studied. The evaluation of student case presentation and the development of counseling strategies are required.
3 credit hours. Prerequisite: CEP 538. Offered spring.

CEP 544: Family Counseling Theory and Practice
Current family counseling theories and methods are introduced. Class instruction includes lecture, demonstrations, and family simulations.
3 credit hours. Prerequisite: CEP 537 and 538. Offered fall.

CEP 545: Human Sexuality: Counseling Perspective
An individual's sexuality, sexual dysfunction, and modes of treatment are reviewed, with emphasis on sexual value systems, forms of sexual conduct, and the counseling skills used.
3 credit hours. Prerequisite: CEP 531. Offered fall.

CEP 546: Rehabilitation of the Chemically Dependent Person
A survey of the field includes etiology, assessment typologies, and rehabilitation techniques.
3 credit hours. Prerequisite: CEP 531. Offered fall.

CEP 547: Treatment of the Chemically Dependent Person
Clinical skills are explored, using a variety of techniques and approaches.
3 credit hours. Prerequisite: CEP 546. Offered spring.

CEP 548: Clinical Procedures in Family Counseling
Building on current concepts and models, students explore and practice intervention procedures to acquire their own preferred style of helping families.
3 credit hours. Prerequisite: CEP 544 or consent of department chair. Offered spring.

CEP 549: The Creative and Gifted Child
The psychological, educational, and familial characteristics of creative and gifted children are studied, with emphasis on the nature and assessment of intelligence, creativity, and personality.
3 credit hours. Prerequisite: six credit hours of educational psychology or psychology courses, or consent of department chair. Offered as needed.

CEP 551: Behavior Modification in Social Settings
Current theory, research, and applications of behavior modification are reviewed. Emphasis is on behavioral approaches to school-related problems ranging from behavior management to academic remediation.
3 credit hours. Prerequisite: graduate status and six credit hours of educational psychology or psychology courses, or consent of department chair. Offered fall and 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. (Formerly Educational Psychology.)
3 credit hours. Prerequisite: graduate status or consent of department chair. Offered fall, spring, summer.

CEP 553: Teaching and Learning in the Middle School
Classroom practitioners and those anticipating teaching at the middle school level learn to apply educational psychology theories and principles.
3 credit hours. Prerequisite: graduate status or consent of the department chair. Offered fall, spring, summer.

CEP 554: Applied Educational Research
Techniques and practices of applied educational research in educational and human service settings are examined. This course is designed for professionals who anticipate conducting applied research studies.
3 credit hours. Prerequisite: graduate status, and a measurement and/or research course (CEP 534, PSYC 520, or equivalents). Offered fall and spring.

CEP 555: Existential Counseling Seminar
Existential counseling concepts are considered in the context of the philosophical and sociocultural environments in which they evolved.
3 credit hours. Prerequisite: CEP 532 or consent of department chair. Offered spring.

CEP 601: Cognitive Assessment Practicum
This is a practicum in the administration, scoring, and interpretation of individual cognitive tests. Educational and clinical applications of tests and report writing are required. (Formerly Practicum in Individual Intelligence Testing.)
3 credit hours. Prerequisite: CEP 534 and matriculation in the C.A.G.S. program in school psychology. Offered fall.

CEP 602: Social-Emotional Assessment Practicum
The theory and use of projective techniques and other methods of personality assessment are studied. Supervised experience in administration is provided. (Formerly Practicum in Projective Techniques and Personality Assessment.)
3 credit hours. Prerequisite: CEP 534, abnormal psychology course or equivalent, and matriculation in the C.A.G.S. program in school psychology. Offered spring.

CEP 603: Professional School Psychology
Designed for students in school psychology, this course covers the foundations of school psychology, roles and functions of psychologists in schools, professional standards and ethics, realities of practice, and vital issues for the profession.
3 credit hours. Prerequisite: matriculation in the C.A.G.S. program in school psychology. Offered fall.

CEP 604: Psycho-Educational Assessment Practicum
Supervised experiences are provided in the evaluation of the neuropsychological process, academic skills and language development, and report writing of findings.
3 credit hours. Prerequisite: CEP 601, 602, and matriculation in the C.A.G.S. program in school psychology. Offered fall.

CEP 605: Diagnostic Assessment Practicum
Supervised practice is given in cognitive, neuropsychological, personality, and academic assessment, and the integration of findings in report writing. Five hours per week are spent doing assessments in the schools.
3 credit hours. Prerequisite: CEP 601, 602, and matriculation in the C.A.G.S. program in school psychology. Offered 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 50 work-setting hours for each credit hour to be earned.
3 or 6 credit hours. Prerequisite: matriculation in a C.A.G.S. program; CEP 534, 535, 537, 539; and 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 one credit hour earned.
3 or 6 credit hours. Prerequisite: CEP 610 and consent of department chair. Offered spring.

CEP 612: Counseling Minority Groups
Issues in counseling minority group members, including black, Hispanic, and Portuguese-speaking minorities, are presented. Current counseling models are adapted to meet their specific needs.
3 credit hours. Prerequisite: CEP 538 and consent of department chair and instructor. Offered as needed.

CEP 615: Organization, Operation, and Administration of Counseling Services in Schools
The practice, concepts, and trends in the organization, operation, and administration of counseling services in schools are studied. (Formerly Organization and Administration of Counseling Services.)
3 credit hours. Prerequisite: matriculation in a graduate program in counseling and educational psychology or consent of department chair. Offered fall and summer.

CEP 620: Counseling Women
Seminar experience is given in the application of counseling skills, particularly those for producing self-awareness and growth from developmental crises and personal trauma.
3 credit hours. Prerequisite: CEP 538 and consent of department chair and instructor. Offered spring.

CEP 629: Internship in School Psychology
This internship consists of a one-year, 1,200-hour, five-days-per-week placement in a cooperating school system under the supervision of a certified school psychologist and a College faculty member.
12 credit hours. Prerequisite: CEP 604 and 605. Offered fall and spring.

CEP 661: Advanced Seminar in Counseling
The counseling function in school and community agency settings is analyzed in depth. Emphasis is on the synthesis of theory and practice. Consideration is given to both research and evaluation.
3 credit hours. Prerequisite: CEP 663, 682, 684. Offered spring.

CEP 663: Seminar in Counselor Education: Research Design
Experience is provided in understanding and evaluating research in school, mental health, marriage and family, and other counseling settings. The student plans and executes a research-oriented field project.
3 credit hours. Offered fall.

CEP 675: Consultation, Collaboration, Intervention, and Evaluation
This course is designed for graduate students in school psychology, school counselors, special educators, and administrators interested in collaboration. Highlighted are direct and indirect support-service delivery in schools.
3 credit hours. Prerequisite: graduate status. Offered spring.

CEP 682: Advanced Clinical Practicum in Group Counseling
Under supervised laboratory conditions featuring observation and evaluation, students and instructors engage in a laboratory-seminar sequence.
3 credit hours. Prerequisite: CEP 537, matriculation in a C.A.G.S. program, and consent of department chair and instructor. Offered spring.

CEP 683: Advanced Clinical Practicum in Counseling I
Practice is gained in an educational or agency setting, under the joint supervision of College and field personnel.
3 credit hours. Prerequisite: matriculation in a C.A.G.S. program and consent of department chair and instructor. Offered fall.

CEP 684: Advanced Clinical Practicum in Counseling II
This is a continuation of Counseling and Educational Psychology 683.
3 credit hours. Prerequisite: CEP 683. Offered spring.

CEP 685: Counseling Families
Theoretical models employed in family counseling along with case studies are surveyed.
3 credit hours. 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. Offered spring.

CEP 687: Counseling Couples
Students develop their own theoretical perspectives and treatment approaches. Stages of counseling process, dynamics, and methods are explored in real and simulated couple cases.
3 credit hours. Offered spring.

CEP 690: Independent Study
Research is conducted under the supervision of a member of the department.
3 credit hours. Prerequisite: matriculation in a C.A.G.S. program and consent of department chair. Offered as needed.

Curriculum (CURR)

CURR 307: Middle School Curriculum and Organization
Historical, theoretical, and practical aspects of organization and curriculum issues as they pertain to middle school are examined. Topics include interdisciplinary teaming, flexible scheduling, integrated curriculum, and exploratory programs.
3 credit hours. Prerequisite: CEP 215. Offered as needed.

CURR 503: Principles of Curriculum Construction and Development
Basic principles common to all curriculum construction and development are examined. This course helps students develop skills in writing objectives, selecting content, and organizing curricula.
3 credit hours. Prerequisite: graduate status or consent of department chair. Offered fall.

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 511: Personalizing Instruction
Theory, research, and practice relating to personalizing instruction in elementary and secondary schools and in colleges are explored. Students develop personalized instructional materials in their own teaching fields.
3 credit hours. Prerequisite: graduate status or consent of department chair. Offered spring.

CURR 520: Middle School Curriculum
The emergence and development of the middle school in America is examined. Focus is on the middle school child, interdisciplinary instruction, and the design and evaluation of programs. (Formerly Curriculum 420.)
3 credit hours. Prerequisite: graduate status or consent of department chair. Offered fall, spring, summer.

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: CURR 503. Offered fall.

CURR 543: Leadership in Curriculum
Study is made of the aspects of vision, instructional-support needs, the monitoring of curriculum and instruction, resource allocation, and organizational development and the change process. On-site work in schools is required.
4 credit hours. Prerequisite: ADMN 500 or equivalent, or consent of department chair. Offered fall.

CURR 558: Internship in Curriculum I
This is a 150-hour field-based experience under the supervision of a curriculum director and a faculty member.
2 credit hours. Prerequisite: CURR 503 or consent of department chair. Offered fall.

CURR 559: Internship in Curriculum II
In this 150-hour field-based experience, a continuation of Curriculum 558, students apply theory and principles in supervised situations.
2 credit hours. Prerequisite: CURR 558 or consent of department chair. Offered spring.

CURR 560: Seminar in Curriculum
Topics vary.
3 credit hours. Prerequisite: consent of department chair. Offered as needed.

CURR 581: Workshop on Educating the Gifted Child
Identification, curriculum development, methodologies, and administrative arrangements are surveyed. Participants receive a one-week orientation followed by five weeks of direct teaching of gifted children in a classroom setting.
6 credit hours. Prerequisite: graduate status or consent of department chair. Offered summer.

CURR 661: Seminar in Research: Research Design in Curriculum
Students learn to evaluate research in order to plan and carry out a field project.
3 credit hours. Prerequisite: acceptance into a C.A.G.S. program and PSYC 320 or a course in statistics with consent of advisor or department chair. Offered fall.

CURR 691: Field Project I
Integrating theory and field experience, students write a major paper on a topic jointly selected by the student and a faculty advisor. This course is normally completed toward the end of the program.
1 credit hour. Prerequisite: CURR 661. Offered fall and spring.

CURR 692: Field Project II
The field project is completed and defended in an oral hearing prior to final approval.
2 credit hours. Prerequisite: ADMN 691 or CURR 691. Offered fall and spring.

Dance (DANC)

DANC 103–105: Activity Dance
The development of fundamental skills to promote participation in each of the following activities is stressed. These are eight-week courses.
103 Social Dance (current)
104 Social Dance (traditional)
105 Square Dancing
(4) 1 credit hour. DANC 103–105. Offered as needed.

DANC 110: Introductory Ballet
Ballet technique and the classical tradition in dance are introduced through an intensive studio experience, related readings, and attendance at ballet performances. (Formerly Dance 100: Fundamentals of Ballet.)
(4) 2 credit hours. Offered fall (odd years).

DANC 112: Introductory Jazz
The technique, rhythms, styles, and historical background of jazz dance are introduced through an intensive studio experience, related readings, and films. (Formerly Dance 101: Fundamentals of Jazz.)
(4) 2 credit hours. Offered fall.

DANC 114: Introductory Tap Dance
The technique, style, and vocabulary of tap dance are introduced through studio experience, related readings, and films. Emphasis is on the development of a strong fundamental technique.
(4) 2 credit hours. Offered fall (odd years).

DANC 116: Introductory Modern Dance
Studio experience is combined with a historical survey of the development of modern dance through studio classes and survey classes. (Formerly Dance 107: Beginning Modern Dance.)
(5) 3 credit hours. Gen. Ed. Category A. Offered fall, spring, summer.

DANC 181: Dance Company
Credit is available to all qualified students who participate for the full academic year.
1 credit hour. Prerequisite: membership in Rhode Island College Dance Company and consent of instructor. Offered spring.

DANC 210: Intermediate Ballet
Intermediate ballet technique and the classical tradition are studied through studio experience, related readings, and ballet performances. Emphasis is on the refinement of technique and elements of performance. (Formerly Dance 227: Ballet.)
(4) 2 credit hours. Prerequisite: DANC 110. Offered spring (even years).

DANC 212: Intermediate Jazz
Intermediate jazz technique and the history of jazz dance are examined through studio experience, related readings, and films. Emphasis is on the refinement of technique and elements of performance. (Formerly Dance 237: Jazz Dance.)
(4) 2 credit hours. Prerequisite: DANC 112. Offered spring.

DANC 214: Intermediate Tap Dance
Intermediate tap technique and the history of tap dance are explored through studio experience, related readings, and films. Emphasis is on the refinement of technique and elements of performance.
(4) 2 credit hours. Prerequisite: DANC 114. Offered spring (even years).

DANC 216: Intermediate Modern Dance
Intermediate modern dance technique is provided in a studio experience. Emphasis is on the refinement of technique and elements of performance. (Formerly Dance 207.)
(4) 2 credit hours. Prerequisite: DANC 116. Offered fall.

DANC 281: Dance Company
Credit is available to all qualified students who participate for the full academic year.
1 credit hour. Prerequisite: membership in Rhode Island College Dance Company and consent of instructor. Offered spring.

DANC 302: Musical Resources for Dance
Experiences include taking rhythmic dictation, composing rhythmic scores, and analyzing musical forms. Criteria are developed for the selection of music to support, supplement, or contrast with dance.
3 credit hours. Offered as needed.

DANC 303: Dance Production
The fundamentals of technical production are studied. Emphasis is on scenic design for dance and technical aspects of lighting design. A minimum of 20 hours of laboratory work in a production is required. Lecture and laboratory.
(6) 3 credit hours. Offered as needed.

DANC 304: Choreography I
Binary and ternary dance forms are reviewed; rondo, theme and variations, sonata, and other forms are choreographed. Dance history is summarized and exemplary performing artists are introduced.
(5) 3 credit hours. Prerequisite: consent of instructor. Offered fall (even years).

DANC 306: Dance for Children
Experiences include planning and supervising dance activities for children of different ages in various settings, including dance studios and classrooms. Exercises include creative movement and choreography for children. (Formerly Dance 316.)
3 credit hours. Prerequisite: DANC 116 and 304. Offered fall (even years).

DANC 308: Therapeutic Aspects of Dance
Examined are the concepts, competencies, and outcomes fundamental to an understanding of the therapeutic aspects of dance as applied to special populations. Studio experiences included. (Formerly Dance 318.)
3 credit hours. Prerequisite: consent of dance director. Offered as needed.

DANC 309: Dance History
The development of dance as a performing art in Europe, Russia, and America is examined. Attention is given to the cultural context of dance events. (Formerly Dance 319.)
3 credit hours. Offered spring (odd years).

DANC 316: Advanced Modern Dance
Advanced modern dance technique is provided in a studio experience. Emphasis is on the refinement of technique and elements of performance through the mastery of complex movement sequences. (Formerly Dance 307.)
(4) 2 credit hours. Prerequisite: DANC 116 and 216. Offered spring (odd years).

DANC 320: Touring Dance
Students participate in all aspects of the creation of a touring program for children. Programming includes repertory selection, analysis, rehearsal, performance, script development, and assessment of and responsibility for technical support.
(6) 3 credit hours. Prerequisite: DANC 116 and 216. Offered spring (even years).

DANC 321: Dance for Musical Theatre
The performance of dance for musical theatre is studied in its theatrical context. Emphasis is on performance techniques and the characteristics of style. This course may be taken twice for credit.
(6) 3 credit hours. Prerequisite: nine credit hours of dance technique courses and consent of department chair. Offered spring.

DANC 322: Repertory Performance
Performance and style is examined through repertory experience. New or existing dance works are prepared for formal and informal performances. This course may be taken twice for credit. (Formerly Dance 317: Dance Performance.)
(6) 3 credit hours. Prerequisite: nine 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: six credit hours of dance courses and consent of instructor. Offered as needed.

DANC 381: Dance Company
Credit is available to all qualified students who participate for the full academic year.
1 credit hour. Prerequisite: membership in Rhode Island College Dance Company and consent of instructor. Offered spring.

DANC 405: Choreography II
Dancers apply the fundamentals of choreography to create examples of pre-classical 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 415: Lighting for Theatre and Dance
The aesthetic quality of light as it can be applied to lighting for the stage is explored. Fifteen hours of laboratory experience are required. Students cannot receive credit for both Theatre 415 and Dance 415.
3 credit hours. Prerequisite: 60 credit hours of undergraduate courses, including THTR 105 and 110, or consent of department chair. Offered every third semester.

DANC 417: Stage Management for Theatre and Dance
Students are trained in the responsibilities of a stage manager for both commercial and noncommercial theatre and dance companies. Students cannot receive credit for both Theatre 417 and Dance 417.
(3–4) 3 credit hours. Prerequisite: 60 credit hours of undergraduate courses, including THTR 105 and 110, or consent of department chair. Offered as needed.

DANC 491: Independent Study in Dance
The student, working with a faculty advisor, selects a topic for study and researches the topic in depth.
1–3 credit hours. Prerequisite: demonstration of superior ability and initiative in previous dance courses; and consent of instructor, department chair, and dean. Offered as needed.

DANC 492: Independent Performance in Dance
The student, working with a faculty advisor, selects a specific form or style in dance to which the work is restricted. Evidence of performance is presented during the annual spring concert.
3 credit hours. Prerequisite: demonstration of superior ability and initiative in previous dance courses; and consent of instructor, department chair, and dean. Offered as needed.

Economics (ECON)

ECON 200: Introduction to Economics
Emphasis is on the understanding of contemporary economic problems. Topics such as economic growth, inflation, unemployment, poverty, environmental problems, and governmental regulation are explored.
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. Emphasis is on the methodical approach.
3 credit hours. Prerequisite: completion of the College Mathematics Requirement. Offered fall, spring, summer.

ECON 215: Principles of Macroeconomics
The U.S. economy as a whole is considered and problems of inflation and recession are explored by examining aggregate demand, aggregate supply, national product and income, and the influence of money and interest rates on the economy.
3 credit hours. Prerequisite: ECON 214. Offered fall, spring, summer.

ECON 313: Managerial Economics
Economic analysis is applied to managerial decisions. Techniques for analyzing and estimating revenue, cost, and profit are studied, along with pricing and profit-maximizing strategies within different market structures.
3 credit hours. Prerequisite: ECON 214, MGT 249, MATH 240 (or 248). Offered spring.

ECON 314: Intermediate Microeconomic Theory and Applications
Theoretical foundations covered in Economics 214 are expanded upon. Myriad applications of that theory are developed, using graphical and mathematical techniques. The role of microeconomics in managerial decision making is explored.
3 credit hours. Prerequisite: ECON 214, 215; MATH 238. Offered fall.

ECON 315: Intermediate Macroeconomic Theory and Analysis
Macroeconomic models are used to analyze economic growth, unemployment, and inflation. Also examined are the effectiveness of fiscal and monetary policies, using models depicting the interactions of product, resource, and financial markets.
3 credit hours. Prerequisite: ECON 214, 215; MATH 238. Offered spring.

ECON 390: Directed Study
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.

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, exchange rate, and proposed changes to the system.
3 credit hours. Prerequisite: ECON 214, 215; MATH 177. Offered as needed.

ECON 422: Economics of Developing Countries
The characteristics of developing countries and the process of economic development are examined. Topics include poverty, inequality, unemployment, capital formation in industry and agriculture, and the effects of foreign trade and aid.
3 credit hours. Prerequisite: ECON 214, 215; MATH 177. Offered as needed.

ECON 431: Labor Economics
The structures and operations of human resource markets are analyzed, including pricing and allocation of labor resources, wage differentials, income distribution, discrimination, and unemployment. (Formerly Human Resources Economics.)
3 credit hours. Prerequisite: ECON 214, 215; MATH 177. Offered as needed.

ECON 433: Economics of Government
The role of the public sector in the United States and its effect on the economy are studied. Also studied are the impacts of federal, state, and local government expenditure and revenue. (Formerly Public Finance.)
3 credit hours. Prerequisite: ECON 214, 215; MATH 177. Offered as needed.

ECON 434: Money and Banking
The structure and functions of financial institutions are examined, along with the money creation process. Emphasis is on the role of commercial banks and the monetary policy actions of the Federal Reserve designed to stabilize the economy.
3 credit hours. Prerequisite: ECON 214, 215; MATH 177. Offered as needed.

ECON 435: Urban Economics
Economic analysis is applied to the development and problems of urban areas. Urban issues, such as poverty, housing, and transportation, are also analyzed, along with the market forces that determine why and where urban areas develop.
3 credit hours. Prerequisite: ECON 214, 215; MATH 177. Offered as needed.

ECON 436: Industrial Organization and Market Structure
The economics of industrial organization and the organization of firms and industries are analyzed, using microeconomic theories and empirical data. Public policy issues are assessed, including antitrust and regulatory mechanisms.
3 credit hours. Prerequisite: ECON 214, 215; MATH 177. Offered as needed.

ECON 449: Applied Forecasting Techniques
The quantitative methods used in testing theoretical propositions in economics and business are presented. Emphasis is on the use of regression, time-series models, and other econometric methods.
3 credit hours. Prerequisite: ECON 214, 215, 314; MGT 249; MATH 248. Offered fall.

ECON 453: History of Economic Thought
The development of economic thought from the time of the preschoolastics to our current time is presented. This seminar serves as the first course of the student's two-semester capstone experience in economics.
3 credit hours. Prerequisite: ECON 314 and 315. Offered fall.

ECON 460: Seminar in Economic Research
This is an integrating experience in economic theories, concepts, and practices. Examined is the research literature in microeconomics, macroeconomics, and specialized fields within the discipline.
3 credit hours. Prerequisite: ECON 449 and 453. Offered spring.

ECON 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 one 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 Center for Management and Technology program, and consent of internship director and appropriate faculty member. Offered fall, spring, summer.

ECON 510: Concepts of Economic Education
Selected economic concepts and such economic institutions as markets, business, banking, labor, and government are studied. Emphasis is on the significance of economic concepts in the public school curriculum.
3 credit hours. Prerequisite: consent of instructor. Offered as needed.

Education Doctoral Program (EDP)

EDP 610–611: Core Seminar I: Issues and Problems in Educational Inquiry and Foundations
Issues and problems are presented related to the philosophical and historical aspects of educational thought and the role of the school in society. Emphasis is on empirical analysis of classroom settings.
6 credit hours. Prerequisite: admission to the RIC/URI Ph.D. in education program. EDP 610 is prerequisite to EDP 611. Offered fall and spring.

EDP 615: Research Methodologies
Four educational research methodologies—historical, qualitative, quantitative, and philosophical—are reviewed. Each methodology is examined for its contribution to the knowledge and understanding of teaching and learning.
3 credit hours. Prerequisite: concurrent enrollment in EDP 611 or consent of instructor. Offered spring.

EDP 620–621: Core Seminar II: Issues and Problems in Human Development, Learning, and Teaching
Issues and problems related to human development, curriculum, teaching, and learning are examined, with emphasis on the ways of gathering and evaluating evidence about school and curricula effectiveness.
6 credit hours. Prerequisite: EDP 610–611 and 615. EDP 620 is prerequisite to EDP 621. Offered fall and spring.

EDP 622: Field Research II
Focusing on the school, students examine theory and define problems related to community service and service learning.
2 credit hours. Prerequisite: EDP 610–611 and 615. Offered spring.

EDP 625: Quantitative Analysis in Educational Research
Focus is on the analysis and interpretation of data collected in Core Seminar I. Emphasis is on the General Linear Model and its application.
3 credit hours. EDP 610–611 and 615, or consent of instructor. Offered fall.

EDP 630–631: Core Seminar III: Issues and Problems in Organizational Theory, Leadership, and Policy Analysis
Issues and problems concerning educational applications of organizational theory, leadership theory, and policy analysis as they relate to district, statewide, and/or regional educational offices and agencies are presented.
6 credit hours. Prerequisite: EDP 620–621 and 625. EDP 630 is prerequisite to EDP 631. Offered fall and spring.

EDP 641: Field Research
Biweekly forums present first-, second-, and third-year students' research questions and empirical designs. Discussion and feedback refine their research plans, enhancing the methodological perspectives and tools of all participants.
1 credit hour. Prerequisite: admission to the RIC/URI Ph.D. in education program. Offered fall and spring.

Elementary Education (ELED)

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 required.
(5) 3 credit hours. Prerequisite: CEP 215 or equivalent, with a minimum grade of C; 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 411: Interdisciplinary Reading and Writing in Middle Schools
Emphasis is on methods and materials for developing a balanced program in reading and writing at the middle school level. Teaching/learning strategies for literacy are studied. Laboratory/conference required.
(6) 3 credit hours. Prerequisite: ELED 300, with a grade of B- or higher, or SED 405; admission to a teacher preparation program; or consent of department chair. Offered fall and spring.

ELED 419: Early Childhood Education: Day Care for Children from Birth–3
Focus is on creating and maintaining positive learning activities for infant-toddler group care. Through study and application of health, safety, nutrition standards, curriculum, and assessment, students develop professional teaching skills.
(5) 3 credit hours. Prerequisite: ELED 300, with a minimum grade of B-, or ELED 500; preceding or concurrent enrollment in ELED 429; and admission to an early childhood education teacher preparation program; or consent of department chair. Offered fall and spring.

ELED 422: Teaching Developmental Reading
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.
(4) 3 credit hours. Prerequisite: ELED 300, with a minimum grade of B-, or ELED 500; admission to an elementary education teacher preparation program; or consent of department chair. Offered fall and spring.

ELED 423: Developmental Reading, Pre–K through Grade Two
Focus is on developmentally appropriate learning and teaching for children from infancy through grade two. Topics include emerging literacy and integration of language arts and reading. Laboratory/conference required.
(6) 3 credit hours. Prerequisite: ELED 300, with a minimum grade of B-, or ELED 500; admission to the early childhood teacher preparation program; or consent of department chair. Offered fall and spring.

ELED 429: Early Childhood Education: Social Studies and Science
Students are introduced to early childhood education using science and social studies content to establish positive learning environments for all children, including the atypical/exceptional. Laboratory/conference required.
(6) 4 credit hours. Prerequisite: BIOL 109 and PSCI 103, each with a grade of C or better; ELED 300, with a minimum grade of B-, or ELED 500; one course in the Social and Behavioral Sciences category of General Education 2000; admission to the early childhood teacher preparation program; or consent of department chair. Offered fall and spring.

ELED 430: Early Childhood Education: Language Arts and Mathematics
Language arts and mathematics content are used to establish positive learning environments for all children, including the atypical/exceptional. Laboratory/conference required.
(6) 4 credit hours. Prerequisite: ELED 423 and 429, each with a grade of C+ or better; ELED 300, with a minimum grade of B-, or ELED 500; ENGL 210, MATH 143 and 144, each with a grade of C or better; admission to the early childhood teacher preparation program; or consent of department chair. Offered fall and spring.

ELED 435: Teaching Language Arts in the Elementary School
The role of language arts in elementary schools and the development of teaching/learning strategies related to teaching language arts to all children are examined, including special populations. Laboratory/conference required.
(5) 3 credit hours. Prerequisite: ENGL 210, with a grade of C or better; ELED 300, with a minimum grade of B-, or ELED 500; and admission to an elementary education teacher preparation program; or consent of department chair. Offered fall and spring.

ELED 436: Teaching Elementary School Social Studies
The role of social studies in elementary schools and the development of teaching/learning strategies related to teaching social studies to all children are examined, including special populations. Laboratory/conference required.
(5) 3 credit hours. Prerequisite: ELED 300, with a minimum grade of B-, or ELED 500; one course in the Social and Behavioral Sciences category of General Education 2000, with a grade of C or better; and admission to an elementary education teacher preparation program; or consent of department chair. Offered fall and spring.

ELED 437: Teaching Elementary School Science
The role of science in elementary schools and the development of teaching/learning strategies related to teaching science to all children are examined, including special populations. Laboratory/conference required.
(5) 3 credit hours. Prerequisite: BIOL 109 and PSCI 103, each with a grade of C or better; ELED 300, with a minimum grade of B-, or ELED 500; and admission to an elementary education teacher preparation program; or consent of department chair. Offered fall and spring.

ELED 438: Teaching Elementary School Mathematics
The role of mathematics in elementary schools and the development of teaching/learning strategies related to teaching mathematics to all children are examined, including special populations. Laboratory/conference required.
(5) 3 credit hours. Prerequisite: ELED 300, with a minimum grade of B-, or ELED 500; MATH 143 and 144, each with a grade of C or better; and admission to an elementary education teacher preparation program; or consent of department chair. Offered fall and spring.

ELED 439: Student Teaching in the Elementary School
Teaching experience is provided in preschool, elementary, or middle school classrooms under the joint supervision of a certified cooperating teacher and a College supervisor.
5 or 9 credit hours. Prerequisite: satisfactory completion of all major and professional courses required prior to student teaching; concurrent enrollment in ELED 469; positive recommendation from the professor of each elementary education course; cumulative GPA of 2.50; a full semester prior to student teaching; completion of technology-competency requirement; completion of community service requirement; and a negative result from the required tuberculin test. Offered fall and spring.

ELED 469: Student Teaching Seminar in Elementary Education
Teacher behaviors appropriate to effective teaching are developed. Topics include classroom and time management, effective communication, and knowledge of different learning styles. (Formerly Student Teaching Seminar.)
1 credit hour. Prerequisite: concurrent enrollment in ELED 439. Offered fall and spring.

ELED 490: Directed Study
The student, working with a faculty advisor, selects a topic of study and researches the topic in depth.
3 credit hours. Prerequisite: consent of department chair. Offered as needed.

ELED 500: Reflections: The Art and Science of Teaching
Focus is on elements that contribute to the making of an effective teacher, such as general pedagogical knowledge, knowledge of educational contexts, and knowledge of self as teacher. Field work and observations are required.
3 credit hours. Prerequisite: preceding or concurrent enrollment in CEP 552 and matriculation in M.A.T. program. Offered fall and spring.

COURSE DESCRIPTIONS

ELED 501: Reading in the Content Areas
Methods are provided for K–12 teachers to help students learn from subject matter materials.
3 credit hours. Prerequisite: graduate status or consent of department chair. Offered fall, spring, summer.

ELED 502: Curriculum and Methods in Early Childhood Education
Sequential curriculum experiences are analyzed for day-care and nursery, preschool, kindergarten, and primary-grade pupils in language arts, social sciences, science, mathematics, health, safety, nutrition, and visual and performing arts.
2 credit hours. Prerequisite: graduate status or consent of department chair. Offered fall.

ELED 503: Infants/Toddlers in Group Care
Components of quality group-care situations for infants and toddlers are analyzed. Topics include professional responsibilities, health and safety routines, appropriate materials and environments, and legal issues for child-care providers.
3 credit hours. Prerequisite: graduate status or consent of department chair. Offered fall or summer.

ELED 504: Mathematics in the Elementary School
The content and approach to modern mathematics programs are studied, with emphasis on current research and curriculum trends.
3 credit hours. Prerequisite: graduate status, ELED 330 or 438 or elementary school teaching experience, or consent of instructor. Offered fall.

ELED 506: Programs and Models in Early Education
Study is made of the organization, administration, and evaluation of models in day-care and nursery, preschool, kindergarten, and primary-grade programs.
3 credit hours. Prerequisite: graduate status and ELED 502. Offered spring.

ELED 507: Teaching Reading and Writing to English-as-a-Second-Language Students
Focus is on second-language literacy in reading and writing for limited-English-proficient students. Students cannot receive credit for both Elementary Education 507 and Teaching English as a Second Language 507.
3 credit hours. Prerequisite: graduate status and TESL 439 or 449 or 541. Offered fall and summer.

ELED 508: Language Arts in the Elementary School
Foundation is provided in research and theory, with focus on oral and written language learning, classroom talk, sociocultural diversity in communication styles, and the teacher's role in a child-centered classroom.
3 credit hours. Prerequisite: graduate status and ELED 430 or 435 or equivalent, or consent of department chair. Offered fall and spring.

ELED 509: Emergent Literacy—Infants–Grade 2
Students learn how to help young children acquire an interest in reading and learn the necessary concepts concerning print and books. (Formerly Beginning Reading—Pre-K through Grade Two.)
3 credit hours. Prerequisite: graduate status. Offered summer.

ELED 510: Research Methods, Analysis, and Applications
For practitioners and consumers of research literature, study is made of the process, products, and application of educational inquiry. Topics include research design, data collection, and analysis.
3 credit hours. Prerequisite: graduate status and prior work in research methods or applied research, or tests and measurements, or statistics; or consent of department chair. Offered fall, spring, summer.

ELED 511: Play and Inquiry across Early Childhood Curricula
Relationships between play and inquiry are defined, and concepts in individual curriculum areas are examined. Discussion includes the contributions that play and inquiry make to the young child's learning across curriculum areas.
3 credit hours. Prerequisite: graduate status or consent of instructor. Offered summer.

ELED 515: Literature in the Elementary School
The development of various patterns of literature instruction in the elementary school are studied. Emphasis is on the development and enrichment of children's literary taste and appreciation. Laboratory experiences are included.
3 credit hours. Prerequisite: ELED 430 or elementary school teaching experience, or consent of instructor. Offered spring.

ELED 516: Curricula in Science
Focus is on science curriculum projects and programs of elementary school (K–8) classrooms. Topics encompass both textbook and nontextbook basic curricula.
3 credit hours. Prerequisite: graduate status and ELED 518. Offered as needed.

ELED 517: Teaching the Processes and Concepts of Science
Various models of teaching, conceptual schemes, and processes developed in current science programs in the elementary school (K–8) are presented. Emphasis is on techniques for teaching processes and concepts.
3 credit hours. Prerequisite: graduate status, ELED 518, 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 521: Computer Application in the Classroom
Educators are acquainted with the computer as an instructional and creative tool for children and teachers. Focus is on peripheral devices, telecommunications, and spreadsheets. (Formerly Educational Applications of Microcomputers.)
3 credit hours. Prerequisite: graduate status. Offered fall, spring, summer.

ELED 528: Social Studies in the Elementary School
Students examine and evaluate objectives, content, and organization of social studies curriculum resource materials and selected instructional models in the light of current recommendations and research data.
3 credit hours. Prerequisite: ELED 429 or elementary school teaching experience, and consent of instructor. Offered fall and spring.

ELED 534: Developmental Reading: Pre-K–8
Included are emergent literacy, reading and the other language arts, word recognition strategies, comprehension processes, study skills, and literacy evaluation. Emphasis is on recent research and curriculum trends in literacy education.
3 credit hours. Prerequisite: graduate status and ELED 422 or equivalent, or elementary school teaching experience, or consent of department chair. Offered fall, spring, summer.

ELED 535: Using the Newspaper to Teach Basic Skills
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.
3 credit hours. Prerequisite: graduate status. Offered summer.

ELED 553: Diagnostic Techniques in Elementary School Mathematics
Principles and approaches of diagnosis are examined. Topics include the administration and interpretation of commercial, individual, and group diagnostic instruments. Diagnostic tests are constructed, administered, and evaluated.
3 credit hours. Prerequisite: graduate status, ELED 504, or consent of instructor. Offered as needed.

ELED 554: Teaching Strategies in Elementary School Mathematics
Emphasis is on teaching strategies useful in introducing, developing, and providing practice for mathematical topics. Emphasis is on both remediation and enrichment activities.
3 credit hours. Prerequisite: ELED 553. Offered as needed.

ELED 556–557: Internship in Diagnostic Techniques and Teaching Strategies in Elementary School Mathematics
This two-semester internship includes clinical activities in the participant's home school. Clinical experiences reinforce theory and develop skills in both the diagnosis and prescriptive treatment of elementary school mathematics.
6 credit hours. Prerequisite: ELED 554. 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 department chair. Offered as needed.

ELED 559: Student Teaching in the Elementary School
Under joint supervision of a certified cooperating teacher and a College supervisor, students gain teaching experience in the preschool, elementary school, or middle school classroom.
9 credit hours. Prerequisite: concurrent enrollment in ENED 547 and satisfactory completion of all courses in the M.A.T. program in elementary education, except ENED 547; positive recommendation from professors; C+ or better in all professional education courses; cumulative GPA of 3.0 a full semester prior to student teaching; completion of the technology competency requirement; completion of the community service requirement; and a negative result from the required tuberculin test. Offered fall and spring.

ELED 605: Elementary School Curriculum
Significant trends in the development of American society, current emphasis on the disciplines of knowledge, focus on processes, and recent research in pedagogy are linked to the curriculum of the elementary school.
3 credit hours. Offered as needed.

ELED 629: Remedial Reading Clinic
Emphasis is on the diagnosis and treatment of reading difficulties. Students gain proficiency in using strategies for overcoming reading difficulties and practice these techniques in a six-week summer reading clinic.
6 credit hours. Prerequisite: graduate status; ELED 501, 574, 685, 686. Offered summer.

ELED 641: Administration of Reading Programs
The role of the reading consultant in improving reading instruction is examined. Included is a study of the concept of literacy, a review of model reading programs, the change process, and curriculum planning.
3 credit hours. Prerequisite: graduate status and ELED 663. Offered spring.

ELED 661: Seminar in Education: Designing and Directing Preschool and Day-Care Programs
Quality day-care and preschool programs are analyzed, as well as the administrative functions necessary to maintain and improve these programs. Topics include staff training, supervision, licensing regulations, and budgeting.
3 credit hours. Prerequisite: graduate status; ELED 406, or consent of department chair. Offered spring as needed.

ELED 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.
3 credit hours. Prerequisite: ELED 406. Offered fall.

ELED 663: Seminar in Education: Review of Research in Reading
Focus is on the teacher as researcher. Applications of current instructional research are integrated into a student project.
3 credit hours. Prerequisite: graduate status and ELED 629. Offered spring.

ELED 664: Seminar in Education
Topics vary.
3 credit hours. Offered fall.

ELED 685: Diagnosis of Reading Difficulties
Through lectures, demonstrations, and experiences, students are introduced to the theory of reading difficulties and develop skill in diagnosis. This course is intended for professionals who work with disabled readers.
3 credit hours. Prerequisite: graduate status; ELED 501 or 574. Offered fall.

ELED 686: Treatment of Reading Difficulties
Focus is on current theories, practices, and materials concerning students who have reading difficulties. This course is intended for professionals who work with disabled readers.
3 credit hours. Prerequisite: graduate status and ELED 685. Offered spring.

ELED 691–694: Directed Research
Students initiate a formal inquiry into an area of concern associated with their present professional responsibilities, under the direction of a faculty member. A maximum of four credit hours may be earned in these courses.
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.

English (ENGL)

Unless otherwise noted: prior to enrolling in any 300-level English course, all students must complete the College Writing Requirement or Writing 100, and English 161. In addition, English majors must have completed English 201 and 202.

ENGL 010: Basic Writing Skills
Designed for beginning writers, emphasis is on the principles and practices of spelling, grammar, and punctuation, and the organization of effective sentences, paragraphs, and short essays. Grading is S or U.
2 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 011: Writing English as a Second Language
Nonnative speakers of English study English usage and composition.
2 credit hours. Offered as needed.

ENGL 113: Approaches to Drama
Dramatic literature, past and present, is studied through analysis of selected plays.
3 credit hours. Gen. Ed. Category A. Offered fall and spring.

ENGL 116: Approaches to Film and Film Criticism
Film as an art form is studied, through viewing and analyzing representative films and by reading and writing essays on the aesthetics of film.
(4) 3 credit hours. Gen. Ed. Category A. Offered fall and spring.

ENGL 117: Contemporary Approaches to Literature
Literature as an art form and as an expression of diverse cultural voices is studied, including the voices of women, minorities, and non-Western authors.
3 credit hours. Offered fall and spring.

ENGL 161: Western Literature
Students examine the culture and heritage of the Western world as expressed in literature.
4 credit hours. Gen. Ed. Core 1. Offered fall, spring, summer.

ENGL 163: Introduction to Non-Western Literary Cultures
A variety of 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: African Narrative, and Modern India: A Crisis of Identity and Direction.
4 credit hours. Gen. Ed. Core 3. Offered fall, spring, summer.

ENGL 201: Introduction to Literary Study I
The principles that define form and meaning in a literary text are examined. Emphasis is on close reading and on acquiring a critical vocabulary and methodology.
4 credit hours. Offered fall and spring.

ENGL 202: Introduction to Literary Study II
The assumptions we make when we read and write about a literary text are examined. Fundamental issues of literary interpretation and various contemporary contexts for studying literature are considered.
4 credit hours. Prerequisite: ENGL 201. Offered fall and spring.

ENGL 205: Backgrounds in British Literature to 1800
Representative works of British literature from the Middle Ages through the 18th century are studied.
4 credit hours. Prerequisite: ENGL 161, WRTG 100 or completion of the College Writing Requirement. Offered as needed.

ENGL 206: Backgrounds in British Literature 1800 to Present
Representative works of British literature of the 19th and 20th centuries are studied.
4 credit hours. Prerequisite: ENGL 161, WRTG 100 or completion of the College Writing Requirement. Offered as needed.

ENGL 207: Backgrounds in American Literature
Major authors and literary movements of American literature from the beginning to the present are studied.
4 credit hours. Prerequisite: ENGL 161, WRTG 100 or completion of the College Writing Requirement. Offered as needed.

ENGL 210: Children's Literature
Students read material from early folklore to current literature in order to develop discrimination in the selection of books for children at the elementary school level. Focus is on methods of interpreting and evaluating children's literature.
3 credit hours. Offered fall, spring, summer.

ENGL 211: Introduction to Linguistics
This is an introduction to the scientific study of English. The development of English is traced and important linguistic theories examined.
3 credit hours. Offered as needed.

ENGL 212: Adolescent Literature
Themes are explored in various genres that are appropriate to adolescent tastes at differing levels of sophistication. Included is available resource material on the subject of adolescent literature.
3 credit hours. Offered fall, spring, summer.

ENGL 220: Introduction to Creative Writing
Basic techniques of writing fiction and poetry are introduced. Emphasis is on fundamental methods and forms basic to contemporary fiction and poetry.
3 credit hours. Prerequisite: WRTG 100 or completion of the College Writing Requirement. Offered fall and spring.

ENGL 230: Business Writing
Students practice the forms of writing appropriate to business and industry (e.g., reports, proposals, memoranda, and letters).
3 credit hours. Prerequisite: WRTG 100 or completion of the College Writing Requirement. Offered fall, spring, summer.

ENGL 231: Expository Writing
Principles of rhetoric and style are studied and applied to the writing and revision of expository, critical, and argumentative essays. The research paper is also considered.
3 credit hours. Prerequisite: completion of the College Writing Requirement. Offered fall and spring.

COURSE DESCRIPTIONS

ENGL 240: News Writing
Study includes principles of gathering and writing news, developing article ideas, writing news stories and feature articles, and submitting articles for publication.
3 credit hours. Prerequisite: WRTG 100 or completion of the College Writing Requirement. Offered fall and spring.

ENGL 264: Writing and Culture: Papyrus to Cyberspace
Various approaches are used to trace the origins, evolution, diversity, and significance of human notational and writing systems. Students cannot receive credit for both English 264 and Anthropology 264.
4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered as needed.

ENGL 301: American Literature to 1860
The poetry, nonfiction prose, and short fiction of American literature to 1860 are studied.
3 credit hours. Offered as needed.

ENGL 302: American Literature from 1860 to 1914
The poetry, nonfiction prose, and short fiction of American literature from 1860 to 1914 are studied.
3 credit hours. Offered as needed.

ENGL 303: The American Novel to 1914
Students study the beginnings and the development of the American novel up to World War I.
3 credit hours. Offered as needed.

ENGL 321: Modern Poetry
Emphasis is on major contributions in British and American poetry from 1900 to midcentury.
3 credit hours. Offered as needed.

ENGL 322: Modern Drama
Focus is on the innovators of modern drama and the American, British, and European playwrights they influenced until midcentury.
3 credit hours. Offered as needed.

ENGL 323: Modern British Novel
Focus is on the 20th-century British novel, with emphasis on its development to midcentury.
3 credit hours. Offered as needed.

ENGL 324: Literature by Women
Works by British and American women writers are studied. Included are issues of gender, tradition, and canon.
3 credit hours. Offered as needed.

ENGL 325: Literature and Film
The role of the motion picture as a major literary and social force of the 20th century is examined. Included are the major genres of the feature film and their relationships to other literary and visual forms.
3 credit hours. Offered as needed.

ENGL 326: Studies in Afro-American Literature
African-American literature in English is studied. This course may be repeated for credit with a change in content.
3 credit hours. Offered as needed.

ENGL 327: Ethnic American Literatures
Issues of race, ethnicity, and canon are explored through the study of several American literatures, such as African-American, Asian-American, Hispanic-American, and Native American.
3 credit hours. Offered as needed.

ENGL 328: Modern American Fiction
Significant fiction from World War I to midcentury is studied.
3 credit hours. Offered as needed.

ENGL 329: Contemporary American Fiction
Significant American fiction from mid-century to the present is studied.
3 credit hours. Offered as needed.

ENGL 335: Studies in World Literature
Subjects are drawn from various historical periods, such as classical Greek, modern European, or contemporary African. This course may be repeated for credit with a change in content.
3 credit hours. Offered as needed.

ENGL 336: Non-Western Literatures
Students examine literatures in a variety of genres from Asia, Africa, and any other regions which might be defined as non-Western.
3 credit hours. Offered as needed.

ENGL 337: Topics in the Aesthetics of Film
Emphasis is on the nature of film technique, the vision of reality which distinguishes film from other creative forms, and the language of film and film criticism.
3 credit hours. Offered as needed.

ENGL 338: Phonology
Theories of phonetic and phonemic analysis are introduced. Topics include the phonetic alphabet, distinctive feature analysis, universals in language sound systems, and specific differences in the phonological rules of specific language groups.
3 credit hours. Offered as needed.

ENGL 339: English Dialects and Usage
The varieties of contemporary American English and the rules of standard English as they are appropriate to different social situations are examined.
3 credit hours. Offered as needed.

ENGL 340: Contemporary Poetry
Major trends, movements, and figures from mid-century to the present are studied.
3 credit hours. Offered as needed.

ENGL 341: Advanced News and Feature Writing
Students practice techniques involved in covering a beat and press conferences, conducting investigative reporting, interpretive reporting, and feature writing. Students also submit articles for publication in campus and local newspapers.
3 credit hours. Prerequisite: ENGL 240. Offered as needed.

ENGL 342: Contemporary Drama
Landmarks in dramatic literature from mid-century to the present are analyzed. Emphasis is on American, British, and European playwrights who experiment with language and technique.
3 credit hours. Offered as needed.

ENGL 343: Recent Fiction
Significant fiction of the last 20 years, without national restriction, is studied.
3 credit hours. Offered as needed.

ENGL 344: Chaucer
The Canterbury Tales, Troilus and Criseyde, and a number of Chaucer's short poems are studied. All are read in the late Middle English of the originals.
3 credit hours. Offered as needed.

ENGL 345: Shakespeare: The Histories and Comedies
The major Shakespearean histories and comedies are examined, with attention given to the theatrical, literary, and social background of Shakespeare's age.
3 credit hours. Offered as needed.

ENGL 346: Shakespeare: The Tragedies
This is a critical analysis of Shakespeare's major tragedies and the theatrical tradition to which they belong. Considerable attention is given to the nature of tragedy as a literary genre and to the role it plays in the Shakespearean canon.
3 credit hours. Offered as needed.

ENGL 347: British Literature to 1500
Works such as *Beowulf*, Anglo-Saxon lyrics, the works of the Pearl Poet, *Piers Plowman*, and Malory's *Morte D'Arthur* are studied.
3 credit hours. Offered as needed.

ENGL 348: British Literature from 1500 to 1603
Readings from the English Renaissance are studied, including Spenser, Sidney, the sonneteers, the nondramatic poetry of Shakespeare, and Marlowe.
3 credit hours. Offered as needed.

ENGL 351: British Literature from 1603 to 1674
Readings include the works of Donne, the metaphysical poets, Jonson, and Milton, among others.
3 credit hours. Offered as needed.

ENGL 352: British Literature from 1660 to 1784
Students examine the works of Dryden, Pope, Swift, and Johnson, among others.
3 credit hours. Offered as needed.

ENGL 354: British Literature from 1784 to 1832
The English romantic movement is examined chiefly through the works of Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats.
3 credit hours. Offered as needed.

ENGL 355: British Literature from 1832 to 1900
The Victorian period is studied, including Hopkins, Tennyson, Browning, the Pre-Raphaelites, and Arnold.
3 credit hours. Offered as needed.

ENGL 356: British Drama to 1642, Excluding Shakespeare
The development of British drama is traced from its beginnings in the Middle Ages to the closing of the theatres in 1642. Emphasis is on major Elizabethan and Jacobean dramatists other than Shakespeare.
3 credit hours. Offered as needed.

ENGL 357: Restoration and 18th-Century Drama
This is a historical and critical analysis of the major dramatists in England from 1660 to 1784, including Etherege, Congreve, Gay, and Sheridan.
3 credit hours. Offered as needed.

ENGL 358: The 18th-Century British Novel
The novels of such writers as Defoe, Richardson, Fielding, Smollett, Sterne, and Austen are studied.
3 credit hours. Offered as needed.

ENGL 359: The 19th-Century British Novel
The novels of such writers as Thackeray, C. Bronte, E. Bronte, Dickens, Eliot, and Hardy are studied.
3 credit hours. Offered as needed.

ENGL 371: Advanced Creative Writing, Fiction
Students write, discuss, and revise a number of original works and also study the work of established writers. This course may be repeated for credit.
3 credit hours. Prerequisite: ENGL 220. Offered as needed.

ENGL 372: Advanced Creative Writing, Poetry
Students write, discuss, and revise a number of poems and also analyze the works of established poets. This course may be repeated for credit.
3 credit hours. Prerequisite: ENGL 220. Offered as needed.

ENGL 373: Advanced Creative Writing, Nonfiction Prose
Focus is on the production and revision of literary prose, which may include the nonfiction narrative, the personal essay, the prose meditation, or the autobiography. This course may be repeated for credit.
3 credit hours. Prerequisite: ENGL 220. Offered as needed.

ENGL 432: History of the English Language
Students analyze the phonological, morphological, and syntactic changes affecting the growth and structure of Old, Middle, and modern English, including the political and social factors that influenced the development of the language.
3 credit hours. Offered as needed.

ENGL 433: Modern English Grammar
The structure of modern English is examined: its phonology, morphology, and syntax, its personal, social, and communicative purposes; its historical development and variations; and language acquisition.
3 credit hours. Offered as needed.

ENGL 434: Studies in Theory and Criticism
Topics are selected from contemporary theory or the history of criticism. This course may be repeated for credit with a change in content.
3 credit hours. Offered as needed.

ENGL 460: Seminar in Major Authors and Themes
Close analysis is made of a limited number of works by a major author or of a single topic. A research-based seminar paper is required.
4 credit hours. Prerequisite: four 300-level English courses. Offered fall and spring.

ENGL 481: Advanced Workshop in Creative Writing
Students aim at producing original work in fiction, poetry, or nonfiction prose that is of publishable quality. Enrollment is limited to 15 students.
3 credit hours. Prerequisite: completion of six credit hours of creative writing courses at the 300-level and consent of instructor. Offered as needed.

ENGL 490: Directed Study
The student, working with a faculty member, selects a topic for study and researches it in depth. Students wishing to pursue a creative writing project should submit a portfolio of work with their application.
3 credit hours. Prerequisite: consent of instructor, department chair, and dean. Offered as needed.

ENGL 491: Directed Study
This course is open to students whose topic in English 490 may be more fully realized by an additional semester's work.
3 credit hours. Prerequisite: ENGL 490; and consent of instructor, department chair, and dean. Offered as needed.

ENGL 501: Introduction to Graduate Study
Students are introduced to the advanced study of literature and to current critical theories and methodologies.
3 credit hours. Prerequisite: graduate status and consent of department chair. Offered fall.

ENGL 520: Topics in Composition Theory, Rhetoric, and Language Study
Various approaches to language and composition studies are offered. Topics will vary and may include history of the language, linguistics, rhetoric, or the current state of composition theory and pedagogy.
3 credit hours. Prerequisite: graduate status and consent of department chair. Offered fall.

ENGL 521: Topics in Cultural Studies
Students view texts as cultural products and as forms of cultural practice in the context of such issues as racial, sexual, and class politics.
3 credit hours. Prerequisite: graduate status and consent of department chair. Offered as needed.

ENGL 522: Topics in Feminist Theory and Literature
Focus is on one or more areas of contemporary feminist theory in conjunction with literature by women and/or representations of women in literature.
3 credit hours. Prerequisite: graduate status and consent of department chair. Offered as needed.

ENGL 523: Topics in Ethnic American and/or African-American Literatures
Issues of culture, identity, race, and power are considered in the literature of one or more ethnic groups and/or of African-Americans.
3 credit hours. Prerequisite: graduate status and consent of department chair. Offered as needed.

ENGL 524: Topics in Postcolonial Literatures
Students examine representative ideas found in African, South Asian, and Caribbean postcolonial literatures and their contributions to Western discourses of race, ethnicity, and gender and to debates about literary form and canon formation.
3 credit hours. Prerequisite: graduate status and consent of department chair. Offered as needed.

ENGL 525: Topics in Genre
Focus is on the theory and practice of a particular genre or on a comparative cross-genre approach.
3 credit hours. Prerequisite: graduate status and consent of department chair. Offered as needed.

ENGL 530: Topics in British Literature before 1660
Achievements of British writers from the medieval and Renaissance periods are considered within their cultural contexts. Periods, topics, and approaches vary with instructor.
3 credit hours. Prerequisite: graduate status and consent of department chair. Offered as needed.

ENGL 531: Topics in British Literature from 1660 to 1900
Achievements of Restoration and 18th-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 19th century are explored within their cultural contexts. Periods, topics, and approaches vary with instructor.
3 credit hours. Prerequisite: graduate status and consent of department chair. Offered as needed.

ENGL 541: Topics in American Literature since 1900
Achievements of American writers of the past century are examined within their cultural contexts. Periods, topics, and approaches vary with instructor.
3 credit hours. Prerequisite: graduate status and consent of department chair. Offered as needed.

ENGL 560: Seminar in Literary Theory
Significant issues in literary and cultural theory are considered.
3 credit hours. Prerequisite: graduate status and consent of department chair. Offered as needed.

ENGL 581: Workshop in Creative Writing
Students write, revise, and present original work to be discussed and critiqued by workshop members under the direction of the instructor. Work of publishable quality is the goal.
3 credit hours. Prerequisite: graduate status and consent of department chair. Offered as needed.

ENGL 591: Directed Reading
After consulting an advisor, the student pursues a program of reading. This course may be repeated for credit with a change in content.
3 credit hours. Prerequisite: consent of the Department of English Graduate Committee. Offered as needed.

ENGL 592: Master's Thesis
Under the supervision of a faculty member, the student writes either a substantial critical paper or a substantial portfolio of creative work.
3 credit hours. Prerequisite: approval of thesis proposal by the Department of English Graduate Committee. Offered as needed.

English as a Second Language (ESL)

The courses listed below are intended for nonnative speakers of English.

ESL 101: Intensive Basic English as a Second Language
This is the initial course for students who are proficient in a language other than English. English fluency in basic interpersonal communication is increased by listening, speaking, reading, and writing. A laboratory component is required.
(8) 4 credit hours. Prerequisite: department placement examination. Offered fall, spring, summer.

ESL 102: Intensive Intermediate English as a Second Language
Students develop intermediate-level English skills in listening, speaking, reading, and writing as they apply to interpersonal communication and academic areas. A laboratory component is required.
(8) 4 credit hours. Prerequisite: ESL 101 or department placement examination. Offered fall, spring, summer.

ESL 201: Intensive Advanced English as a Second Language
Advanced-level communication skills are developed in listening, speaking, reading, and writing. Activities include essay writing, debates, and discussions on academic topics. A laboratory component is required.
(8) 4 credit hours. Prerequisite: ESL 102 or department placement examination. Offered fall, spring, summer.

Film Studies (FILM)

FILM 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. It is strongly recommended that students take Communications 241 or English 116 before enrolling in this course.
4 credit hours. Offered fall.

FILM 221: History of Film II
Focus is on the development of sound film from the late 1920s to the present. It is strongly recommended that students take Film Studies 220 and either Communications 241 or English 116 before enrolling in this course.
4 credit hours. Offered spring.

FILM 262: Film and Representation: Cross-Cultural Projections
Cross-cultural representation in film is analyzed. Included is an examination of the way American cinema has represented other cultures and the ways other cultures have represented themselves and their relation to America through film.
4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered as needed.

FILM 305: Exploring Ethnographic Film
A broad perspective on the ethnographic category of documentary film is provided. Students cannot receive credit for both Anthropology 305 and Film Studies 305.
4 credit hours. Prerequisite: ANTH 101, COMM 241, ENGL 116, or FILM 220. Offered as needed.

FILM 351: Major Directors
The work of directors who have made major contributions to film is examined. Focus is limited to one or two directors. This course may be repeated for credit with a change in content.
4 credit hours. Prerequisite: COMM 241 or ENGL 116, or consent of instructor. Offered as needed.

FILM 352: Film Genres
An important film genre is traced. Topic varies. This course may be repeated for credit with a change in content.
4 credit hours. Prerequisite: COMM 241 or ENGL 116, or consent of instructor. Offered as needed.

FILM 353: National Cinemas
Movements in national cinemas are analyzed. Topics vary. This course may be repeated for credit with a change in content.
4 credit hours. Prerequisite: COMM 241 or ENGL 116, or consent of instructor. Offered as needed.

FILM 450: Topics in the Study of Film
Topics vary. This course may be repeated for credit with a change in content.
4 credit hours. Prerequisite: COMM 241 or ENGL 116, or consent of instructor. Offered as needed.

FILM 454: Film Theory
Through extensive readings, students examine issues in contemporary film theory, particularly the language and concepts of semiotics, models of psychoanalytic and feminist film theory, and the relationship between textuality and ideology.
4 credit hours. Prerequisite: COMM 241 or ENGL 116; FILM 220, 221; at least two 300-level film courses; or consent of instructor. Offered as needed.

FILM 490: Directed Study
The student, working with a faculty advisor, selects a topic for study and researches the topic in depth.
3 credit hours. Prerequisite: consent of program director. Offered as needed.

FILM 491: Directed Study
This course is open to students whose topic in Film Studies 490 may be more fully realized by an additional semester's work.
3 credit hours. Prerequisite: consent of program director. Offered as needed.

Finance (FIN)

FIN 430: 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 Management 330.)
(4) 3 credit hours. Prerequisite: ACCT 202, ECON 214, MATH 248. Offered fall, spring, summer.

FIN 431: Intermediate Finance
Selected topics from Finance 330 are studied in greater detail, with emphasis on problems associated with managing a firm's asset and financial structures. Substantial use is made of case studies. (Formerly Management 331.)
3 credit hours. Prerequisite: FIN 430 and MGT 249. Offered as needed.

FIN 432: Investments
Investment terms and concepts are introduced. Also discussed are alternative investment vehicles and the quantitative analysis of these investment vehicles. (Formerly Management 332.)
3 credit hours. Prerequisite: FIN 430 and MGT 249. Offered as needed.

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 430 and MGT 249. Offered as needed.

FIN 461: Seminar in Finance
This is an integrating experience in finance and investment-related theories, concepts, and practices. Case analysis, integrating the finance function with other functional managements, is used. Related literature is examined.
3 credit hours. Prerequisite: ACCT 202, ECON 214, FIN 430, MGT 249. Offered spring.

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 one 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 Center for Management and Technology 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
Examined is the determination of the optimum portfolio to meet the needs of specific clients. Focus is on risk considerations, diversification, and strategy development within the context of client expectations and goals.
3 credit hours. Prerequisite: consent of chair. Offered as needed.

FIN 559: Insurance Planning and Risk Management
Insurance information that financial planners need to know is discussed. Topics include best products available, risks to be insured, policy provisions, and adequacy of insurance coverage.
3 credit hours. Prerequisite: ACCT 533 or consent of chair. Offered as needed.

Foundations of Education (FNED)

FNED 340: Foundations of Education
An interdisciplinary approach is used to introduce prospective teachers to the historical, philosophical, political, professional, economic, legal, and global contexts of schooling.
3 credit hours. Prerequisite: at least 30 credit hours of college-level course work or consent of department chair. Offered fall, spring, summer.

FNED 345: Diversity and the Public School
Categories of race, ethnicity, social class, gender, and exceptionality are considered. Through integrated class and field experiences, students develop a working understanding of student, school, and community differences.
3 credit hours. Prerequisite: CEP 215 or equivalent. Offered fall, spring, summer.

FNED 351: Instructional Issues of Middle Level Students
Students examine dimensions of teaching and learning as these relate to developmental issues of middle level students. Topics include learning strategies, alternative assessment, inquiry techniques, and authority and discipline issues.
3 credit hours. Prerequisite: CEP 215. Offered as needed.

FNED 502: Social Issues in Education
The social and cultural foundations of education are explored. Topics include historical, political, global, and legal perspectives on contemporary schooling. (Formerly Current Problems in Education.)
3 credit hours. Prerequisite: graduate status or consent of department chair. Offered fall, spring, summer.

FNED 520: Cultural Foundations of Education
The matrices of cultural influences on formal and informal educational processes are examined. Attention is given to the effects of cultural pluralism and bilingualism on American education.
3 credit hours. Prerequisite: graduate status or consent of department chair. Offered fall and spring.

FNED 541: Comparative Philosophies of Education
Philosophical perspectives that have been brought to bear on educational concerns are compared, particularly the role of schooling in a democratic society. Students articulate the philosophical underpinnings of their own reflective practice.
3 credit hours. Prerequisite: graduate status or consent of department chair. Offered as needed.

FNED 542: Modern Theories of Education
Contemporary educational theory as it relates to instructional and administrative practice is analyzed.
3 credit hours. Prerequisite: graduate status or consent of department chair. Offered as needed.

FNED 546: Contexts of Schooling
Integrating class and field experiences, students examine the cultural and social influences in the school environment and develop a framework to consider the needs and potential of today's diverse learners.
3 credit hours. Prerequisite: admission to a graduate-level initial teacher preparation program or consent of department chair. Offered fall and spring.

FNED 547: Introduction to Classroom Research
Pre-service 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: FNED 546 or consent of department chair. Offered fall and spring.

French (FREN)

FREN 101: Elementary French I
Students develop the ability to understand, speak, read, and write in French and gain an understanding of French life and character. Language laboratory is required. Not open to students who offer admission credit in French.
4 credit hours. Offered fall and spring.

FREN 102: Elementary French II
Four skills are further developed: listening, speaking, reading, and writing within the context of French culture. Language laboratory is required.
4 credit hours. Prerequisite: FREN 101 or one year of secondary school French, or consent of department chair. Offered spring.

FREN 110: Review of Basic French
Four skills are reviewed: listening, speaking, reading, and writing. This course is for students continuing their study of French begun in the secondary school. Language laboratory is required.
3 credit hours. Gen. Ed. Category SB. Prerequisite: two years of secondary school French or consent of department chair. Not open to students who have completed FREN 101 or 102. Offered fall and spring.

FREN 113: Intermediate French I
The cultural heritage of the French-speaking world is examined through selected cultural readings. Grammar and vocabulary are reviewed through a communicative approach. Language laboratory is required.
3 credit hours. Gen. Ed. Category SB. Prerequisite: FREN 102 or 110, or three years of secondary school French, or a score of 500–549 on the CEEB Achievement Test in French. Offered fall.

FREN 114: Intermediate French II
Through selected readings, literature as a reflection of the French-speaking world is examined. The development of language skills is continued through a communicative approach. Language laboratory is required.
3 credit hours. Prerequisite: FREN 113 or equivalent, or a score of 550–599 on the CEEB Achievement Test in French, or consent of department chair. Offered spring.

FREN 201: Advanced French: Conversation and Composition
Through contextualized activities, idiomatic spoken French and the more important structures required for written communication are studied. Various media provide information about modern France. Language laboratory is required.
4 credit hours. Prerequisite: FREN 114 or equivalent, or a score of 600 or above on the CEEB Achievement Test in French, or consent of department chair. Offered fall.

FREN 202: Advanced French: Composition and Conversation
Writing skills, style, and content are developed. Various media provide the basis for discussion of current issues in France and the Francophone world. Language laboratory is required.
4 credit hours. Prerequisite: FREN 201 or consent of department chair. Offered spring.

FREN 323: Survey of French Literature from the Middle Ages to 1789
Major writers and literary movements are studied in their historical and social context. Course activities include explications de texte, short papers, and discussion in French.
3 credit hours. Prerequisite: preceding or concurrent enrollment in FREN 201 or consent of department chair. Offered as needed.

FREN 324: Survey of French Literature from 1789 to the Present
This is a continuation of French 323. Major French and Francophone writers are studied, and the technique of close reading is presented. This course is conducted in French.
3 credit hours. Prerequisite: preceding or concurrent enrollment in FREN 201 or consent of the department chair. Offered as needed.

FREN 330: French Civilization
Major historical periods, geopolitical events, and cultural movements are studied in order to understand the evolution of contemporary French society. This course is conducted in French.
3 credit hours. Prerequisite: preceding or concurrent enrollment in FREN 201 or consent of department chair. Offered as needed.

FREN 390: Directed Study
The student selects a topic and undertakes concentrated research under the supervision of a faculty advisor.
1–3 credit hours. Prerequisite: consent of department chair. Offered as needed.

FREN 400: Applied Linguistics
The meaning and nature of language and its application to the teaching of French is studied. Emphasis is on the planning and presentation of basic audio-lingual structures. Language laboratory is included.
3 credit hours. Offered as needed.

FREN 415: Studies in the Middle Ages and the Renaissance
Representative works of the Middle Ages and the Renaissance are studied against the historical and social background of these periods. This course may be repeated for credit with a change in content.
3 credit hours. Prerequisite: preceding or concurrent enrollment in FREN 323 or consent of department chair. Offered as needed.

FREN 416: Studies in the 17th Century
Representative works of the 17th century are studied against the historical and social background of the period. This course may be repeated for credit with a change in content.
3 credit hours. Prerequisite: preceding or concurrent enrollment in FREN 323 or consent of department chair. Offered as needed.

FREN 417: Studies in the 18th Century
Representative works of the 18th century are studied against the historical and social background of the period. This course may be repeated for credit with a change in content.
3 credit hours. Prerequisite: preceding or concurrent enrollment in FREN 323 or consent of department chair. Offered as needed.

FREN 418: Studies in the 19th Century
Representative works of the 19th century are studied against the historical and social background of the period. This course may be repeated for credit with a change in content.
3 credit hours. Prerequisite: preceding or concurrent enrollment in FREN 324 or consent of department chair. Offered as needed.

FREN 419: Studies in the 20th Century
Representative works of the 20th century are studied against the historical and social background of the period. This course may be repeated for credit with a change in content.
3 credit hours. Prerequisite: preceding or concurrent enrollment in FREN 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 421: French Canadian Literature
The works of authors writing under the French Regime (1534–1760) and British rule (1760–1867) are studied. Topics include the lyrical Groupe de Québec, the post-romantic École littéraire de Montréal, and contemporary authors.
3 credit hours. Offered as needed.

FREN 460: Seminar in French
This course involves individual and group study of a major author, movement, or period in French literature. A major paper is required. Topics are announced in advance.
3 credit hours. Prerequisite: open to seniors majoring in French. Offered spring.

FREN 501: The French Novel
The longer forms of prose fiction are examined. The literary period or movement under study is selected by the instructor, and therefore will vary. This course may be repeated for credit with a change in content.
3 credit hours. Offered as needed.

FREN 502: Short Fiction in French
The conte, nouvelle, and récit are among the genres examined. The literary period or movement under study is selected by the instructor. This course may be repeated for credit with a change in content.
3 credit hours. Offered as needed.

FREN 503: Nonfiction French Prose
Essays, journals, memoirs, and correspondence are the source materials for this course. This course may be repeated for credit with a change in content.
3 credit hours. Offered as needed.

FREN 504: French Theatre
Any period, school, or movement of French drama may be selected by the instructor for intensive study. This course may be repeated for credit with a change in content.
3 credit hours. Offered as needed.

FREN 505: French Poetry
Poetry of any school, movement, or period may be selected by the instructor for intensive study. This course may be repeated for credit with a change in content.
3 credit hours. Offered as needed.

FREN 520: Grammar, Composition, and Stylistics
Precision of diction and accuracy and clarity of expression are the goals of this course. Oral and written exercises are used extensively, and grammar is studied pragmatically.
3 credit hours. Prerequisite: graduate status. Offered as needed.

FREN 560: Graduate Seminar in French
Individual and group study is made of a major author or an important period in French literature and is directed toward the writing of a major paper in thesis form. This course may be repeated for credit with a change in content.
3 credit hours. Prerequisite: graduate status. Offered spring.

FREN 590: Directed Study
The student selects a topic and undertakes concentrated research under the supervision of a faculty advisor. A major paper in thesis form is required. This course may be repeated for credit with a change in content.
3 credit hours. Prerequisite: consent of department chair. Offered as needed.

FREN 595: Master's Thesis
Credit is assigned in the semester that the thesis is completed and approved. No grade is given in this course.
6 credit hours. Prerequisite: open only to students enrolled in the M.A. program in French. Offered as needed.

General Education 2000 (GEN)

GEN 261: Intercultural Encounters: Judaism, Christianity, Islam
The intersection of world cultures in historical and/or contemporary contexts is studied. Students cannot receive credit for both General Education 261 and Anthropology 261.
4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered fall, spring, summer.

GEN 262: The Global Development Debate and Hunger
Students consider global development from both Western and non-Western perspectives and focus on hunger as a major development issue that confronts humankind.
4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, 3. Fulfills Gen. Ed. Core 4. Offered as needed.

Geography (GEOG)

Unless otherwise noted: prior to enrolling in any 300-level geography course, all students must have completed a 100- or 200-level geography course or have the consent of the department chair.

GEOG 100: Introduction to Environmental Studies
Focus is on the nature and extent of human modification of the earth's natural environments. (Formerly The Changing Environment of Man.)
3 credit hours. Gen. Ed. Category SB. Offered fall, spring, summer.

GEOG 101: Introduction to Geography
Cultural and physical elements of geography are considered individually, in interrelationship, and as these elements are found in areal patterns of political, cultural, and economic associations. Included is the use and interpretation of maps.
3 credit hours. Gen. Ed. Category SB. Offered fall, spring, summer.

GEOG 205: Earth's Physical Environments
Atmospheric, oceanic, and landform processes are studied as they shape and give character to the surface of the earth. Students cannot receive credit for both Geography 205 and Physical Science 205.
3 credit hours. Gen. Ed. Category SM. Offered fall, spring, summer.

GEOG 261: The New Global Village: The Future of the World's Great Cities
The processes and consequences of the migration of people to the great cities of the West and non-West are studied. Emphasis is on the diversity of histories and cultural legacies and the commonalities of the urbanization experience.
4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered fall or spring (alternate years).

GEOG 263: Human Response to Natural Disasters
How humans perceive and respond to natural disasters is a function of culture. Human responses to disasters, such as earthquakes, floods, and volcanic eruptions are explored through examination of cases drawn from around the globe.
4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered fall or spring (alternate years).

GEOG 301: Natural Resource Management
The extent and variety of natural resource use is examined, the environmental impacts thereof, and the management philosophies and efforts to regulate this use for the benefit of contemporary and future populations.
3 credit hours. Offered as needed.

GEOG 305: Geography of Rhode Island
Discussion centers on the geographic elements in the history and development of Rhode Island. Assessment is made of Rhode Island's place in the New England, national, and world scenes.
3 credit hours. Offered as needed.

GEOG 306: Geographic Skills and Methods
Skills and methods in theoretical and applied geography are covered. Interpretation of maps and data gathered through remote sensing is followed by the application of spatial data to problem-solving in the social and environmental sciences.
3 credit hours. Offered as needed.

GEOG 312: Historical Geography of the United States
The historical development of the United States is examined from a geographical viewpoint. Emphasis is on the interaction of physical and cultural elements which contribute to the emergence of distinctive landscapes, past and present.
3 credit hours. Offered as needed.

GEOG 313: Disaster Management
Focus is on societal responses to disasters and the systems created to deal with such phenomena. Included are causes of disasters and plans formulated to cope with them. (Formerly Human Response to Natural Disasters.)
3 credit hours. Offered as needed.

GEOG 320: Coastal Geography
The diverse geographic aspects of the land-sea interface are analyzed. Topics include coastal geomorphology and climate, fisheries and other natural resources, patterns of land use, and coastal regionalism.
3 credit hours. Offered as needed.

GEOG 337: Urban Political Geography
Geographic and political analyses are used to study the growth of cities. Discussion includes the role of cities on local, national, and world scales. Students cannot receive credit for both Geography 337 and Political Science 337.
3 credit hours. Prerequisite: any 100- or 200-level geography or political science course, or consent of department chair. Offered as needed.

GEOG 338: People, Houses, Neighborhoods, and Cities
City planning and housing development are studied within the context of how and why neighborhoods change over time. Attention is given to land use plans, zoning maps, and the city building process.
3 credit hours. Offered as needed.

GEOG 339: Metropolitan Providence: Past, Present, and Future
The historic growth, subsequent decline, and modern renaissance of Providence are examined. Topics include local politics, public policies, and major public building projects.
3 credit hours. Offered as needed.

GEOG 400: Regional Geography
The geographic elements of major world areas are assessed. Focus is on physical and cultural elements in a comparative context.
3 credit hours. Prerequisite: any 100- or 200-level course in a social science or consent of department chair. Offered fall and spring.

GEOG 407: New England Landscapes Pre-1900
New England's rich legacy of historical landscapes form the basis for this field-trip course. Topics include urbanization, traditional land uses, industrialization, leisure landscapes, maritime activities, and the evolution of landscape architecture.
3 credit hours. Prerequisite: any course in a social science or consent of department chair. Offered summer.

GEOG 408: New England Landscapes since 1900
Field studies of maturing 20th-century New England landscapes are conducted. Topics include the coastal zone, the metropolis, and the rural/urban fringe and rural New England. (Formerly Historical Landscapes of New England.)
3 credit hours. Prerequisite: any course in a social science or consent of department chair. Offered summer.

GEOG 460: Senior Seminar: Theory and Research
The evolution of geographic theories and philosophies is examined, along with their application to contemporary research problems. (Formerly Seminar in Geography.)
3 credit hours. Prerequisite: 18 credit hours of geography courses. Offered as needed.

GEOG 463: Internship in Geography
This internship, normally taken in the senior year, provides on-the-job experience in applied professional geography. Normally this involves a negotiated number of hours per week working in either a private firm or public agency.
3–6 credit hours. Prerequisite: open only to geography majors with consent of advisor. Offered as needed.

GEOG 470: Reading Course in Geography
Directed reading under the guidance of a geographer is determined on the basis of the student's and the instructor's interests.
1–4 credit hours. Prerequisite: consent of department chair. Offered as needed.

GEOG 490: Directed Study in Geography
The student selects a topic and undertakes concentrated research under the supervision of a faculty advisor.
1–4 credit hours. Prerequisite: consent of department chair, instructor with whom student wishes to work, and dean. Offered as needed.

German (GRMN)

GRMN 101: Elementary German I
Students develop the ability to understand, speak, read, and write in German and gain an understanding of German life and character. Language laboratory is required. Not open to students who have offered admission credit in German.
4 credit hours. Offered fall.

GRMN 102: Elementary German II
Four skills are developed: listening, speaking, reading, and writing within the context of German culture. Language laboratory is required.
4 credit hours. Prerequisite: GRMN 101 or one year of secondary school German, or consent of department chair. Offered spring.

GRMN 113: Intermediate German
The cultural and linguistic heritage of Germany is examined through selected readings. Grammar is reviewed and basic oral and written skills developed. Language laboratory is required.
3 credit hours. Gen. Ed. Category 5B. Prerequisite: GRMN 102, or three years of secondary school German, or a score of 500–549 on the CEEB Achievement Test in German. Offered as needed.

GRMN 114: Readings in Intermediate German
Literature as a reflection of the German-speaking world is examined through selected readings and the development of language skills continues through a communicative approach. Language laboratory is required.
3 credit hours. Prerequisite: GRMN 113 or equivalent, or a score of 550–599 on the CEEB Achievement Test in German, or consent of department chair. Offered as needed.

Gerontology (GRTL)

GRTL 315: Physical Aspects of Aging
This is a multidisciplinary approach to the study of human aging. Presented are concepts related to longevity and theories of aging.
3 credit hours. Prerequisite: SOC 217. Offered fall.

Health Education (HED)

HED 101: Human Sexuality
This is an introduction to human sexuality through multidisciplinary research and theory, with attention 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 issues through lecture, discussion, and class projects. Focus is on basic health issues, problems, and associated health behaviors.
3 credit hours. Offered fall, spring, summer.

HED 115: Fundamentals of First Aid and Cardiopulmonary Resuscitation
Fundamental principles and skills of basic first aid and cardiopulmonary resuscitation (CPR) are presented. Upon satisfactory completion of each unit, appropriate certification is available. This is an eight-week course.
(4) 2 credit hours. Offered fall, spring, summer.

HED 202: Principles of Health Education
The basic principles of health education in school and community settings are studied. Focus is on professional and personal philosophy, the influence of technology, entry-level responsibilities, and the future of the profession.
3 credit hours. Prerequisite: preceding or concurrent enrollment in HED 102, or consent of department chair. Offered fall.

HED 221: Nutrition
The fundamental principles of human nutrition are presented, with application to the planning of dietaries.
3 credit hours. Prerequisite: HED 102 or consent of department chair. Offered fall or 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 eventual behavior on society.
3 credit hours. Prerequisite: HED 102 or consent of department chair. Offered spring.

HED 300: Concepts of Teaching
This is the analytical study of teaching health education. Included are teaching models, the technical skills of teaching, instructional planning, classroom management strategies, and several observational techniques. School visits are required.
4 credit hours. Prerequisite: CEP 215 or equivalent, with a minimum grade of C; HED 102 and 202; minimum GPA of 2.50 in all previous courses; and admission to the health education teacher preparation program or consent of department chair. Offered fall.

HED 303: Community Health
Readings, discussions, and presentations are given on the critical issues of community health. Included are an interpretation of vital statistics, special populations, and communicable diseases. (Formerly Community Health and Safety.)
3 credit hours. Prerequisite: HED 102 and 202, or consent of department chair. Offered spring.

HED 307: Dynamics and Determinants of Disease
Focus is on the causes and impact of selected chronic and infectious diseases in specific human populations and environments. Included are prevention strategies and resources for health care.
3 credit hours. Prerequisite: HED 102 and 233, or consent of department chair. Offered spring.

HED 335: Consumer Health
Issues and problems affecting health consumerism are covered. Emphasis is on selecting health services; examining the appropriateness of wellness and health promotional activities; and interpreting and evaluating claims.
3 credit hours. Prerequisite: HED 102 or consent of department chair. Offered fall.

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 may not receive credit for both Physical Education 346 and Health Education 346.
(4) 3 credit hours. Prerequisite: 60 credit hours of undergraduate courses. Offered fall and spring.

HED 404: Organization and Administration of School Health Education Programs
The organizational and administrative relationships of coordinated school health education programs are presented. School health education issues are discussed in regard to specific administrative concerns.
3 credit hours. Prerequisite: 60 credit hours of undergraduate courses and preceding or concurrent enrollment in HED 300, or consent of department chair. Offered fall.

HED 406: Advanced Issues and Concerns in Community and Public Health
Students analyze further the etiology of various community health issues. Program planning, implementation, and evaluation are applied to a diversity of community and public health problems.
3 credit hours. Prerequisite: HED 303 or consent of department chair. Offered fall or spring.

HED 410: Stress Management
Students explore connections between mental and physical health as related to managing stress. Activities include identifying sources and the impact of stress on health, and the implementation of stress management techniques.
3 credit hours. Prerequisite: 60 credit hours or consent of department chair. Offered fall or 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: preceding or concurrent enrollment in HED 300 or consent of department chair. Offered fall or spring.

HED 418: Practicum in Health Education
Students learn to enhance classroom preparation and presentation of comprehensive health education in grades K-12. Included is the development of lesson and unit plans and supervised teaching experience in school settings.
4 credit hours. Prerequisite: 90 credit hours of undergraduate courses and HED 300, or consent of department chair. Offered spring.

HED 419: Practicum in Community Health
Under the guidance of College and agency personnel, students examine various health education programs, strategies for implementing programs, and the operation of various health agencies.
3 credit hours. Prerequisite: HED 303, 418, and consent of department chair. Offered fall.

HED 426: Community Health: Field Placement
Theoretical formulations discussed in previous courses are applied. Skills essential to the community health profession are developed and implemented in select community health agencies. Students also attend a related senior seminar.
9 credit hours. Prerequisite: satisfactory completion of all concentration and cognate courses, including CEP 215 and COMM 208, and a minimum cumulative GPA of 2.50. Offered fall, spring, or summer.

HED 427: Student Teaching in Health Education
Public school teaching experience is provided under the joint supervision of cooperating teachers and a College supervisor.
5 or 9 credit hours. Prerequisite: satisfactory completion of all major, cognate, and professional courses required prior to student teaching; concurrent enrollment in HED 428; a positive recommendation from the professor of each professional course; cumulative GPA of 2.50 a full semester prior to student teaching; completion of the technology competency requirement; 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 the development of classroom and time management, effective communication, knowledge of different learning styles, and teaching strategies.
1 credit hour. Prerequisite: concurrent enrollment in HED 427. Offered fall and spring.

HED 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. Also included are the philosophy, ethics, responsibilities, and practice of health education.
3 credit hours. Prerequisite: graduate status. Offered spring.

HED 501: Curriculum Design in Health Education
The development of curriculum in health education programs is considered with regard to individual and social needs. (Formerly Contemporary Designs of Health Education Programs.)
3 credit hours. Prerequisite: HED 500 or consent of instructor. Offered summer.

HED 505: Principles of Program Development in Health Education
Focus is on techniques, processes, and models of developing health education programs in schools, communities, and work sites. Emphasis is on planning, implementation, and evaluation strategies.
3 credit hours. Prerequisite: graduate status or consent of instructor. Offered spring.

HED 507: Epidemiology and Biostatistics
Focus is on the causes, frequencies, and distribution of diseases and health issues in various populations. Students collect, tabulate, analyze, and interpret statistical facts about the occurrence of health problems and deaths in a community.
3 credit hours. Prerequisite: graduate status or consent of instructor. Offered spring.

HED 530: Family Life and Sexuality Education
Human sexuality issues and sexuality education principles are studied. Students develop those skills necessary for implementing school-based sexuality education programs.
3 credit hours. Prerequisite: graduate status or consent of department chair. Offered once annually.

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 six 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 and summer.

HED 590: Directed Study in Health Education
Under faculty supervision, the student initiates a formal inquiry into a significant health issue or problem.
3 credit hours. Prerequisite: HED 562; consent of advisor, department chair, and dean. Offered as needed.

HED 591: Directed Reading in Health Education
Under faculty supervision, the student engages in intensive reading on a specific health issue.
3 credit hours. Prerequisite: HED 500, 501; consent of advisor, department chair, and dean. Offered as needed.

HED 592: Field Project in Health Education
An integration of theory and field experience, a major paper is written on a topic jointly selected by the student and a faculty advisor. The field project is normally completed toward the end of the graduate program.
3 credit hours. Prerequisite: HED 562; consent of advisor, department chair, and dean. Offered as needed.

History (HIST)

Prior to enrolling in any 300-level history course, all students must complete History 161 or have the consent of the department chair.

HIST 161: Western History
The evolution of European society from the Hebrews to the contemporary world is explored. Focus is on themes central to the lives of Western peoples. This is an introduction to historical thinking and skills.
4 credit hours. Gen. Ed. Core 2. Offered fall, spring, summer.

HIST 162: Perspectives on East Asia
East Asian civilization, from antiquity to the present, is introduced. Focus is on China and Japan. Included are significant thematic elements of culture, society, politics, literature, and art that distinguish East Asian from Western civilization.
4 credit hours. Gen. Ed. Core 3. Offered fall, spring, summer.

HIST 163: Perspectives on Africa
Africa, from the earliest times through the colonial era and the modern era, is examined. Topics include origins, myths and stereotypes, artistic and cultural values, sociopolitical and economic development, and colonial experience.
4 credit hours. Gen. Ed. Core 3. Offered fall, spring, summer.

HIST 164: Perspectives on Muslim History and Civilization
The origins and historical development of Muslim culture are introduced. Focus is on the cultural values, social life, artistic achievements, and contemporary concerns of the world's more than one billion Muslims.
4 credit hours. Gen. Ed. Core 3. Offered fall, spring, summer.

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 pre-contact, colonial, and modern periods to preserve their cultural identity and autonomy.
4 credit hours. Gen. Ed. Core 3. Offered fall, spring, summer.

HIST 200: The Nature of Historical Inquiry
This first course in the major introduces students to the tools of historical inquiry, the nature and evaluation of sources and evidence, and the conceptual framework of historical interpretation.
4 credit hours. Prerequisite: HIST 161. Offered fall and spring.

HIST 201: U.S. History to 1877
The development of the United States, from its colonial origins to the end of Reconstruction, is surveyed.
3 credit hours. Offered fall, spring, summer.

HIST 202: U.S. History from 1877 to the Present
The development of the United States, from the rise of industrialization to the present, is surveyed.
3 credit hours. Offered fall, spring, summer.

HIST 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 262: Social Issues in Technology
Selected problems that arise from the development and implementation of new technology are studied. Included are the social, economic, political, and ethical considerations that inform public policy decisions regarding technology.
4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered as needed.

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, spring, summer.

HIST 264: Religious Resurgence and Democratic Politics
The relationship between religious resurgence and democratization in the contemporary world is explored by examining the political significance of the monotheistic commitment in Judaism, Christianity, and Islam.
4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered as needed.

HIST 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. (Formerly History 301.)
3 credit hours. Offered as needed.

HIST 301: Alexander and the Hellenistic World
This is an examination of the political, economic, social, and philosophical changes that took place in Greece, the eastern Mediterranean, and Asia Minor in the period from the unification of Macedon to the Roman conquest.
3 credit hours. Offered as needed.

HIST 302: The Roman Republic
The development of Rome is explored from its eighth-century B.C. founding to the end of the Roman Republic, with emphasis on constitutional development, imperial expansion, and changing economic and social conditions.
3 credit hours. Offered as needed.

HIST 303: The Roman Empire
The development of the Roman Empire is explored from the founding of the Julio-Claudian dynasty to the end of Roman rule in the West.
3 credit hours. Offered as needed.

HIST 304: Medieval History
Western civilization is explored from the breakup of the Roman Empire to the beginning of the 14th century. Attention is given to the rise of Christianity, feudalism, and economic and technological developments. (Formerly History 303.)
3 credit hours. Offered as needed.

HIST 305: The Age of the Renaissance
Europe's transition from the Middle Ages to the early modern period is studied. Focus is on changing patterns of thought and art forms that occur in the Italian city-states of the 14th and 15th centuries. (Formerly History 315.)
3 credit hours. Offered as needed.

HIST 306: The Age of the Reformation
The religious crisis of the 16th century is studied, including the political, economic, and intellectual context within which the Reformation occurred. (Formerly History 316.)
3 credit hours. Offered as needed.

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. (Formerly History 318.)
3 credit hours. Offered as needed.

HIST 308: Europe in the Age of Revolution, 1789–1850
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. (Formerly History 319.)
3 credit hours. Offered as needed.

HIST 309: Europe in the Age of Nationalism, 1850–1914
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. (Formerly History 320.)
3 credit hours. Offered as needed.

HIST 310: Twentieth-Century Europe
Beginning with the First World War, students explore such topics as the Treaty of Versailles, the Roaring Twenties, the rise of communism and fascism, the Second World War, and the Cold War. (Formerly History 321.)
3 credit hours. Offered as needed.

HIST 311: The Modern European Nation-State
Focus is on a particular nation-state: Britain, France, Germany, or Italy. Modern state building and economic and social developments are traced. This course may be repeated for credit with a change in content.
3 credit hours. Offered as needed.

HIST 312: The Rise of the Russian Empire
Russian history from 862 to the 1917 revolutions is studied. Topics include the origins of the Slavs, native and foreign roots of Russian civilization, the rise of the bureaucratic state, and territorial expansion and diplomacy. (Formerly History 324.)
3 credit hours. Offered as needed.

HIST 313: The Soviet Union and After
Major issues and events of Soviet and post-Soviet history are discussed, including 1917 and the Bolsheviks, Stalin's revolution, World War II and the Cold War, and the Soviet Union's collapse.
3 credit hours. Offered as needed.

HIST 314: Women in European History
The experiences of women in the context of European history are examined. Topics such as political roles, economic activities, and social and cultural contributions serve as major themes.
3 credit hours. Offered as needed.

HIST 315: Western Legal Systems
The development of English common law and continental European civil law are studied, with emphasis on jurisprudence, legislation, and law codes. Students may not receive credit for both Political Science 315 and History 315.
3 credit hours. 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. (Formerly History 341.)
3 credit hours. Offered as needed.

HIST 321: The American Revolution
Emphasis is on the origins and development of the revolution, its critical role in the formation of American nationhood, and its legacy for the early 19th century. (Formerly History 342.)
3 credit hours. Offered as needed.

HIST 322: The Era of American Expansion and Civil War
The development of the United States from the War of 1812 to the end of the Civil War is examined. Consideration is given to the foundation of American foreign policy, westward expansion and sectionalism, and slavery. (Formerly History 352.)
3 credit hours. Offered as needed.

HIST 323: The Emergence of Modern America
Major developments in U.S. history from 1865 to 1920 are studied. Reconstruction, industrialization, urbanization, reform movements, and American foreign policy through World War I are considered. (Formerly History 354.)
3 credit hours. Offered as needed.

HIST 324: America, 1914–1945
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 which contributed to that change.
3 credit hours. Offered as needed.

HIST 325: America since 1945
Major post-World War II developments in foreign policy are examined, along with domestic issues of political, social, and economic significance. The objective is to understand the historical importance of people, events, and trends.
3 credit hours. Offered as needed.

HIST 326: American Cultural History: The 19th Century
The development of American culture from the Revolution to the end of the 19th century is studied. Topics include nationalism, religious movements, social reform, and popular culture.
3 credit hours. Offered as needed.

HIST 327: American Cultural History: The 20th Century
The development of American culture from the turn-of-the-century to the present is explored. Topics include pluralism, popular culture, feminism, working-class movements, and competing social and political ideologies.
3 credit hours. Offered as needed.

HIST 328: Economic History of the United States
The development of the American economy is analyzed, with emphasis on the 19th and 20th centuries. Both historical and economic insights are applied. (Formerly History 348.)
3 credit hours. Offered as needed.

HIST 329: The City in American History
The role of the city in American development is examined from the colonial period to the present. Emphasis is on patterns of growth, planning, city life and culture, urban politics and services, and architecture. (Formerly History 349.)
3 credit hours. Offered as needed.

HIST 330: History of American Immigration
The role of immigrants and ethnic groups in the development of the United States is examined. Topics include the causes of immigration, nativism, impact on the city, cultural conflict, and assimilation. (Formerly History 345.)
3 credit hours. Offered as needed.

HIST 331: Rhode Island History
Rhode Island's colonial and revolutionary origins, the problems of 19th- and 20th-century industrial growth and social change, and other topics are surveyed.
3 credit hours. Offered as needed.

HIST 332: The American Presidency
The evolution of the institution and function of the presidency is examined. Students cannot receive credit for both History 332 and Political Science 357. (Formerly History 357.)
3 credit hours. Offered as needed.

HIST 333: Women in American History
Focus is on the social, cultural, and public role of women in the United States. Topics include women's political roles, economic activities, and social and cultural experiences. (Formerly History 335: Women in History.)
3 credit hours. Offered as needed.

HIST 334: The Black Experience in America
Topics include the African background of black Americans, the development of slavery, the abolitionist movement, the legislative and judicial drive to equality, and the social and cultural contributions of black Americans.
3 credit hours. Offered as needed.

HIST 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 19th century, with particular emphasis on the diversity of cultural phenomena.
3 credit hours. Offered as needed.

HIST 341: The Muslim World in Modern Times, 1800 to the Present
The Middle East and the Muslim areas of Central Asia from the 19th century to the present are surveyed, with emphasis on the breakdown of traditional societies and the emergence of a regional state system.
3 credit hours. Offered as needed.

HIST 342: Islam and Politics in Modern History
This is a study of the causes, manifestations, and forms of Islamic resurgence since the 19th century. Islam's role in relationship to sociopolitical changes is analyzed through selected case studies.
3 credit hours. Offered as needed.

HIST 343: Conflicts in the Contemporary Middle East
This is an investigation into the root causes and an elaboration of some of the many conflicts that afflict the contemporary Middle East. (Formerly History 307: The Arab-Israeli Conflict.)
3 credit hours. Offered as needed.

HIST 344: History of East Asia to 1600
The traditional culture and history of East Asia is examined. Emphasis is on major systems of thought, such as Confucianism, Taoism, and Buddhism, traditional social institutions, and the imperial system. (Formerly History 310.)
3 credit hours. Offered as needed.

HIST 345: History of China in Modern Times
Focus is on the Ch'ing dynasty, the impact of the West, the ensuing conflict between traditionalists, reformers, and revolutionaries, and the rise of nationalism and communism.
3 credit hours. Offered as needed.

HIST 346: History of Japan in Modern Times
The Tokugawa Shogunate and the Meiji Restoration are examined. Emphasis is on the development of democracy, militarism, the Japanese Empire through World War II, and the rise of the new Japan.
3 credit hours. Offered as needed.

HIST 347: Foreign Relations of East Asia in Modern Times
Focus is on diplomacy and foreign relations in East Asia from the early 19th century to the present. Topics include the Opium War, the opening of Japan, the two Sino-Japanese Wars, the Boxer Rebellion, the Russo-Japanese War, and World War II.
3 credit hours. Offered as needed.

HIST 348: Africa under Colonial Rule
African societies and institutions of the early 19th century are examined. Topics include imperialism, the intrusion of European powers, the African response, and African nationalism and independence. (Formerly Modern African History.)
3 credit hours. Offered as needed.

HIST 349: History of Contemporary Africa
Africa from 1960 to the present is examined. Topics include the nature of independence, Africa in world affairs, problems of nation building, and the search for unity, stability, and regional cooperation.
3 credit hours. Offered as needed.

HIST 352: Colonial Latin America
The period from 1492 to the eve of independence is examined, with emphasis on Native American culture, Spanish colonization, colonial rivalry with France and England, and inner conflicts within the settled areas. (Formerly History 358.)
3 credit hours. Offered as needed.

HIST 353: Modern Latin America
The process of achieving independence is discussed, together with the political, economic, and social evolution of the Spanish-speaking republics, Brazil, and the Caribbean area. (Formerly History 359.)
3 credit hours. Offered as needed.

HIST 355: Everyday Life History
Traditional and modern societies are examined from the bottom up. Attention is given to material well-being; sexuality, marriage, family, and childhood; crime, disease, and death; and leisure and escapism. (Formerly History 337.)
3 credit hours. Offered as needed.

HIST 356: Modern Revolutions
Political and social revolutions in the modern era are examined. Topics include the old regime, causation, popular activity, ideology, leadership, and the role and grievances of various social groups. (Formerly History 326.)
3 credit hours. Offered as needed.

HIST 357: The Rise of Modern Science
This is an exploration of the origins, characteristic features, and implications of the scientific revolution since the 16th century. Students cannot receive credit for both History 357 and Physical Science 357. (Formerly History 338.)
(4) 3 credit hours. Offered as needed.

HIST 361: Seminar in History
Building on the students' experience in History 200, emphasis is on issues in historiography, the identification and definition of historical problems, the researching and writing of a substantial paper, and historical criticism.
4 credit hours. Prerequisite: HIST 200 and 15 additional credit hours of history courses. Offered fall and spring.

HIST 362: Reading Seminar in History
Building on history and social science courses, this seminar involves extensive reading and discussion of selected historical themes. Focus is on historiographical issues.
4 credit hours. Prerequisite: HIST 200, 15 additional credit hours of history courses, and 12 credit hours of social sciences courses. Offered fall and spring as needed.

HIST 363: Internship in Applied History
This independent study places students in organizations appropriate to their studies, such as historical museums and societies, archives, preservation organizations, government agencies, and private businesses.
3–6 credit hours. Prerequisite: HIST 200; three additional 300-level history courses; overall GPA of at least 2.75; and written proposal listing objectives, program of study, and evaluation criteria approved by advisor, faculty supervisor, and department chair. Offered as needed.

HIST 371: Reading Course in History
In this independent study, students read selected materials under the careful guidance of a historian.
3 credit hours. Prerequisite: open only to seniors who have had suitable course work and who have the consent of the instructor and department chair. Offered as needed.

HIST 390: Directed Study
Under the supervision of faculty advisor, honors candidates in the first semester of their senior year undertake concentrated research.
4 credit hours. Prerequisite: admission to honors program. Offered as needed.

HIST 391: Directed Study
Honors candidates in the second semester of their senior year prepare a final draft of the honors essay and submit it to the department for acceptance.
4 credit hours. Prerequisite: HIST 390. Offered as needed.

HIST 501: Historiography
This is an introduction to the theories and types of history and the various schools of historical thought.
3 credit hours. Prerequisite: consent of department chair and graduate advisor. Offered fall.

HIST 521: Topics in Comparative History
Aimed at providing a theoretical and practical appreciation of historical comparison and generalization, the methodological basis of comparative history is examined.
3 credit hours. Prerequisite: consent of department chair and graduate advisor. Offered spring.

HIST 550: Topics in American History
Focus is on varying topics in American history, from the Colonial Era to the present.
3 credit hours. Prerequisite: consent of department chair and graduate dean. Offered as needed.

HIST 551: Topics in Western History
Focus is on varying topics in Western history, from the Ancient World to the present.
3 credit hours. Prerequisite: consent of department chair and graduate dean. Offered as needed.

HIST 552: Topics in Non-Western History
Focus is on varying topics in non-Western history, which investigates Africa, Asia, and the Middle East.
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 context and extended bibliography of a select topic. Analysis, critical thinking, and comparative study are developed. This course may be repeated for credit with a change in content.
3 credit hours. Prerequisite: graduate status and consent of graduate advisor and department chair. Offered spring.

HIST 571: Graduate Reading Course in History
Students engage in independent study under the guidance of a historian.
3 credit hours. Prerequisite: open only to graduate students who have had suitable course work and who have consent of the instructor and department chair. Offered as needed.

HIST 599: Directed Graduate Research
This course is for M.A. and M.A.T. candidates who are preparing a thesis or field paper under the supervision of a faculty member. Credit is assigned in the semester that the paper is completed and approved. No grade is given.
3–6 credit hours. Offered as needed.

Honors (HONR)

HONR 161: Studies in Western Cultures I
Selected issues and developments are examined in Western cultures from the ancient world to the Renaissance. The approach is interdisciplinary, integrating literary, historical, and other perspectives. Emphasis is on the study of primary texts.
4 credit hours. Prerequisite: acceptance into the College Honors Program or consent of program director. Offered fall.

HONR 162: Studies in Western Cultures II
Selected issues and developments are examined in Western cultures from the 17th century to the present. The approach is interdisciplinary, integrating literary, historical, and other perspectives. Emphasis is on the study of primary texts.
4 credit hours. Prerequisite: acceptance into the College Honors Program or consent of program director. Offered spring.

HONR 163: Studies in Non-Western Cultures
Selected issues and developments are examined in non-Western cultures from various disciplinary and interdisciplinary perspectives. Emphasis is on the response of non-Western cultures to challenges faced by Western cultures.
4 credit hours. Prerequisite: acceptance into the College Honors Program or consent of program director. Offered fall.

HONR 264: Critical Inquiry into Cultural Issues
Students examine limited topics of general cross-cultural interest from various disciplinary and interdisciplinary perspectives. Emphasis is on the study of primary texts.
4 credit hours. Prerequisite: acceptance into the College Honors Program or consent of program director. Offered spring.

Industrial Technology (INDT)

INDT 201: Technical Communications
Various technical communications processes and techniques employed in the manufacturing enterprise are examined, such as engineering drawings, manufacturing process flow charts, standards and routings, and item/work center masters.
3 credit hours. Offered as needed.

INDT 203: Computer-Aided Design and Drafting (CADD) I
The use of computers for drafting and design applications is introduced. Students learn basic computer graphics techniques and advance to computer-aided drafting and design, both 2-D and 3-D, using state-of-the-art aids and software.
(6) 3 credit hours. Prerequisite: consent of instructor. Offered fall and spring.

INDT 221: Introduction to Manufacturing Systems
Concepts and practices related to the development of modern-day manufacturing systems are studied. Process configuration options and alternative systems of manufacturing that use lean production concepts and agile principles are included. (Formerly Introduction to Manufacturing Technologies.)
3 credit hours. Offered spring.

INDT 231: Occupational and Environmental Safety Management
Current processes and strategies employed by industry in dealing with hazardous materials and safety in the workplace are examined. (Formerly Hazardous Materials/Safety Management.)
3 credit hours. Offered as needed.

INDT 232: Introduction to Graphic Communications Technology
The development of printing and the printing industry are introduced. The processes of offset and screen printing are presented, along with continuous tone and process photography. (Formerly Graphic Arts Technology.)
(6) 3 credit hours. Offered fall and spring.

INDT 300: Product Development
Methods commonly employed to develop new or renewed products are explored. Students work in teams to bring a new product concept through a structured product development process. (Formerly Product Development and Delivery.)
3 credit hours. Offered as needed.

INDT 303: Computer-Aided Design and Drafting (CADD) II
The total capabilities of the CADD systems are addressed. Designing is both architectural and mechanical, with emphasis on creativity and manipulation of the designs.
(6) 3 credit hours. Prerequisite: INDT 203 or consent of instructor. Offered as needed.

INDT 305: Foundations of Manufacturing Planning and Control (MPC) Systems
The current systems and techniques employed by manufacturing companies in their efforts to plan and control manufacturing and distribution operations are presented. (Formerly Manufacturing Planning and Control (MPC) Systems.)
3 credit hours. Prerequisite: MATH 181 or consent of instructor. Offered as needed.

INDT 310: Leadership in the Workplace
Concepts and skills of leadership needed in a flexible, knowledge-focused manufacturing environment are studied and practiced. Effective and ineffective leadership styles are presented. (Formerly Plant Supervision and Management.)
3 credit hours. Offered as needed.

INDT 316: Industrial Materials
Industrial materials are reviewed and their applications undertaken. Study includes the physical, chemical, and mechanical properties of materials and the ways in which the properties can be altered to fit the requirements of design.
3 credit hours. Offered as needed.

INDT 325: Statistical Process Control
The principles and applications of statistical process control are examined. Study includes basic statistics, graphic methods of presentation, histogram, normal distribution curve, and variable and attribute control charts.
3 credit hours. Prerequisite: MATH 181 or consent of instructor. Offered as needed.

INDT 331: Offset Press I
Those industries that use photo offset are studied. Emphasis is on camera work, stripping, plate making, and presswork. Included are photographic conversion of line and halftone copy and instant-print methods. (Formerly Photo Offset.)
3 credit hours. Prerequisite: INDT 232 or consent of instructor. Offered fall.

INDT 333: Presentation Techniques
Computer-driven techniques required for document design and production are presented. A range of technical hardware and software are used. (Formerly Electronic Publishing I.)
(6) 3 credit hours. Offered fall and spring.

INDT 335: Process Analysis
Students analyze the productivity of work processes. Topics include process design; mapping, measuring, and modifying existing processes; and the fundamentals of productivity measurement. (Formerly Product/Process Cost Evaluation.)
3 credit hours. Prerequisite: INDT 201 or consent of instructor. Offered as needed.

INDT 337: Digital Photographic Reproduction
The changing nature of photographic reproduction in the printing industry is explored. Traditional and digital photographic imaging quality are compared and digital black and white images are prepared for printing.
3 credit hours. Prerequisite: INDT 232. Offered as needed.

INDT 341: Applied Contemporary Manufacturing Issues and Strategies
The changing manufacturing environment and other contemporary topics are examined in the context of a highly competitive international marketplace. (Formerly Structure of Industrial Competition.)
3 credit hours. Prerequisite: INDT 305 or consent of instructor. Offered as needed.

INDT 342: Sales and Operations Planning
The principles and methodologies employed in sales and operations plan development and maintenance are examined. Study includes current and emerging systems, technologies, and practices. (Formerly Master Planning.)
3 credit hours. Prerequisite: INDT 305 or consent of instructor. Offered as needed.

INDT 355: Quality Concepts
Issues of quality planning, control, and improvement are covered. Topics include concepts and techniques for problem solving, product versus process control, assessing process capabilities, and quality costs. (Formerly Quality Control.)
3 credit hours. Offered as needed.

INDT 403: Computer-Integrated Manufacturing (CIM)
This is the integration of design/manufacturing developed in prerequisite courses. Integrating CAD/CAM is essential for reducing product development cycle time.
3 credit hours. Prerequisite: INDT 203 and 221 or 341. Offered as needed.

INDT 416: Manufacturing Processes
Methods of processing metal, plastic, and ceramic materials are introduced. The major families of processes are also addressed, such as forming, separating, conditioning, assembly, and finishing.
3 credit hours. Offered spring.

INDT 433: Offset Press II
Focus is on the printing of four-color images. Students troubleshoot and solve press problems, print four-color images on a two-color press, and problem solve four- to six-color images on an offset press simulator.
(6) 3 credit hours. Prerequisite: INDT 331, 333, 337, or consent of instructor. Offered as needed.

INDT 434: Electronic Publishing for Prepress
Focus is on design for readability and planning for cost and time efficiency. Advanced features of page-layout software are explored. A final portfolio is required. (Formerly Electronic Publishing II.)
3 credit hours. Prerequisite: INDT 333. Offered fall, spring, summer.

INDT 435: Color Reproduction
The additive and subtractive theories of color reproduction are presented. Included are spot and process color separation using computer and photographic methods, color proofing, and offset printing. Lecture and laboratory.
(6) 3 credit hours. Prerequisite: INDT 232, 331, 332. Offered spring.

INDT 441: Enterprise Resource Planning
The theory, operating principles, approaches, and techniques used to schedule, control, measure, and evaluate the effectiveness of manufacturing operations are presented. (Formerly Material Requirements Planning.)
3 credit hours. Prerequisite: INDT 305 or consent of instructor. Offered as needed.

INDT 443: MPC Systems and Technologies
The principles, approaches, and techniques used to schedule, control, measure, and evaluate the effectiveness of manufacturing operations are presented. (Formerly Manufacturing Planning and Control (MPC).)
3 credit hours. Prerequisite: INDT 305 or consent of instructor. Offered as needed.

INDT 444: Just-in-Time Principles and Practices
The principles and practices of both the underlying philosophies and the applications of Just-in-Time (JIT) are presented.
3 credit hours. Prerequisite: INDT 305 or consent of instructor. Offered as needed.

INDT 449: Color Correction and Control
Focus is on preparing images for printing. Included are color correction, sharpening, silhouetting, and other techniques used in production. Calibration and color management issues are explored to control and predict the final color output.
(6) 3 credit hours. Prerequisite: INDT 232, 333, 337, 434, 435. Offered once annually.

INDT 460: Demonstration/Research Projects
This is the capstone course for all students majoring in industrial technology. Evidence of competency is required through a demonstration or research project related to the course of study and approved in advance by the advisor.
3 credit hours. Prerequisite: all courses in the respective concentration as defined by the student's approved plan of study. Offered as needed.

INDT 467: Directed Internship
Students are assigned to a business, an industrial organization, or a not-for-profit organization and supervised by a mentor. They receive one 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 Center for Management and Technology program, and consent of internship director and appropriate faculty member. Offered fall, spring, summer.

INDT 531: Issues Affecting the Work Place
Study is made of the technological, sociological, economic, and legal issues that impact the effective integration of human resources in the manufacturing enterprise.
3 credit hours. Offered as needed.

INDT 532: Systems for Productivity
The manufacturing firm is viewed as a socio-technical system. Effective models for combining the elements of production in order to optimize results and work-place quality are considered.
3 credit hours. Prerequisite: INDT 531. Offered as needed.

INDT 551: Contemporary Manufacturing Issues and Strategies
The current and emerging manufacturing issues and strategies relative to developing and maintaining competitive advantage are studied. Selections from current industry journals, magazines, periodicals, and texts are used.
3 credit hours. Offered as needed.

INDT 552: Strategic and Operational Planning
Models for assessing competitive environments, carrying out the strategic planning process, and linking strategic plans with the operational infrastructure are studied.
3 credit hours. Prerequisite: INDT 551. Offered as needed.

INDT 561: Current and Emerging Technologies for Manufacturing
The application, implementation, and integration issues associated with the use of current and emerging technologies for competitive advantage in the manufacturing enterprise are studied.
3 credit hours. Prerequisite: INDT 300. Offered as needed.

INDT 562: Financial Issues for Manufacturing
Current and emerging financial management systems are reviewed, along with the principles and techniques vital to the decision-making process and the appraisal of their relevance in the new manufacturing enterprise.
3 credit hours. Prerequisite: INDT 335. Offered as needed.

INDT 563: Total Quality Management
The principles, prerequisites, and techniques for designing, implementing, sustaining, and evaluating a total quality management program throughout the manufacturing enterprise are studied.
3 credit hours. Prerequisite: INDT 355. Offered as needed.

INDT 564: Logistics
Students examine the market-driven activities of the manufacturing enterprise necessary to plan and procure materials, control manufacturing, and distribute products to customers.
3 credit hours. Prerequisite: INDT 305. Offered as needed.

INDT 565: Manufacturing Excellence: Principles and Applications
Current and emerging principles and applications of manufacturing excellence and the new competitive challenges of an international marketplace are examined. Topics include automation, product/process development, and quality.
3 credit hours. Prerequisite: INDT 564. Offered as needed.

INDT 566: Manufacturing Resource Planning
Current developments in the implementation and use of manufacturing planning and control systems and the role of such systems as tools for simulating manufacturing strategies and linking strategic and operational plans are examined.
3 credit hours. Prerequisite: INDT 565. Offered as needed.

INDT 571: Problem Solving and Critical Thinking
Models and techniques for effective problem solving, decision making, and the promotion of innovative thinking are studied and practiced. Emphasis is on individual and team applications.
3 credit hours. Offered as needed.

INDT 690: Directed Research Seminar
This is the terminal course in the Master of Science program in industrial technology. An applied research, evaluation, or development project is required as well as written and oral presentations of project procedures and results.
3 credit hours. Prerequisite: INDT 532, 551, 552, 562, 563, 564, 565, 566, 571. Offered as needed.

Instructional Technology (INST)

INST 251: Introduction to Emerging Technologies
The basic skills and knowledge of using technology to achieve teaching and learning goals are developed. Theoretical and practical knowledge are directed toward integrating technology into the instructional process.
3 credit hours. Offered fall, spring, summer.

INST 404: Preparing and Using Instructional Materials
Students produce a variety of instructional materials and learn to operate several types of audiovisual equipment. Demonstrations focus on how to use materials and equipment effectively with diverse audiences.
3 credit hours. Prerequisite: six credit hours of teacher preparation courses or consent of department chair. Offered as needed.

Italian (ITAL)

ITAL 101: Elementary Italian I
Students develop the ability to understand, speak, read, and write in Italian and gain an understanding of Italian life and character. Language laboratory is required. Not open to students who have offered admission credit in Italian.
4 credit hours. Offered fall, spring, summer.

ITAL 102: Elementary Italian II
Four skills are developed: listening, speaking, reading, and writing within the context of Italian culture. Language laboratory is required.
4 credit hours. Prerequisite: ITAL 101 or one year of secondary school Italian, or consent of department chair. Offered spring and summer.

ITAL 113: Intermediate Italian
The cultural and linguistic heritage of Italy is examined through selected readings. Grammar is reviewed and basic oral and written skills developed. Language laboratory is required.
3 credit hours. Gen. Ed. Category 5B. Prerequisite: ITAL 102 or three years of secondary school Italian or a score of 500–549 on the CEEB Achievement Test in Italian. Offered fall.

ITAL 114: Readings in Intermediate Italian
Literature as a reflection of the heritage of the Italian people is examined. The development of oral and reading skills are continued, and some attention is given to written practice.
3 credit hours. Prerequisite: ITAL 113 or equivalent, or a score of 550–599 on the CEEB Achievement Test in Italian, or consent of department chair. Offered spring.

ITAL 201: Conversation and Composition
Emphasis is on the use of correct spoken Italian on an advanced level. Attention is given to correct pronunciation through practice in the Language Laboratory and elementary work in phonetics.
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.

Justice Studies (JSTD)

JSTD 466: Seminar in Justice Studies
This is an integrating experience for the justice studies program. It may include lectures by professionals in the justice field, small group discussions, field trips, and student presentations.
3 credit hours. Prerequisite: senior standing, POL 332, SOC 309, and nine additional credit hours of justice studies courses. 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, multi-union 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 writing of the 19th and 20th centuries is examined. Topics may include the work ethic, personal values, changing attitudes towards work, and the image of the worker in poetry, prose, drama, and film.
3 credit hours. Offered as needed.

COURSE DESCRIPTIONS

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: nine credit hours of labor studies courses or consent of coordinator. Offered as needed.

LBRS 302: Collective Bargaining and Contract Administration
The processes and machinery of contract negotiation and enforcement are studied. Topics include bargaining structures, economic issues, standards for wage bargaining, pensions, job security, inflation, and the jobs of stewards.
3 credit hours. Prerequisite: nine credit hours of labor studies courses or consent of coordinator. Offered as needed.

LBRS 303: The Sociology of Work
Students' work experiences and career choices are examined against the backdrop of occupational and social change: the workplace, labor markets, and the family. Students cannot receive credit for both Labor Studies 303 and Sociology 303.
3 credit hours. Prerequisite: nine credit hours of labor studies courses or consent of coordinator. Offered as needed.

LBRS 304: Contemporary Labor Problems
The historical (social, economic, political, intellectual) perspective on some of the troublesome issues of contemporary labor relations is studied. Selected topics are investigated with the help of guest lecturers expert on these topics.
3 credit hours. Prerequisite: nine credit hours of labor studies courses or consent of coordinator. Offered as needed.

LBRS 305: Women and Work
The experiences of women in and in relation to the paid work force, the family, and the community are examined. Topics are the history, growth, and definition of women's occupations, job experiences, and roles in labor unions.
3 credit hours. Prerequisite: nine credit hours of labor studies courses or consent of coordinator. Offered as needed.

LBRS 306: Organized Labor and the Urban Crisis
The critical role played by organized labor in the urban community is studied, through a historical and topical approach. Pressures placed on organized labor by modern society and labor's reactions to those pressures are also assessed.
3 credit hours. Prerequisite: nine credit hours of labor studies courses or consent of instructor. 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: nine credit hours of labor studies courses or consent of coordinator. Offered as needed.

LBRS 361: Seminar on the Future of the Labor Movement
This seminar functions as a study commission charged to develop a report on the future of the labor movement. The project is organized so that students may develop their own specific areas of responsibility and expertise.
3 credit hours. Prerequisite: 15 credit hours of labor studies courses or consent of coordinator. Offered as needed.

Latin (LATN)

LATN 101: Elementary Latin I
The spirit and culture of the classical Roman world is introduced through study of the grammar and syntax of classical Latin and readings from Latin authors. An appreciation of the Roman world's contribution to Western civilization is gained.
3 credit hours. Offered fall (odd years).

LATN 102: Elementary Latin II
This is a continuation of Latin 101.
3 credit hours. Prerequisite: LATN 101 or equivalent. Offered spring (even years).

LATN 113: Intermediate Latin
Readings selected from authors from Cicero to the Goliards provide insight into the spectrum of Roman culture from the Republic to the Middle Ages.
3 credit hours. Prerequisite: LATN 102 or equivalent, or two years of secondary school Latin. Offered as needed.

LATN 114: Readings in Intermediate Latin
Through readings of a major author or authors, the cultural and literary milieux of the ancient Roman world are examined. Grammar is reviewed, when necessary, for accurate comprehension.
3 credit hours. Prerequisite: LATN 113 or equivalent, or three years of secondary school Latin. Offered as needed.

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 instructor and director of Latin American studies. Open only to students in the interdepartmental major in Latin American studies. Offered as needed.

Management (MGT)

Prior to enrolling in any 300-level management course, all students must have junior standing.

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 249: Business Statistics II
A continuation of Mathematics 248, emphasis is on applied statistics, both parametric and nonparametric. Students cannot receive credit for both Management 249 and Mathematics 445.
3 credit hours. Prerequisite: MATH 240, 248, or consent of instructor. Offered fall, spring, summer.

MGT 261: Comparative Business Ethics in Literature: United States and Japan
Through critical analysis of business activities portrayed in novels, plays, and film, students examine the difference between the behavior of U.S. and Japanese companies, using Confucian principles and Western ethical theory.
4 credit hours. Prerequisite: Gen. Ed. Core 1, 2; and 3, Fulfills Gen. Ed. Core 4. Offered as needed.

MGT 301: Foundations of Management
The various fields of management, including basic concepts about managers, organizations of all types, and the nature and function of management, are studied. These concepts are applied in case studies and exercises.
3 credit hours. Prerequisite: junior standing. Offered fall, spring, summer.

MGT 302: Legal Environment of Business
Emphasis is on the nature of legal systems and processes. Topics include the American legal system; private law, such as contract, property, and consumer law; business organizations, including agency and securities regulations; and antitrust law.
3 credit hours. Prerequisite: MGT 301. Offered fall, spring, summer.

MGT 305: Women in Management
Issues regarding the role and status of women in management are discussed.
3 credit hours. Prerequisite: MGT 301 or consent of instructor. Offered spring.

MGT 310: Small Business Management
Entrepreneurial attributes and applications of relevant management concepts to a small business are assessed. A business plan is developed. (Formerly Management 303.)
3 credit hours. Prerequisite: MGT 301. Offered spring.

MGT 311: Entrepreneurship and New Ventures
This is an examination of venture initiation, new venture development, venture capital, and small business development, useful to potential entrepreneurs. Emphasis is on decision making involving market and venture uncertainty.
3 credit hours. Prerequisite: MGT 310 or consent of chair. Offered fall.

MGT 314: Practicum in Small Business
Senior-level students engage in practical small business challenges. Under direct faculty supervision, students diagnose and make recommendations to the management of the sponsoring small business.
3 credit hours. Prerequisite: MGT 310, 311; MKT 321 (not concurrent). Offered as needed.

MGT 320: Human Resource Management
An overview is given of the role of the general manager and human resource specialist in managing the human resources of organizations. (Formerly Personnel Management.)
3 credit hours. Prerequisite: MGT 301. Offered fall, spring, summer.

MGT 322: Organizational Behavior
This is an investigation of how and why certain events and behavioral processes occur in organizations and how a manager can influence those processes. Focus is on individuals and groups in the organization.
3 credit hours. Prerequisite: MGT 301. Offered fall and spring.

MGT 329: Organization Management: A Macro Perspective
Focus is on organizations as aggregates of people in departments or divisions and the structure and behavior of those aggregates. Students may receive credit for only one of the following: Management 329; Sociology 306, 329.
3 credit hours. Prerequisite: MGT 301 or consent of department chair. Offered fall and spring.

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 341: Business, Government, and Society
Focus is on dynamic social, legal, political, economic, and ecological issues which require socially responsible behavior on the part of individuals and organizations.
3 credit hours. 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 co-determination in West Germany.
3 credit hours. Prerequisite: MGT 301 or consent of instructor. Offered fall.

MGT 343: Business Law
The principles and philosophy necessary for understanding the legal concepts constraining operations of a business are studied. Skills are developed which enable the manager to foresee legal problems arising from various circumstances.
3 credit hours. Offered fall.

MGT 344: Law of Business Organizations
Forms of business organizations: partnerships and corporations are examined. Securities, regulations, accountants' liability, and insurance law are also covered.
3 credit hours. Offered spring.

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 348: Operations Management
Analytical and quantitative techniques relevant to managerial decision making are surveyed. Included are break-even analyses, inventory models, linear programming, queuing, simulation, facility planning, and network analysis.
3 credit hours. Prerequisite: MGT 249 and 301. Offered fall, spring, summer.

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 249 and 320. Offered fall.

MGT 424: Labor Relations
Topics include the history of labor unions, the legal framework of collective bargaining, the union representation process, contract negotiation, and contract administration.
3 credit hours. Prerequisite: MGT 320. Offered spring.

MGT 425: Recruitment and Selection
Concepts and methods involved in designing and managing the recruitment and selection functions of management are examined. (Formerly Selection, Training, and Development.)
3 credit hours. Prerequisite: MGT 249 and 320. Offered fall.

MGT 427: Organizational Change and Development
Strategies that assist organizations in confronting needed changes, in adapting to new conditions, in solving organizational problems, and moving toward greater maturity are examined.
3 credit hours. Prerequisite: MGT 322 and 428. Offered fall.

MGT 428: Human Resource Development
The concepts, programs, and practices that organizations use to train and develop organization members are examined. Topics include learning, needs assessment, program design and implementation, evaluation, skills training, and coaching.
3 credit hours. Prerequisite: MGT 320 and 322. Offered spring.

MGT 461: Seminar in Strategic Management
Focus is on the formulation and implementation of organizational strategies and policies. The case method is used in integrating material from other management and economics courses. (Formerly Seminar in Managerial Policy.)
3 credit hours. Prerequisite: satisfactory completion of all other departmental required and cognate courses, and 102 credit hours of undergraduate courses. Offered fall, spring, summer.

MGT 463: Seminar in Current Issues in Human Resource Management
Contemporary issues facing the human resource manager are covered. Topics may include health and safety, human resource information systems, and affirmative action.
3 credit hours. Prerequisite: senior standing and a concentration in human resource management. Offered as needed.

MGT 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 one 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 Center for Management and Technology 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)

Junior standing is a prerequisite for all 300-level marketing courses.

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. Offered fall, spring, summer.

MKT 320: Business Marketing
This is an integrated study of the theory and practice of industrial marketing. Similarities between consumer-goods and industrial-goods marketing are highlighted and analysis is made of decisions involving industrial marketing.
3 credit hours. Prerequisite: MKT 301. Offered as needed.

MKT 321: Small Business Marketing
The ways in which the marketing function is carried out in small businesses is studied. Emphasis is on understanding the value of marketing to the overall success of the enterprise.
3 credit hours. Prerequisite: MKT 301. Offered as needed.

MKT 322: Services Marketing
Services marketing is studied, with emphasis on the difference between services and manufacturing industries and on the development of marketing strategies for more effective competition in different types of service businesses.
3 credit hours. Prerequisite: MKT 301. Offered as needed.

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. Offered as needed.

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.

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: MKT 301 and MGT 249. Offered fall.

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 spring.

MKT 335: Marketing Communications and Promotion
Basic promotional tools available to the marketing manager are studied: advertising, sales promotion, personal selling, and publicity. Students cannot receive credit for both Marketing 335 and Communications 335.
3 credit hours. Prerequisite: MKT 301. Offered spring.

MKT 337: Retail Management
The integration of critical issues, processes, and techniques of the managerial function as it relates to retailing is analyzed. Emphasis is on the strategic aspects of retailing and the managerial planning required to meet objectives.
3 credit hours. Prerequisite: MKT 301. Offered fall.

MKT 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 as needed.

MKT 438: Advertising
The key processes of modern advertising practice are studied. Students cannot receive credit for both Communications 338 and Marketing 338.
3 credit hours. Prerequisite: MKT 301 and 335. Offered as needed.

MKT 462: Strategic Marketing Management
This is a capstone course in marketing designed to integrate the marketing functions of product, price, channels, and promotion with the concepts of strategic planning. Emphasis is on the relevance of this integration to marketing.
3 credit hours. Prerequisite: MKT 301, 329, 333, 334, and one additional 300-level marketing course. Offered spring.

MKT 467: Directed Internship
Students are assigned to a business, an industrial organization, or a not-for-profit organization and supervised by a mentor. Students receive one 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 Center for Management and Technology 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. 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.

MATH 020: Introductory Algebra
Intended for students with little or no background in algebra, topics include real numbers, polynomials, linear and quadratic equations, and graphing. 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 as needed.

MATH 120: Intermediate Algebra
Intended for students needing intermediate algebra skills, especially for Mathematics 177, 209, 238, or 247, this course includes absolute value, inequalities, exponents and radicals, algebraic fractions, and quadratic and exponential functions.
3 credit hours. Prerequisite: MATH 010 or 020 or equivalent, and consent of department chair. Offered fall, spring, summer.

MATH 139: Contemporary Topics in Mathematics
Areas of modern mathematics that have application in contemporary society are introduced. Topics may include counting, probability, graph theory, cryptology, and the mathematics of social science.
3 credit hours. Gen. Ed. Category M. Offered fall, spring, summer.

MATH 143: Mathematics for Elementary School Teachers I
Emphasis is on problem solving, model building, and algorithm development appropriate for the mathematics curriculum of the elementary/middle school. Topics include numeration, development of number systems, and number theory.
3 credit hours. Prerequisite: three units of college preparatory mathematics. Offered fall, spring, summer.

MATH 144: Mathematics for Elementary School Teachers II
A continuation of Mathematics 143, this course includes geometry and measurement, counting problems, probability, and statistics.
3 credit hours. Gen. Ed. Category M for elementary education students only. Prerequisite: MATH 143 or consent of department chair. Offered fall, spring, summer.

MATH 177: Quantitative Business Analysis I
Study includes linear and selected nonlinear functions, linear systems, matrix methods, and an introduction to linear programming. Applications to management and economics are stressed throughout.
3 credit hours. Gen. Ed. Category M. Prerequisite: three units of college preparatory mathematics or MATH 120, or consent of department chair. Offered fall, spring, summer.

MATH 181: Applied Basic Mathematics
Emphasis is on applying numeric, geometric, and algebraic concepts and skills, including logarithms and right triangle trigonometry, to a wide variety of situations in beginning science and technical fields. Lecture and laboratory.
(4) 3 credit hours. Gen. Ed. Category M. Prerequisite: MATH 010 or 020 or equivalent. Offered fall, spring, summer.

MATH 200: Finite Mathematics for Computer Science
Selected mathematical concepts and techniques are studied. Topics include binary and hexadecimal arithmetic, computer-related logic, Boolean algebra, combinatorics, vectors, matrices, and an introduction to graphs.
4 credit hours. Prerequisite: three units of college preparatory mathematics or MATH 120. Offered fall and spring.

MATH 209: Precalculus Mathematics
The functions, concepts, and techniques of algebra and trigonometry considered essential in the study and applications of calculus are introduced and/or reinforced.
4 credit hours. Prerequisite: three units of college preparatory mathematics or MATH 120. Offered fall, spring, summer.

MATH 210: College Trigonometry
This is an in-depth study of trigonometry. Topics include a comprehensive analysis of trigonometric and inverse trigonometric functions and solutions of triangles, vectors, and polar coordinates.
3 credit hours. Prerequisite: three units of college preparatory mathematics or MATH 120 or 181. Offered as needed.

MATH 212: Calculus I
This course covers the fundamental concepts, techniques, and applications of the differential calculus of one variable and begins the study of integration.
4 credit hours. Gen. Ed. Category M. Prerequisite: MATH 209. Offered fall, spring, summer.

MATH 213: Calculus II
A continuation of Mathematics 212, topics include derivatives and integrals of logarithmic, exponential, and inverse trigonometric functions; techniques of integration; infinite series; and related applications.
4 credit hours. Prerequisite: MATH 212. Offered fall, spring, summer.

MATH 238: Quantitative Business Analysis II
Elementary differential calculus and partial differentiation are studied, with applications to management. Students cannot receive credit for both Mathematics 238 and 247, nor for Mathematics 238 if credit was received for Mathematics 212.
3 credit hours. Prerequisite: MATH 177 or 209. Offered fall, spring, summer.

MATH 240: Statistical Methods I
This is an introduction to measures of central tendency and variability, estimation and tests of significance, and regression and correlation. Lecture and laboratory. Students cannot receive credit for both Mathematics 240 and 248.
(4) 3 credit hours. Gen. Ed. Category M. Prerequisite: three units of college preparatory mathematics or one college mathematics course, or consent of department chair. Offered fall, spring, summer.

MATH 247: Calculus: A Short Course
Topics include differentiation and integration, including an introduction to partial differentiation. Students cannot receive credit for both Mathematics 238 and 247, nor for Mathematics 247 if credit was received for Mathematics 212.
3 credit hours. Gen. Ed. Category M. Prerequisite: MATH 120 or equivalent, or 177 or 181 or 209. Offered spring.

MATH 248: Business Statistics I
Topics include descriptive statistics, probability distributions, expected values, sampling distributions, estimation, and an introduction to hypothesis testing. Students cannot receive credit for both Mathematics 240 and 248.
3 credit hours. Gen. Ed. Category M for management and computer science majors only. Prerequisite: MATH 200 or 238, or consent of department chair. Offered fall, spring, summer.

COURSE DESCRIPTIONS

MATH 300: Bridge to Advanced Mathematics
The standard techniques of deductive proof in mathematics are applied to basic results regarding sets, relations, functions, and other topics.
3 credit hours. Prerequisite: MATH 213 or consent of department chair. Offered fall.

MATH 314: Calculus III
A continuation of Mathematics 213, this course covers three-dimensional analytic geometry, elementary vector analysis, functions of several variables, partial differentiation, and multiple integration.
4 credit hours. Prerequisite: MATH 213. Offered fall and spring.

MATH 315: Linear Algebra
Matrices, linear systems, vector spaces, vector geometry, linear transformations, and appropriate applications are covered.
3 credit hours. Prerequisite: MATH 300. Offered spring.

MATH 324: College Geometry
Advanced topics in Euclidean geometry are considered using synthetic, analytic, vector, and transformational formats. Included are axiomatics and non-Euclidean geometry, topics in logic, and methods of proof appropriate for geometry.
3 credit hours. Prerequisite: MATH 212 or 247. Offered fall and spring.

MATH 409: Mathematical Problem Analysis
Problem-solving strategies in mathematics are identified. The level of problems and their analyses is designed to give students confidence in their ability to handle problems and a basis for the teaching of problem analysis.
3 credit hours. Prerequisite: MATH 143, 144, and either MATH 209 or consent of department chair. Offered spring.

MATH 411: Calculus IV
A continuation of Mathematics 314, study includes Lagrange multipliers, line integrals, Green's Theorem, transformations and the Jacobian, and an introduction to analysis involving limits and the derivative.
3 credit hours. Prerequisite: MATH 314. Offered fall (odd years).

MATH 416: Ordinary Differential Equations
The theory and methods of solving differential equations of the first and second orders are studied. Included are applications to the physical and life sciences.
3 credit hours. Prerequisite: preceding or concurrent enrollment in MATH 314. Offered as needed.

MATH 417: Introduction to Numerical Analysis
Algorithms and computer programs are used/developed to solve various mathematical problems. Topics include numerical solutions of equations, numerical differentiation and integration, and interpolation and approximation of functions.
3 credit hours. Prerequisite: MATH 213 and one computer science course, or consent of department chair. Offered as needed.

MATH 418: Introduction to Operations Research
Operations research is the systematic application of mathematical techniques for generating better decisions for real-world problems. Besides linear programming, topics may include queuing and network analysis.
3 credit hours. Prerequisite: CSCI 102 or higher, and either MATH 212 or both MATH 200 and 247, or consent of department chair. Offered as needed.

MATH 419: 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, and 432, or consent of department chair. Offered as needed.

MATH 431: Number Theory
Topics include number systems, divisibility, primes and factorization, Diophantine problems, congruences, and Euler's and Fermat's Theorems.
3 credit hours. Prerequisite: MATH 212 or 247. Offered as needed.

MATH 432: Introduction to Abstract Algebra
The definitions and properties of groups, rings, and fields are studied. Properties of familiar number systems are exhibited as special cases of these more general and abstract systems.
3 credit hours. Prerequisite: MATH 315. Offered fall.

MATH 436: Discrete Mathematics
Several important areas in noncontinuous mathematics are introduced, including graph theory and its applications, difference equations, and finite-state machines.
3 credit hours. Prerequisite: MATH 212, or MATH 200 and 247. Offered spring.

MATH 441: Introduction to Probability
Topics include the development of both discrete and continuous probability theory, combinatorics, mathematical expectation, joint distributions, and sampling distributions.
3 credit hours. Prerequisite: MATH 314. Offered fall.

MATH 445: Statistical Methods II
Using computer packages, study is made of advanced statistical topics, such as design of experiments, analysis of variance, and multiple regression. Students cannot receive credit for both Mathematics 445 and Management 249.
3 credit hours. Prerequisite: MATH 240 or 248 or 441. Offered as needed.

MATH 458: History of Mathematics
The history of mathematical thought and the development of mathematics from ancient to modern times are studied.
3 credit hours. Prerequisite: MATH 300 or consent of instructor. Offered as needed.

MATH 490: Individual Study in Mathematics
This course is open to students who have demonstrated superior ability in mathematics. Topics depend on the interests of the students and instructor. This course may be repeated for credit once with a change in content.
3 credit hours. Prerequisite: consent of department chair. Offered as needed.

MATH 512: Foundations of Higher Analysis
Fundamental concepts in the theory of calculus are presented. Topics include limits, continuity and uniform continuity, differentiation, the Riemann integral, sequences and series, and convergence criteria.
3 credit hours. Prerequisite: MATH 300 and 314. Offered as needed.

MATH 515: Introduction to Complex Variables
Techniques and concepts of the algebra and calculus of functions of one complex variable are studied, including trigonometric, exponential, and logarithmic functions.
3 credit hours. Prerequisite: preceding or concurrent enrollment in MATH 314. Offered as needed.

MATH 524: Higher Geometries
Advanced topics in geometry are studied, such as foundations and axiom systems, finite and non-Euclidean geometries. Possible additional topics are projective geometry, convexity, and topology. Proofs are stressed.
3 credit hours. Prerequisite: MATH 300. Offered as needed.

MATH 528: Topology
Study is made of sets and sequences, various topological spaces, including metric, compactness, connectedness, curves, and mappings.
3 credit hours. Prerequisite: MATH 300 and 314. Offered as needed.

MATH 532: Algebraic Structures
Selected topics in the development of groups, rings, modules, and fields are covered, including homomorphisms, permutation groups, basic Galois Theory, ring extension problems, and ideals.
3 credit hours. Prerequisite: MATH 300, 315, 432. Offered as needed.

MATH 571: Theory of Functions of Real Variables
A continuation of Mathematics 512, topics include sequences of functions, functions of several variables, and an introduction to Lebesgue measure.
3 credit hours. Prerequisite: MATH 300 and 512. Offered as needed.

MATH 573: Theory of Functions of Complex Variables
A continuation of Mathematics 515, this course develops the theory underlying functions of complex variables and includes Taylor and Laurent series, Rouche's Theorem, and analytic continuation.
3 credit hours. Prerequisite: MATH 300, 512, 515. Offered as needed.

MATH 577: Topics in Algebra
A particular branch of algebra is examined in depth. Possible topics include group theory, ring theory, field theory, semigroup theory, homological algebra, and automata theory. This course may be repeated for credit with a change in content.
3 credit hours. Prerequisite: MATH 300 and 532, or consent of department chair. Offered as needed.

Medical Technology (MEDT)

MEDT 301: Clinical Microbiology
The relationship of bacteria to bacterial diseases of humans is discussed, with emphasis on the application of procedures to medical diagnosis. Also studied are fungi, viruses, the rickettsias, and human parasites.
8 credit hours. Offered fall.

MEDT 302: Clinical Chemistry
The chemistry of body constituents and its relationship to diagnosis of human disease is presented, with emphasis on principles and methods of analysis.
8 credit hours. Offered spring.

MEDT 303: Immunohematology
Instruction is given in drawing and processing blood and in how to ascertain compatibility. Donor-recipient blood and tissue reactions are studied in detail.
4 credit hours. Offered fall.

MEDT 304: Hematology
The morphology of blood and blood-forming organs are studied, along with the abnormalities associated with disease. The dynamics of and diagnostic tests for hemostasis are also discussed.
6 credit hours. Offered spring.

MEDT 305: Pathophysiology
This is an introduction to pathology. The correlation between pathological processes and clinical symptoms and the course of disease is included.
2 credit hours. Offered fall.

MEDT 306: Clinical Immunology
The formation, structure, and action of antigens and antibodies are described. Methods of immunization are included. Laboratory emphasis is on serological procedures in the diagnosis of disease.
2 credit hours. Offered spring.

MEDT 307: Clinical Microscopy
Lectures and laboratory practice are provided in the analyses of body fluids.
2 credit hours. Offered fall.

Modern Languages (MLAN)

MLAN 162: Mestizo Concepts of Community and Spirituality
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. Central topics are non-Western views of community and spirituality.
4 credit hours. Gen. Ed. Core 3. Offered as needed.

Music (MUS)

MUS 091: Student Recital Series
Students who are enrolled in Music 270–289 or 370–389 must attend a specified number of recitals and perform on their principal instruments at least once each semester, beginning with the second semester of study.
(1) 0 credit hour. Offered fall and spring.

MUS 101: Beginning Piano
Note-reading, rhythm, and finger coordination are taught in class piano. Individual practice is required, but no previous musical training is necessary.
(2) 1 credit hour. Offered fall and spring.

MUS 102: Beginning Guitar
Basics of fingering melodies, chords, and accompaniments are taught in class guitar. No previous musical training is required. Students must supply their own guitars.
(2) 1 credit hour. Offered fall and spring.

MUS 103: Beginning Voice
Basic vocal production and singing styles, with emphasis on interpretation, are taught in class voice. No previous musical training is required.
(2) 1 credit hour. Offered fall and spring.

MUS 104: Class Piano I
The development of keyboard manipulative skills, the use of primary triads in accompaniment patterns, transposition, sight reading, improvisation, and basic pedaling technique are examined.
(4) 2 credit hours. Prerequisite: MUS 230 or consent of instructor. Offered spring.

MUS 105: Class Piano II
A continuation of Music 104, study includes keyboard harmony using primary and secondary triads, altered chords and simple figured bass, and piano literature from various periods.
(4) 2 credit hours. Offered fall.

MUS 106: Class Strings
The basic techniques of orchestral strings are studied. Pedagogy and a knowledge of basic materials are also considered.
(4) 2 credit hours. Offered spring.

MUS 107: Class Voice
Basic vocal pedagogy is stressed in preparation for a career in music education. Included is vocal production, diction, interpretation technique, and standard vocal repertoire.
(4) 2 credit hours. Offered spring.

MUS 110: Brass Class
The basic techniques of brass instruments are studied. Pedagogy and basic teaching materials are also considered.
(4) 2 credit hours. Offered fall.

MUS 111: Woodwinds Class
The basic techniques of woodwind instruments are studied. Pedagogy and basic teaching materials are also considered.
(4) 2 credit hours. Offered spring.

MUS 112: Percussion Class
The basic techniques of percussion instruments are studied. Pedagogy and basic teaching materials are also considered.
(2) 1 credit hour. Offered fall.

MUS 161–163: Large Ensembles
These courses are open to all qualified students by audition.
161 Chorus
162 Wind Ensemble
163 Orchestra
(4) 0.5 credit hour. Gen. Ed. Category A for nonmajors. To fulfill the requirement for Gen. Ed. Category A, students must take MUS 161–163 for a total of three credit hours. Any number less than three 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 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 three credit hours. Any number less than three will not fulfill this requirement. Offered fall and spring.

MUS 167: Theatre Orchestra
Selection of performers is made by the instructor, since balanced groups are necessary and orchestrations vary.
1 credit hour. Prerequisite: consent of instructor. Offered spring.

MUS 168: Jazz Improvisation
This course is designed for student small jazz ensembles, which serve as an applied practice of theoretical concepts from jazz theory.
(2) 1 credit hour. Offered fall and spring.

MUS 169: Music Cultures of Non-Western Worlds
Selected music cultures of the non-Western world are introduced and critical studies made of the cultural and social contexts of music. Students cannot receive credit for both Music 169 and Anthropology 169.
4 credit hours. Gen. Ed. Core 3. Offered fall and spring.

MUS 170–189: Applied Music
Private study is offered in any of the instruments listed below. Study consists of 14 weekly, 30-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
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 207: Introduction to Music Literature
The current repertory of Western art music and its antecedents are surveyed, with emphasis on representative works. Major stylistic and formal developments are also studied.
3 credit hours. Prerequisite: MUS 230. Offered spring.

MUS 221: The Symphony
Representative works from the standard repertory of the 18th and 19th centuries are studied, covering major composers from Haydn to Mahler. The symphony's beginnings before Haydn and its development after Mahler are also considered.
3 credit hours. Gen. Ed. Category A. Offered fall (even years).

MUS 222: Opera
Representative operas from the 17th century to the present are studied, encompassing changing styles, the particular contributions of composers, the libretti, and the most significant operas of the past and present.
3 credit hours. Gen. Ed. Category A. Offered fall (odd years).

MUS 223: American Popular Music
The growth of popular music in the United States is studied in a historical background which brings together the musical, social, and cultural origins that have influenced the development of America's unique musical tradition.
3 credit hours. Gen. Ed. Category A. Offered fall.

MUS 225: History of Jazz
Jazz is surveyed 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 spring.

MUS 230: Music Theory I
Students are introduced to the principles of music organization through the study of scales, intervals, triads, cadences, and the harmonization of soprano and bass lines using primary triads.
3 credit hours. Offered fall.

MUS 231: Sight Singing and Ear Training I
Study includes basic rhythm, scale, and chord patterns.
(2) 1 credit hour. Offered fall.

MUS 232: Music Theory II
A continuation of Music 230, emphasis is on modulations, seventh chords, chorale writing, binary and ternary forms, and score-reading techniques.
3 credit hours. Prerequisite: MUS 230. Offered spring.

MUS 233: Sight Singing and Ear Training II
A continuation of Music 231, emphasis is on seventh chords and more complex rhythmic patterns.
(2) 1 credit hour. Prerequisite: MUS 231. Offered spring.

MUS 234: Music Theory III
A continuation of Music 232, emphasis is on the polyphonic techniques of the 18th century, altered chords, borrowed chords, and forms of the baroque and classical periods, such as the sonata, inventions, fugues, and canons.
3 credit hours. Prerequisite: MUS 232. Offered fall.

MUS 235: Sight Singing and Ear Training III
A continuation of Music 233, emphasis is on melodies and harmonic progressions using altered chords and modulations.
(2) 1 credit hour. Prerequisite: MUS 233. Offered fall.

MUS 236: Music Theory IV
A continuation of Music 234, emphasis is on chromatic harmony and extended chords, forms of the romantic period, and 20th-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. Offered fall.

MUS 239: Jazz Theory II
This is an introduction to chromatic chord substitutes. Included are all nondiatonic diminished, whole tone scales, and tritone applications that are normally not found in the major/minor scales.
3 credit hours. Offered as needed.

MUS 240: Music Theory Review
This is an intensive review of basic theoretical concepts, aural perception, and sight-singing abilities as preparation for graduate study in music theory.
3 credit hours. Offered as needed.

MUS 268: Opera Workshop
Singers and pianists are prepared to better meet the demands of the musical stage. Emphasis is on the skills necessary for a career in opera and musical theatre as singers and/or coaches.
(4) 2 credit hours. Prerequisite: consent of instructor and assistant chair of music. Offered 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 270–290: Applied Music
Advanced private study is available in voice or any one of the instruments listed below. A fee is charged in addition to the regular College fees.
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
288 Harp
289 Harpsichord
290 Jazz
(1) 2 credit hours. Prerequisite: except for students enrolled in MUS 290, students must be concurrently enrolled in MUS 091. Offered fall, spring, summer.

MUS 305: Form and Analysis
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. Next offered fall 2001.

MUS 306: Sixteenth-Century Counterpoint
Sixteenth-century species counterpoint in two or three parts is studied, including the techniques of double counterpoint, canon, crab canon, and invention. Extensive writing and special projects are included.
3 credit hours. Prerequisite: MUS 232 or consent of instructor. Next offered spring 2002.

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. Next offered fall 2000.

MUS 308: Fundamentals of Conducting
Basic instrumental- and choral-conducting techniques and score reading are presented. Study includes practical experience with ensembles. (Formerly Music 108.)
(4) 2 credit hours. Prerequisite: MUS 207 and 236. Offered fall.

MUS 310: Medieval and Renaissance Music
Music literature from its ancient beginnings through the Middle Ages and the Renaissance is studied. Included are plainchant, polyphony, sacred and secular music, and problems in early notation.
3 credit hours. Prerequisite: MUS 207 and either 203 or 230, or consent of instructor. Next offered fall 2001.

MUS 311: Music of the Baroque
Music literature from the last decade of the 16th century to the middle of the 18th century is presented. Included is the development of instrumental and vocal music, culminating in the music of J. S. Bach and Handel.
3 credit hours. Prerequisite: MUS 207 and either 203 or 230, or consent of instructor. Next offered fall 2000.

MUS 312: Music of the Classical Era
Music literature from the mid-18th century to about 1825 is studied, including precedents in the rococo period. Representative works are analyzed.
3 credit hours. Prerequisite: MUS 207 and either 203 or 230, or consent of instructor. Next offered spring 2001.

MUS 313: Music of the Romantic Period
Music literature during the 19th century is studied, including the late romantic composers. Representative works in various forms are analyzed.
3 credit hours. Prerequisite: MUS 207 and either 203 or 230, or consent of instructor. Next offered spring 2002.

MUS 314: Twentieth-Century Music
Music literature since 1900 is studied, with emphasis on major contemporary developments as seen in the music of Schoenberg, Bartok, Stravinsky, Webern, Berg, and Hindemith.
3 credit hours. Prerequisite: MUS 207 and either 203 or 230, or consent of instructor. Next offered fall 2001.

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. Next offered spring 2002.

MUS 322: Eighteenth-Century Counterpoint
The study of counterpoint is continued to include 18th-century styles in canon, fugue, invention, and passacaglia. Extensive writing and special projects are included.
3 credit hours. Prerequisite: MUS 232 and 306, or consent of instructor. Next offered spring 2001.

MUS 360: Seminar in Music Literature
Students concentrate on a selected topic and engage in intensive study of a major composer or an important historical development. Knowledge of research techniques is emphasized.
3 credit hours. Prerequisite: MUS 207, 230, 232, and one course from MUS 310, 311, 312, 313, 314, or consent of instructor. Offered spring (odd years).

MUS 364: Language Orientation
Diction of the French, German, and Italian languages are studied as it applies to standard vocal repertoire. (Formerly Music 365.)
(3) 2 credit hours. Prerequisite: consent of instructor. Offered spring (even years).

MUS 366: Accompanying
Practical experience is provided in the rehearsal and performance of accompaniments for instrumental and vocal soloists. This course may be repeated for elective or degree-required credit hours. Open to pianists, organists, and guitarists.
1 credit hour. Prerequisite: consent of instructor. Offered fall and spring.

MUS 370–389: Applied Music
Advanced private study is available in voice or any one of the instruments listed below. A fee is charged in addition to the regular College fees.
370 Violin
371 Viola
372 Cello
373 String Bass
374 Voice
375 Clarinet-Saxophone
376 Flute
377 Oboe–English Horn
378 Bassoon
379 Trumpet
380 French Horn
381 Trombone-Baritone
382 Tuba
383 Organ
384 Piano
385 Classic Guitar
386 Percussion
388 Harp
389 Harpsichord
(1) 3 credit hours. Prerequisite: concurrent enrollment in MUS 091 and acceptance into the B.M. program in performance. Offered fall and spring.

MUS 390: Independent Study
The student, with the guidance of a faculty advisor, selects and thoroughly investigates a specialized topic.
3 credit hours. Prerequisite: consent of department chair. Offered as needed.

MUS 391: Junior Recital
This is a half-hour solo recital of appropriate literature. Students must be enrolled in Applied Music in the semester in which the recital is performed. This course is required of music performance majors.
0 credit hour. Prerequisite: 15 credit hours (five semesters) of Applied Music in the appropriate instrument. Offered fall, spring, summer.

MUS 392: Senior Recital
This is a half-hour solo recital of representative literature. Students must be enrolled in Applied Music in the semester in which the recital is performed. This course is required of music education majors.
0 credit hour. Prerequisite: 12 credit hours (six semesters) of Applied Music in the appropriate instrument. Offered fall, spring, summer.

MUS 458: Twentieth-Century Theory
The theoretical and compositional techniques of 20th-century composers is studied.
3 credit hours. Prerequisite: MUS 236 or consent of instructor. Offered as needed.

MUS 493: Senior Recital
This is a one-hour solo recital of representative literature. Students must be enrolled in Applied Music in the semester in which the recital is performed. This course is required of music performance majors.
0 credit hour. Prerequisite: MUS 391 and 21 credit hours (seven semesters) of Applied Music in the appropriate instrument. Offered fall, spring, summer.

MUS 505: Systems of Musical Analysis
Investigated are appropriate systems of analysis for music from Gregorian Chant to contemporary works. Emphasis is on modal theory, theories of Schenker and Hindemith, and set theory.
3 credit hours. Prerequisite: MUS 240 or passing grade on graduate theory examination. Offered fall (even years).

MUS 521: The Symphony
The history of the symphony is presented, with emphasis on its continuous stylistic and formal development. Students investigate individual symphonies. Analytical procedures are stressed.
3 credit hours. Next offered spring 2002.

MUS 522: Opera
The opera from Monteverdi to the present, with equal emphasis on each century involved, is studied. Students investigate individual works. Analytical procedures are stressed.
3 credit hours. Next offered spring 2001.

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 Jazz Ensemble
566 Chamber Singers
(4) 1 credit hour. Offered fall and spring.

MUS 568: Opera Workshop
Emphasis is on the skills necessary for a career in opera and musical theatre as singers and/or coaches.
(4) 2 credit hours. Prerequisite: consent of instructor and assistant chair of music. Offered spring.

MUS 569: Master Class in Applied Music
Students enrolled in applied music augment their knowledge of literature and performance techniques.
(2) 1 credit hour. Prerequisite: consent of instructor and assistant chair of music. Offered as needed.

MUS 570–589: Applied Music
Private study is available in voice or any one of the instruments listed below.
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
587 Accordion
588 Harp
589 Harpsichord
(1) 2 credit hours. Prerequisite: graduate status. Offered fall, spring, summer.

MUS 590: Independent Study
The student, with the guidance of a faculty advisor, selects and thoroughly investigates a specialized topic.
1–6 credit hours. Offered as needed.

MUS 591: Graduate Recital
The graduate student performs a public recital of literature from various stylistic periods.
0 credit hour. Prerequisite: consent of departmental graduate committee. Offered as needed.

Music Education (MUSE)

MUSE 341: Methods and Materials in Music Education
The theory and pedagogy of teaching music in grades one through six are studied. Not for music education majors. (Formerly Education 341.)
(3) 2 credit hours. Offered fall, spring, summer.

MUSE 412: Practicum in Music Education I
Principles, programs, and practices in teaching music at both elementary and secondary grade levels are presented. Observation of classes and participation in teaching are included. Focus is on general music in kindergarten through grade eight.
(6) 3 credit hours. Prerequisite for undergraduate students: MUS 104 and successful completion of sight singing and keyboard proficiency. Prerequisite for graduate students: admission to a music education teacher preparation program and successful completion of sight singing and keyboard proficiency. Offered fall.

MUSE 413: Practicum in Music Education II
A continuation of Music Education 412, emphasis is on instrumental and vocal music in the secondary school and on the elective musical experiences of secondary students.
(6) 3 credit hours. Prerequisite for undergraduate students: MUSE 412 with grade of B- or better and admission to a music education teacher preparation program. Prerequisite for graduate students: MUSE 412 with grade of B or better. Offered spring.

MUSE 424: Student Teaching in Music Education
Student teaching is offered at the elementary and secondary levels.
9 credit hours. Prerequisite: satisfactory completion of MUSE 413 and all major and professional courses required prior to student teaching; concurrent enrollment in MUSE 460; cumulative GPA of 2.50 a full semester prior to student teaching; completion of the technology competency requirement; completion of the community service requirement; and a negative result from the required tuberculin test. Offered fall.

MUSE 460: Student Teaching Seminar in Music Education
This seminar develops teacher behaviors appropriate to effective teaching. Topics include the development of classroom and time management, effective communication, knowledge of different learning styles, and teaching strategies.
1 credit hour. Prerequisite: concurrent enrollment in MUSE 424. Offered fall.

MUSE 501: Research Techniques in Music Education
Techniques of research in music education are investigated and applied. The bibliography is explored and standard sources are used.
3 credit hours. Prerequisite: consent of instructor. Offered summer.

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.

MUSE 503: School Music Administration and Supervision
This is a study of the factors involved in administering and supervising school music programs.
3 credit hours. Prerequisite: graduate status or consent of instructor. Offered summer.

MUSE 525: Advanced Studies in Music Education
Basic concepts in the philosophy of music education, aesthetics, the history of music education, sociology, and psychology are presented. (Formerly Education 525.)
3 credit hours. Prerequisite: consent of instructor. Offered summer (odd years).

MUSE 526: Student Teaching in Music Education
Graduate music students participate in student teaching at both the elementary and secondary levels.
9 credit hours. Prerequisite: admission to the M.A.T. teacher preparation program; satisfactory completion of MUSE 412, 413, and all major and professional courses required prior to student teaching; concurrent enrollment in MUSE 560; cumulative GPA of 3.00 a full semester prior to student teaching; completion of the technology competency requirement; 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
Graduate students reflect on their classroom experience. Topics include classroom management, learning styles, teaching strategies, and evaluation.
1 credit hour. Prerequisite: concurrent enrollment in MUSE 526. Offered fall.

MUSE 566: Seminar in Music Education
Selected problems are investigated. (Formerly Education 566.)
3 credit hours. Prerequisite: consent of instructor. Offered fall (odd years).

MUSE 592: Graduate Thesis
A formal research problem is investigated by the student. An advisor from the Department of Music, Theatre, and Dance is assigned to the student.
3 credit hours. Prerequisite: consent of departmental graduate committee. Offered as needed.

Nursing (NURS)

For nursing majors only, unless otherwise indicated.

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, 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 the nursing practice.
3 credit hours. Prerequisite: BIOL 231, 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; NURS 220, 222; PSYC 230; and prior or concurrent enrollment in BIOL 348 and NURS 224. Offered fall and spring.

NURS 224: Health Assessment
Basic health assessment skills are introduced. Emphasis is on normal findings. Assessment skills acquired through theory and laboratory experiences provide the basis for nursing practice.
1 credit hours. Prerequisite: BIOL 231, PSYC 230, prior or concurrent enrollment in BIOL 335 and 348, and prior or concurrent enrollment in NURS 220 and 222; Offered fall and spring.

NURS 261: Cross-Cultural Perspectives on Childbearing and Mothering
The universal experience of childbirth and mothering is explored, using cross-cultural perspectives. Focus is on analyzing and comparing Western and non-Western beliefs and customs. Writing and critical thinking skills are emphasized.
4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered fall, spring, summer.

NURS 262: Substance Abuse as a Global Issue
This is an examination of how substance abuse evolves from multicultural factors influencing human behavior and becomes a global issue. Emphasis is on ways in which dynamic processes operate in different cultures with respect to drugs.
4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered fall and summer.

NURS 263: Dying, Loss, and Grief: Cross-Cultural Perspectives
Death and dying across several cultures is surveyed from a public health perspective. A comparison is made between five religious traditions. Also examined are non-Western versus Western cultural beliefs.
4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered fall and summer.

NURS 264: The State of the World's Children
The impact of cultural identity and heritage upon the well-being of children around the world is analyzed. Included are global issues of child exploitation and the necessary global effort to halt that exploitation.
4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered spring and summer.

NURS 310: Fundamentals of Operating Room (OR) Nursing
This is an introduction to OR nursing designed for the RN, LPN, or the senior baccalaureate nursing student. Emphasis is on the preoperative, intraoperative, and postoperative nursing care of the surgical client.
3 credit hours. Prerequisite: RN or LPN licensure. Senior nursing students may take this course but cannot register for NURS 311. Offered as needed.

NURS 311: Perioperative Practicum
The knowledge and techniques necessary to ensure the responsibilities of the OR nurse are emphasized in this comprehensive orientation to the OR and the perioperative role.
(9) 3 credit hours. Prerequisite: NURS 310 and RN or LPN licensure. Offered as needed.

NURS 312: Death and Dying
Students explore their own feelings about death and dying from historical, ethical, and legal perspectives.
3 credit hours. Prerequisite: consent of instructor. Offered spring.

NURS 313: Mental Health and Aging
Focus is on mental health issues as they relate to the elderly. Using a primary, secondary, tertiary intervention framework, issues related to loneliness, loss, isolation, and grief are explored. (Formerly Health Maintenance of the Elderly.)
3 credit hours. Prerequisite: SOC 217 or consent of instructor. Offered spring.

NURS 316: Physical Assessment of the Adult and Child
Diagnostic skills are used to assess clients of all age groups. Assessment of health and developmental status is done through interview, inspection, palpation, percussion, and auscultation.
4 credit hours. Prerequisite: junior or senior students and RNs. Offered fall and spring.

NURS 340: Psychiatric/Mental Health Nursing
Psychiatric/mental health theory, practice, and the professional role are introduced, with emphasis on the adult client. Common psychiatric disorders across the lifespan are introduced.
(12) 6 credit hours. Prerequisite: CHEM 106; NURS 220, 222, 223, 224. Offered fall and spring.

NURS 342: Adult Health Nursing I
Focus is on the promotion of health and the management of illness in the adult client. Students learn to manage client care in various settings and develop professional behaviors through learning activities and practice situations.
(12) 6 credit hours. Prerequisite: CHEM 106; NURS 220, 222, 223, 224. Offered fall and spring.

NURS 344: Maternal Newborn Nursing
Nursing theory and application is introduced in the practicum setting related to the comprehensive and continuing care of expectant and newly expanded family systems.
(12) 6 credit hours. Prerequisite: CHEM 106; 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: CHEM 106; NURS 220, 222, 223, 224. 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 Department 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 either NURS 370 or 372. Offered fall and spring.

NURS 376: Contemporary Nursing Practices: Issues and Challenges
This theory and practicum course is designed for the registered nurse student. Professional values, roles, and issues pertinent to the contemporary health care environment are examined.
(12) 6 credit hours. Prerequisite: NURS 370. Offered spring.

NURS 390H–391H: Directed Study
The honors candidate conducts individual research and/or creative projects in nursing for two semesters.
3 credit hours each. Prerequisite: honors program in nursing. Offered fall and spring.

Performing Arts (PFA)

PFA 158: Experiencing the Performing Arts
An interdisciplinary approach is used to introduce the student to the performing arts. Perspectives concerning music, theatre, and dance as collaborative art forms are studied. The student is involved as listener, creator, and active participant.
3 credit hours. Gen. Ed. Category A. Offered fall, as needed.

Philosophy (PHIL)

PHIL 165: The Heritage of Asian Philosophy
The philosophical traditions of India, China, and Japan are explored. Focus is on Asian conceptions of reality, theories of knowledge, systems of ethical relationships and beliefs about human nature, and the role of philosophy in human affairs.
4 credit hours. Gen. Ed. Core 3. Offered fall, spring, summer.

PHIL 167: Native American Philosophy
Focus is on the wisdom found in Native American traditions. Current primary sources are used so that students can experience Native American philosophy directly.
4 credit hours. Gen. Ed. Core 3. Offered fall, spring, summer.

PHIL 200: Introduction to Philosophy
Basic philosophic issues, such as the existence of God, free will, minds, the nature of reality, knowledge, and truth, are examined. Emphasis is on reasoning and justification.
3 credit hours. Offered fall, spring, summer.

PHIL 201: Introduction to Eastern Philosophy
Theories of reality, knowledge, and the meaning of human existence in Eastern philosophical traditions are investigated. Special attention is devoted to the metaphysical speculations of the Indian schools and to the ethical theories of East Asian schools.
3 credit hours. Offered fall, spring, summer.

PHIL 205: Introduction to Logic
This course covers principles of valid reasoning in responsible statement and argument, the detection of fallacies, and inductive procedures in the sciences. Application of these principles is made in subject matter and put to practical use in critical thinking.
3 credit hours. Gen. Ed. Category SM. Offered fall, spring, summer.

PHIL 206: Ethics
An examination and explanation of ethical judgments is made. Clarification and analysis of ethical terms and the validity of norms of conduct from the standpoint of formalistic, intuitional, hedonistic, and naturalistic ethical theories are considered.
3 credit hours. Offered fall, spring, summer.

PHIL 230: Aesthetics
Theories of art experience, the relation of aesthetic experience to other types of experience and to other kinds of knowledge are included.
3 credit hours. Gen. Ed. Category A. Offered fall, spring, summer.

PHIL 241: Philosophy of Religion
This course involves an inquiry into the ontological, epistemological, and axiological ramifications of religious experience.
3 credit hours. Offered fall, spring, summer.

PHIL 261: Ethical Issues in Health Care
This is a critical inquiry into ethical issues in health care. Moral theories from both Western and non-Western traditions are discussed and applied to issues in health care.
4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered fall, spring, summer.

PHIL 262: Freedom
This critical and cross-cultural examination presents various views on such topics as free will, religion and freedom, the nature of human freedom, and social, political, and economic freedom.
4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, 3; Fulfills Gen. Ed. Core 4. Offered as needed.

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, 3. Fulfills Gen. Ed. Core 4. Offered fall and spring.

PHIL 300: American Philosophy
In this survey of philosophy in America from the colonial period to the present, some of the major works of significant American philosophers are read and discussed. Among the philosophers considered are Charles Peirce, William James, and John Dewey.
4 credit hours. Offered spring (even years).

PHIL 301: Business Ethics
Ethical issues, especially as they are relevant to business organizations and practices, are examined. Topics may include employee rights, the environment, corporate responsibility, government involvement, and corporate governance.
3 credit hours. Prerequisite: any 200-level philosophy course or any economics or management course. Offered as needed.

PHIL 305: Intermediate Logic
The use of the logic of propositions, classes, and relations is studied. Alternate systems and notations of two-valued logics are analyzed. Some multivalued logics are validated.
3 credit hours. Prerequisite: PHIL 205 or consent of instructor. Offered spring (even years).

PHIL 306: Contemporary Ethical Theory
Theories about the nature and possibility of ethics are discussed. Topics may include relativism, egoism, intuitionism, moral realism, the nature of the moral person, moral development, feminist ethics, the significance of evolution, and the nature of moral arguments.
3 credit hours. Prerequisite: PHIL 206 or consent of department chair. Offered fall (odd years).

PHIL 311: Knowledge and Truth
The concept of knowledge and its relationship to the world of experience is investigated. Various theories of the nature of truth are presented and analyzed. This course provides an introduction to epistemology.
3 credit hours. Prerequisite: any 200-level philosophy course. Offered spring (even years).

PHIL 312: Philosophical Issues in Medicine and Health Care
Philosophical topics in medicine are studied. Fundamental philosophical concepts as well as ethical issues are discussed in the context of medical practices. Topics include informed consent, just distribution of health services, defining health and disease, and patients' rights.
3 credit hours. Prerequisite: consent of instructor or department chair. Offered spring (even years).

PHIL 320: Philosophy of Science
Induction and probability, causality and the laws of nature, as well as the nature of explanation and justification are covered.
4 credit hours. Prerequisite: consent of instructor. Offered fall (odd years).

PHIL 321: Social and Political Philosophy
This course investigates social and political theories and the philosophical issues they raise concerning the origin of society and man's nature as a "political being" and "social being."
3 credit hours. Offered fall.

PHIL 322: Philosophy of Law
Conceptual problems regarding law and legal systems are examined. Topics may include the nature of law, law and morality, civil disobedience, positivism, naturalism, personhood under the law, rights, punishment, criminal responsibility, and judicial decision making.
3 credit hours. Prerequisite: any 200-level philosophy course or consent of department chair. Offered spring.

PHIL 325: Environmental Ethics
Theories and reality, ideology and action, and values and facts are examined. Focus is on actions into the next century.
3 credit hours. Prerequisite: any 200-level philosophy course or consent of department chair. Offered as needed.

PHIL 330: Metaphysics
This is a problem-oriented introduction to some of the central issues of contemporary metaphysics. Topics may include ontology (what exists), necessity, causation, free will/determinism, space and time, and identity-over-time.
3 credit hours. Prerequisite: any 200-level philosophy course or consent of department chair. Offered fall (even years).

PHIL 333: Philosophy of Mind
The status and the role of mind in relation to body is studied. Diverse theories, such as mind/body dualism, identity theory, behaviorism, functionalism, and emergence, are discussed. Other topics may include the contents of mental states, consciousness, and artificial intelligence.
3 credit hours. Prerequisite: any 200-level philosophy course or consent of department chair. Offered fall (odd years).

PHIL 351: Plato, Aristotle, and Greek Thought
The origins of philosophy in Greek thought are explored. Works of philosophers such as Plato and Aristotle are read.
4 credit hours. Prerequisite: any 200-level philosophy course. Offered fall.

PHIL 353: Hellenistic Philosophy
The development of philosophy in Greece and Rome, from Epicurus to Augustine, is traced. Emphasis is on Epicurean, Stoic, and Neoplatonic ethics, epistemology, and ontology. Topics related to skepticism and cynicism are included.
3 credit hours. Prerequisite: any 200-level philosophy course. Offered spring (odd years).

PHIL 355: Aquinas, Bonaventure, and Medieval Thought
The origins of medieval thought are traced. The institutionalization of philosophic thought is analyzed. The works of Aquinas and Bonaventure are studied.
4 credit hours. Prerequisite: any 200-level philosophy course. Offered fall.

PHIL 356: Seventeenth- and 18th-Century Philosophers
Works of European philosophers from René Descartes to Immanuel Kant are read.
4 credit hours. Prerequisite: any 200-level philosophy course. Offered spring.

PHIL 358: Existentialism and Contemporary Philosophy
In addition to the analysis of current existentialist, positivist, analytic, and religious philosophers, some of the germinal thinkers and forces of 19th-century life are studied. (Formerly Philosophy 357.)
4 credit hours. Prerequisite: any 200-level philosophy course. Offered spring (odd years).

PHIL 359: Contemporary Analytic Philosophy
Focus is on late 19th- and 20th-century philosophers of language, with particular emphasis on their technical works in analytical philosophy. G. E. Moore, Gilbert Ryle, Ludwig Wittgenstein, Rudolph Carnap, G. Morris, and A. Tarski are among the philosophers studied who applied techniques of the logical analysis of language to philosophical problems of knowledge, existence, and value.
3 credit hours. Prerequisite: any 200-level philosophy course. Offered as needed.

PHIL 363–364: Seminar in Philosophy
Concepts, individual thinkers, or institutional movements may be chosen to be explored intensively.
3 or 4 credit hours. Prerequisite: consent of instructor and department chair. Offered as needed.

PHIL 391–394: Independent Study
The student, working with a faculty advisor, selects a topic for study and researches the topic in depth.
1–4 credit hours. Prerequisite: consent of instructor and department chair. Offered as needed.

Physical Education (PED)

PED 101–134, 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.
101 Archery. Offered as needed.
102 Badminton. Offered as needed.
103 Basketball. Offered as needed.
104 Outdoor Activities—Winter. Offered as needed.
105 Bowling. Offered as needed.
106 Flag Football. Offered as needed.
107 Gymnastics—Rhythmic. Offered as needed.
108 Tumbling and Trampoline. Offered as needed.
109 Swimming—Beginning. Offered fall and spring.
110 Fencing. Offered as needed.
111 Field Hockey. Offered as needed.
114 Handball. Offered as needed.
115 Ice Hockey. Offered as needed.
116 Judo. Offered as needed.
117 Karate. Offered as needed.
118 Lacrosse. Offered as needed.
119 Lifesaving. Offered fall.
120 Sailing. Offered as needed.
121 Skiing—Alpine. Offered as needed.

122 Softball. Offered as needed.
123 Outdoor Activities—Summer. Offered fall and spring.
124 Swimming—Intermediate. Offered spring.
125 Soccer. Offered as needed.
126 Track and Field. Offered as needed.
128 Volleyball. Offered fall and spring.
129 Weight Training. Offered as needed.
130 Wrestling. Offered as needed.
131 Golf. Offered fall and spring.
133 Tennis. Offered fall and spring.
134 Dance Aerobics. Offered as needed.
147 Rhythmic Activities. Offered spring.
(4) 1 credit hour.

PED 132: Beginning Gymnastics
Focus is on the development of fundamental skills to promote participation in gymnastics. Skills, strategies, and rule interpretations relevant to the activity are included.
(4) 2 credit hours. Prerequisite: PED 206. Offered fall and spring.

PED 140: Introduction to Movement Sciences
The field of human movement is introduced from a scientific approach. Included is an analysis of various philosophical, psychological, and physiological factors.
3 credit hours. Offered fall and spring.

PED 151: Introduction to Recreation in Modern Society
The recreative experience and its importance to the individual are examined. Also explored are the historical trends concerning the impact of leisure on popular culture. (Formerly Recreation 140: Introduction to Recreation and Leisure in Modern Society.)
3 credit hours. Offered as needed.

PED 152: Introduction to Outdoor Recreation
Students develop skills in selected outdoor activities and are exposed to a range of outdoor recreational pursuits. Included are Outward Bound/Adventure-type activities. (Formerly Recreation 205.)
(4) 3 credit hours. Offered as needed.

PED 201: Prevention and Care of Athletic Injuries
Students acquire a basic understanding of sports medicine. Topics include preventive techniques, protective strapping, basic anatomy, injury recognition, and rehabilitation of athletic injuries.
(4) 3 credit hours. Prerequisite: HED 115 or current standard first aid certification, or consent of instructor. Offered as needed.

PED 205: Conditioning for Personal Fitness
Students develop personal fitness through participation in a variety of supervised activities and develop a knowledge base necessary to design their own fitness programs. Fitness-related topics and fitness testing are also included.
(4) 2 credit hours. Offered fall and spring.

PED 206: Fundamental Movement and Its Analysis
Through lecture and laboratory assignments, the fundamentals of movement analysis are introduced, including the phases of motor development and the kinesiological principles associated with how individuals move.
(4) 2 credit hours. Offered fall and spring.

PED 207: Motor Skill Development for Lifetime Wellness I
Basic competencies are developed in a variety of team sports. Included are skill analysis strategies, rules, and history relevant to the activities. Emphasis is on team sports and their relationship to the development of wellness concepts.
(4) 2 credit hours. Prerequisite: PED 206. Offered once annually.

PED 208: Motor Skill Development for Lifetime Wellness II
Basic competencies are developed in a variety of individual and dual activities. Included are skill analysis, strategies, rules, and history relevant to the activities. Emphasis is on the role of individual and dual sports in achieving a lifestyle of wellness.
(4) 2 credit hours. Prerequisite: PED 206. Offered once annually.

PED 220: Aquatics
The knowledge and understanding necessary for conducting a variety of aquatic activities are provided, along with organizational methods and appropriate teaching skills. Lecture and laboratory. (Formerly Recreation 300.)
(5) 3 credit hours. Prerequisite: a current advanced lifesaving certificate. Offered as needed.

PED 243: Foundations of Movement
The basic concepts of motor learning and performance are studied. Emphasis is on the neurological basis of motor learning and the effects of growth and developmental factors.
3 credit hours. Offered fall and spring.

PED 251: Recreation Delivery Systems
Services provided by agencies in both the public and private sectors of leisure-service industries are examined. Functions of these agencies are investigated through lectures, field trips, and on-site volunteer work. (Formerly Recreation 141.)
(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. (Formerly Recreation 201.)
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. (Formerly Recreation 220.)
3 credit hours. Offered as needed.

PED 301: Principles of Teaching Activity
Techniques of activity presentation are studied, including the task, problem-solving, and guided discovery methods. Individual philosophies of teaching are considered. Supervised teaching experiences are included.
3 credit hours. Prerequisite: CEP 215 or equivalent, with a minimum grade of C; PED 140 and 243, with a minimum grade of C+; 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 selected team sport skills and develop appropriate teaching progressions in team activities. This practicum includes observations and supervised teaching experiences in school settings pre-K–12.
(6) 3 credit hours. Prerequisite: PED 140, 207, 243, 301, and admission to the physical education teacher preparation program. Offered spring.

PED 305: Advanced Prevention and Care of Athletic Injuries
Preventative screening, pathomechanics of injury, and evaluation techniques are analyzed. Relying heavily on the case-study approach, laboratory sessions include opportunities for supervised practice and the application of training procedures.
3 credit hours. Prerequisite: PED 201. Offered as needed.

PED 308: The Science of Coaching
Scientific aspects of coaching, motor skill acquisition, sport psychology, and developmentally appropriate sport programs are analyzed. The use of systematic observation is emphasized.
3 credit hours. Prerequisite: junior standing or consent of instructor. Offered as needed.

PED 346: Methods and Materials in Elementary School Health Education and Physical Education
Basic principles of comprehensive health education and physical education programs for elementary schools are addressed. Students may not receive credit for both Health Education 346 and Physical Education 346.
(4) 3 credit hours. Prerequisite: 60 credit hours of undergraduate courses. Offered fall, spring, summer.

PED 351: Leadership and Supervision of Recreation
Leadership styles and techniques appropriate for different age groups and a variety of settings are analyzed. (Formerly Recreation 305: Techniques of Leadership and Supervision in Leisure and Recreation.)
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. (Formerly Recreation 330.)
(7) 4 credit hours. Prerequisite: PED 420 and current first aid and CPR certification. Offered as needed.

PED 390: Independent Study in Physical Education
The student, working with a faculty advisor, selects a topic for study and researches the topic in depth.
1–2 credit hours. Prerequisite: consent of department chair. Offered as needed.

PED 409: Adapted Physical Education
Individual differences that affect motor learning and performance are considered. Individual educational programs in adaptive, developmental, corrective, and inclusive physical education are designed. Laboratory is included.
3 credit hours. Prerequisite: SPED 300 and concurrent enrollment in PED 473. Offered fall.

PED 410: Evaluation and Measurement in Physical Education
The assessment of motor performance is introduced. Emphasis is on criterion- and norm-referenced standards for evaluation. Basic statistical techniques are included.
3 credit hours. Prerequisite: PED 205, 243, and admission to the physical education teacher preparation program or consent of department chair. Offered fall and spring.

PED 411: Kinesiology
Effects of physical and anatomical principles on the performance of motor patterns are studied. The mechanical analysis of specific activities is included.
3 credit hours. Prerequisite: BIOL 231 and admission to the physical education teacher preparation program. Offered fall.

PED 412: Organization and Administration of Physical Education Programs: Pre-K–12
Covered are the practical organizational aspects of decision making, program planning, and evaluating, as well as administrative concerns involved in physical education programs, athletics, intramurals, and selected special areas.
2 credit hours. Prerequisite: PED 414. Offered spring.

PED 413: Creative Rhythms and Dance
Students develop competencies in teaching rhythmic activities. Diversified experiences in rhythmic accompaniment, musical resources, and rhythmic activities are provided. Observations and teaching are included.
(6) 3 credit hours. Prerequisite: PED 147, 302, and admission to the physical education teacher preparation program. Offered fall.

PED 414: Practicum in Individual and Dual Activities
Students analyze selected individual and dual sport skills and develop appropriate teaching progressions for them. Observations and supervised teaching experiences in pre-K–12 school settings are included.
(6) 3 credit hours. Prerequisite: PED 132, 208, 302, and admission to the physical education teacher preparation program. Offered spring.

PED 415: Individualized Physical Education for Populations with Disabilities
Students are instructed in organizing, conducting, and evaluating individualized physical education programs for populations with disabilities. Emphasis is on the diagnostic-prescriptive approach.
3 credit hours. Offered as needed.

PED 420: Physiological Aspects of Exercise
Emphasis is on the physiological response of the human muscular and cardiorespiratory systems to the acute and chronic effects of physical activity. Lecture and laboratory.
(4) 3 credit hours. Prerequisite: BIOL 335 and admission to the physical education teacher preparation program or consent of department chair. Offered fall and spring.

PED 426: Student Teaching in Physical Education
Teaching experiences in physical education are provided under the joint supervision of certified cooperating teachers and a College supervisor.
5 or 9 credit hours. Prerequisite: satisfactory completion of all major, cognate, and professional courses required prior to student teaching; proof of completion of a first aid course; CPR certification at the time of application; concurrent enrollment in PED 428; a positive recommendation from the professor of each physical education practicum; a cumulative GPA of 2.50 a full semester prior to student teaching; completion of the technology competency requirement; completion of the community service requirement; and a negative result from the required tuberculin test. Offered fall and spring.

PED 428: Student Teaching Seminar in Health and Physical Education
This seminar develops teacher behaviors appropriate to effective teaching. Topics include the development of classroom and time management, effective communication, knowledge of different learning styles, and teaching strategies.
3 credit hour. Prerequisite: concurrent enrollment in PED 426. Offered fall and spring.

PED 430: Exercise Prescription
Principles and practices for developing personalized exercise programs are studied. Included are physical assessment procedures, programs, and criteria employed to prepare and monitor the exercise prescription.
3 credit hours. Prerequisite: BIOL 335, PED 243, 410, 411. Offered as needed.

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. (Formerly Recreation 325.)
3 credit hours. Offered as needed.

Physical Science (PSCI)

PSCI 103: Physical Science
The processes and natural laws that control our physical environment are investigated. Includes physics and chemistry. Emphasis is on laboratory experiment. Lecture and laboratory. Students cannot receive credit for both Physical Science 103 and Physics 101–102.
(5) 4 credit hours. Gen. Ed. Category LS. Offered fall, spring, summer.

PSCI 150: Environmental Science Problems
Physical science principles are applied to environmental problems. Topics include energy, natural resources, and pollution. Lecture and laboratory.
(4) 3 credit hours. Offered as needed.

PSCI 205: Earth's Physical Environments
Natural processes that control the earth, oceans, and atmosphere are investigated. Natural disasters, including earthquakes, volcanic eruptions, floods, El Ninos, and hurricanes, are used to illustrate the dynamics of earth systems. Not open to students who have completed or are enrolled in Physical Science 212, 217, or Geography 205.
3 credit hours. Gen. Ed. Category SM. Offered fall.

PSCI 210: Introduction to Astronomy
This is an introduction to our solar system, the sun and other stars, galaxies, and the universe. Basic physical principles are developed as needed to provide the scientific basis for the course. Lecture.
3 credit hours. Gen. Ed. Category SM. Offered fall, spring, summer.

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, weathering and soil formation, deformation and metamorphism, earthquakes, plate tectonics, and the dating of geological materials and events. Lecture and laboratory.
4 credit hours. Gen. Ed. Category LS. Offered fall and summer.

PSCI 214: Introduction to Meteorology
The structure of the atmosphere and the processes relevant to the study of weather are considered. Emphasis is on the physical laws which govern atmospheric phenomena. Lecture.
3 credit hours. Gen. Ed. Category SM. Offered spring.

PSCI 217: Introduction to Oceanography
Topics include mapping the sea floor, formation of the ocean basins, sediments as recorders of ocean history, the composition and physical properties of seawater, ocean circulation, El Ninos, waves, tides, coastal evolution, marine ecosystems, primary productivity, and fisheries management. Lecture and laboratory.
4 credit hours. Gen. Ed. Category LS. Offered spring and summer.

PSCI 320: Science and Society
Discussion focuses on science, its benefits to society, its costs in the broadest sense, its current impact, and its projected impact on future generations.
3 credit hours. Prerequisite: a lower-level science course. Offered as needed.

PSCI 340: Field Methods in Geology
This is an introduction to mapping and the interpretation of geological structures, with emphasis on the geology of local areas. Included are identification of rocks in the field and methods of recording field observations. Laboratory and field trips.
(4) 3 credit hours. Prerequisite: PSCI 212 or consent of instructor. Offered as needed.

PSCI 357: Historical and Contemporary Contexts of Science
The development of science and technology is explored through case histories from the physical, biological, and environmental sciences with reference to their social and cultural implications. Students cannot receive credit for both History 357 and Physical Science 357. (Formerly Physical Science 338.)
(4) 3 credit hours. Offered as needed.

PSCI 490: Independent Study in Physical Science
Under the guidance of a member of the physical science faculty, the student studies a particular area of physical science on the basis of the interest of the student and instructor.
3 credit hours. Prerequisite: consent of department chair. Offered as needed.

PSCI 491, 492, 493: Research in Physical Science
The student researches an area selected after consulting with the instructor and prepares a report of the work. A maximum of six credit hours may be earned in these courses.
1–3 credit hours. Prerequisite: consent of department chair. Offered as needed.

Physics (PHYS)

PHYS 101: General Physics I
This noncalculus-based course includes vectors, statics, kinematics, Newton's laws, energy, momentum, fluids, thermodynamics, and wave motion. Lecture and laboratory.
(7) 4 credit hours. Gen. Ed. Category LS. Offered fall and summer.

COURSE DESCRIPTIONS

PHYS 102: General Physics II
This noncalculus-based course includes electrostatics, DC and AC circuits, magnetism, electromagnetic waves, and an introduction to atomic and nuclear physics. Lecture and laboratory.
(7) 4 credit hours. Gen. Ed. Category LS. Prerequisite: PHYS 101. Offered spring and summer.

PHYS 200: Mechanics
This calculus-based course includes vectors, statics, kinematics, momentum, energy, rotational motion, small oscillations, and fluid mechanics. Lecture and laboratory.
(7) 4 credit hours. Gen. Ed. Category LS. Prerequisite: MATH 212. Offered fall.

PHYS 201: Electricity and Magnetism
This calculus-based course includes electrostatics in 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: MATH 213 and PHYS 200. Offered spring.

PHYS 202: Thermodynamics, Waves, and Optics
This calculus-based course includes laws of thermodynamics, kinetic theory of matter, wave phenomena, fluids, and introductions to quantum physics and relativity. Lecture and laboratory.
(7) 4 credit hours. Prerequisite: MATH 213 and PHYS 200. Offered spring.

PHYS 300: Atomic and Nuclear Physics
Topics include relativistic mechanics, atomic structure, optical and X-ray radiation, radioactivity, fission, fusion, and elementary particle theories. Laboratory experiments emphasize these concepts. Lecture and laboratory.
(6) 4 credit hours. Prerequisite: PHYS 201 or 202. Offered spring (even 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 (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, PHYS 201, 202. Offered as needed.

PHYS 403: Intermediate Mechanics
This course covers, at an advanced undergraduate level, the classical theory of linear and rotational dynamics of particles and continuous media. Included is an introduction to Lagrangian mechanics. Lecture.
3 credit hours. Prerequisite: MATH 316, PHYS 201, 202. Offered as needed.

PHYS 407: Quantum Mechanics
Topics include the breakdown of classical physics, the wave function as a means of describing particle and wave properties, the Schroedinger Equation, solutions to simple eigenvalue problems, the hydrogen atom, and approximation methods. Lecture.
3 credit hours. Prerequisite: MATH 314 and PHYS 300. Offered as needed.

PHYS 411: Thermodynamics and Statistical Mechanics
Topics include the thermodynamic laws, chemical and phase equilibria, advanced kinetic theory of gases, transport phenomena, and quantum statistical mechanics. Advanced mathematical methods are used extensively. Lecture.
3 credit hours. Prerequisite: CHEM 104; MATH 416; PHYS 201, 202. Offered as needed.

PHYS 413: Senior Laboratory
Advanced experiments in mechanics, waves, thermodynamics, optics, electromagnetism, and other topics are conducted. Laboratory.
(6) 3 credit hours. Prerequisite: PHYS 201 and 202. Offered as needed.

PHYS 467: Honors Colloquium in Physics
Current topics in science at an advanced level are presented through department colloquia with outside speakers and through a series of seminars led by resident experts. This course may be repeated for credit with a change in content.
(1) 0.5 credit hour. Prerequisite: PHYS 201 and consent of department chair. Offered fall and spring.

PHYS 490: Independent Study in Physics
Under the guidance of a member of the physics faculty, the student selects for study an area of physics on the basis of the interests of the student and instructor.
3 credit hours. Prerequisite: consent of department chair. Offered as needed.

PHYS 491, 492, 493: Research in Physics
The student conducts original research in an area selected after consulting with the instructor and prepares a report on the work. A maximum of six credit hours may be earned in these courses.
1–3 credit hours. Prerequisite: consent of department chair. Offered as needed.

Political Science (POL)

POL 161: Politics and Culture in Southeast Asia
Focus is on the interplay of culture and politics in Southeast Asia. Where possible, students approach Southeast Asian culture and politics through the writings and works of Southeast Asian leaders and citizens themselves.
4 credit hours. Gen. Ed. Core 3. Offered once annually.

POL 200: Introduction to Political Science
The scope and methods of political science are introduced, along with political ideologies, socialization, and institutions.
3 credit hours. Gen. Ed. Category SB. Offered fall, spring, summer.

POL 202: American Government
The institutions and principles of American national government are examined. Attention is given to the constitutional foundation, federalism, political parties, Congress, the presidency, the Supreme Court, and civil rights.
3 credit hours. Gen. Ed. Category SB. Offered fall, spring, summer.

POL 203: Global Politics
This is an introduction to the governance of other contemporary national political systems and to the forces, principles, and trans-national arrangements of international politics.
3 credit hours. Gen. Ed. Category SB. Offered fall and spring.

POL 204: Introduction to Political Thought
Fundamental concepts and issues of philosophy and political theory are investigated. Basic precepts about authority, law, government, and the terms of obligation are examined in light of contemporary concerns.
3 credit hours. Gen. Ed. Category SB. Offered fall and spring.

POL 208: Introduction to the Law
How the law and legal system affect the everyday lives of citizens is analyzed. Emphasis is on topics of current concern at all levels of government.
3 credit hours. Offered fall and spring.

POL 261: Global Competition: The United States and Its Trading Partners
Issues surrounding global economic competition are examined, along with the merits of free trade for the United States and other global competitors.
4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered fall and spring.

POL 262: Power and Community
The observation and use of power shapes many traditions of political inquiry. Students explore these traditions in Western and non-Western thought, with emphasis on the effort to understand power in diverse urban communities.
4 credit hours. Gen. Ed. Core 1, 2, 3. Fulfills Gen. Ed. Core 4. Offered once annually.

POL 263: Citizenship, National Identity, and Immigration
The ways in which different societies have dealt with citizenship, immigration, and national identity are introduced. Emphasis is on comparative analysis and the moral issues involved in debates over citizenship and immigration.
4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, 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. Gen. Ed. Core 1, 2, 3. Fulfills Gen. Ed. Core 4. Offered once annually.

POL 300: Methodology in Political Science
Philosophical, historical, and analytical approaches to political science research are explored.
3 credit hours. Prerequisite: POL 202 or consent of department chair. Offered fall.

POL 301: Foundations of Public Administration
The art and science of public administration is introduced. Attention is given to the broad range of administrative functions, techniques, problems, and solutions confronting public sector managers.
3 credit hours. Prerequisite: POL 202 or consent of department chair. Offered fall.

POL 303: International Law and Organization
Both 20th-century international organization and the place of evolving international law are considered with respect to the settlement of disputes and the maintenance of peace.
3 credit hours. Prerequisite: one 200-level political science course or consent of department chair. Offered as needed.

POL 304: Research Methods II
Students develop skill in the preparation, analysis, and interpretation of data. Lecture and laboratory. Students cannot receive credit for both Political Science 304 and Sociology 304.
(5)-4 credit hours. Prerequisite: POL 300 or SOC 302, or consent of department chair. Offered as needed.

POL 306: State and Local Government
This is an examination of 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. Offered every third semester.

POL 307: Political Behavior
Through a comparative critical study of selected readings, students develop and practice behavior indicative of political culture, political socialization, organization and leadership, and stratification.
3 credit hours. Prerequisite: POL 202. Offered fall.

POL 308: Current Political Controversy
Students learn the art and science of political analysis by critically reading and writing about political controversies currently in the news, while learning to use the tools and data available to political scientists.
4 credit hours. Prerequisite: POL 202, 203, 204, or POL 202 and consent of department chair. Offered fall.

POL 309: Women and Politics
Focus is on the increasing involvement of women in the politics and issues of contemporary America. The political socialization, voting behavior, and political role playing of women in government are also discussed.
3 credit hours. Prerequisite: one 200-level political science course or consent of department chair. Offered as needed.

POL 310: Political Thought and the Modern World
The ideas of major Western political thinkers, including the Greeks, Machiavelli, Hobbes, Locke, Rousseau, Hume, Hegel, and Marx, are reviewed.
3 credit hours. Prerequisite: POL 204 or consent of department chair. Offered fall.

POL 315: Western Legal Systems
This is a comparative study of the development of English common law and continental European civil law, with emphasis on jurisprudence, legislation, law codes, and intellectual and economic trends. Students may not receive credit for both Political Science 315 and History 315.
3 credit hours. Prerequisite: HIST 161 or consent of department chair. Offered as needed.

POL 317: Politics and Society
Relationships of power and authority and their social foundations are studied, particularly pluralism, elites, and changing patterns of political economy. Students cannot receive credit for both Political Science 317 and Sociology 317.
3 credit hours. Prerequisite: POL 204 or consent of department chair. Offered spring.

POL 327: Internship in State Government
Through field placements in the government of Rhode Island, students are able to integrate classroom theory with political reality. Included is a weekly lecture series involving the participation of appropriate political leaders and academics.
4 credit hours. Prerequisite: recommendation of the Academic Advisory Committee to the State Internship Commission. Offered spring.

POL 328: Field Experiences in the Public Sector
Students are assigned to cooperating local, state, or national agencies, political parties, or interest groups. Assignments relate field experiences to academic concepts.
4 credit hours. Prerequisite: consent of instructor. Offered fall, spring, summer.

POL 330: Administrative Law and Regulatory Politics
Students examine procedural law remedies of regulatory agencies, as well as rule making, adjudication, judicial review of administrative decisions, and the politics of regulation.
4 credit hours. Prerequisite: POL 301 or consent of department chair. Offered as needed.

POL 331: Courts and Public Policy
Focus is on the role of the United States Supreme Court in policymaking. Through case analysis, attention is given to the impact of judicial policymaking on the presidency, federal policing, and other selected public policy areas.
4 credit hours. Prerequisite: one 200-level political science course, preferably POL 202. Offered fall.

POL 332: Civil Liberties in the United States
Traditional constitutional guarantees of civil liberty and due process in American life are examined. Included is an examination of legal decisions and the justifications offered for those decisions.
4 credit hours. Prerequisite: POL 202. Offered fall and spring.

POL 335: Jurisprudence and the American Judicial Process
The nature of law is examined through the analysis of selected theories of jurisprudence. Attention is given to judicial organization and process, judicial administration and politics, and judicial behavior at both the state and national levels.
3 credit hours. Prerequisite: one 200-level political science course or consent of department chair. Offered as needed.

POL 336: State and Society in the Third World
The origins of preindustrial non-Western states are examined as issues of power, class, statecraft, and empire. Students cannot receive credit for both Political Science 336 and Anthropology 336.
3 credit hours. Prerequisite: any 200-level anthropology or political science course, or consent of department chair. Offered as needed.

POL 337: Urban Political Geography
Geographic and political analyses are used to study the growth of cities. Consideration is given to the role of cities on local, national, and world scales. Students cannot receive credit for both Geography 337 and Political Science 337.
3 credit hours. Prerequisite: any 200-level geography or political science course or consent of department chair. Offered as needed.

POL 341: The Politics of Developing Nations
Emphasis is on the theories of political development and the analysis of developmental problems, ranging from terrorism to the role of the military, instability, and the alteration of political cultures.
3 credit hours. Prerequisite: POL 203 or consent of department chair. Offered as needed.

POL 342: The Politics of Global Economic Change
Fundamental changes in world politics and the international economy in recent years are examined. Topics include the integration of Western Europe and the rise of newly industrialized countries in Asia.
3 credit hours. Prerequisite: POL 203 or consent of department chair. Offered every third semester.

POL 343: The Politics of Western Democracies
The political structures, processes, and policies of the principal West European and Anglo-American postindustrial societies are compared and analyzed.
4 credit hours. Prerequisite: one 200-level political science course or consent of department chair. Offered as needed.

POL 353: Parties, Interest Groups, and the Media
The roles of political parties, interest groups, election campaigns, and the media in the American political system are examined. Focus is on contemporary political behavior and participation.
3 credit hours. Prerequisite: POL 202 or consent of department chair. Offered fall of election years.

POL 357: The American Presidency
The constitutional and institutional evolution of the presidency is studied, including the demands and resources of the office. Students cannot receive credit for both History 332 and Political Science 357.
3 credit hours. Prerequisite: any 200-level history or political science course, or consent of department chair. Offered as needed.

POL 358: The American Congress
Students examine the development of Congress and assess its structure, the behavior of its members, and its role in American politics.
3 credit hours. Prerequisite: POL 202 or consent of department chair. Offered every third semester.

POL 359: Political and Governmental Communications
The needs, methods, restrictions, and impacts of goal theory and political communication are reviewed. Also examined are issues of symbolism in communications theory, agenda setting, and media effectiveness.
3 credit hours. Prerequisite: POL 202 or consent of instructor. Offered as needed.

POL 371: Readings in Political Science
The student engages in independent readings.
3 credit hours. Prerequisite: major in political science and consent of advisor and instructor. Offered as needed.

POL 381: Workshop in Public Service
Selected topics are investigated in various formats.
1–4 credit hours. Prerequisite: varies. Offered summer.

POL 390: Independent Research in Political Science
The student selects a topic and undertakes concentrated research under the supervision of an advisor.
4 credit hours. Prerequisite: consent of department chair, instructor with whom student wishes to work, and dean.

POL 446: Foreign Policy
American foreign policy, decision making, and politics are examined. The policies and decision-making particulars of other governments are developed where appropriate.
3 credit hours. Prerequisite: POL 203. Offered as needed.

POL 452: Leadership and Bureaucratic Politics
Focus is on the leadership and political environment of mid- and upper-level public managers and administrators in public agencies.
3 credit hours. Prerequisite: POL 202 or consent of department chair. Offered fall.

POL 455: Policy Formation Process
Public policy formulation, from input to output, by the major institutions of government is studied. Included are the internal processes and interactions of legislatures and executives.
4 credit hours. Prerequisite: POL 202 or consent of department chair. Offered fall.

POL 456: Policy Analysis
The substance of public policy in the United States is investigated. Focus is on various models of policy analysis that seek to explain the variables which 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.

Portuguese (PORT)

The general prerequisite for 200- and 300-level Portuguese courses is proficiency in intermediate Portuguese demonstrated through examination or successful completion of Portuguese 114 or the equivalent.

PORT 101: Elementary Portuguese I
Students develop the ability to understand, speak, read, and write in Portuguese and gain an understanding of Portuguese life and character. Language laboratory is required. Not open to students who have offered admission credit in Portuguese.
4 credit hours. Offered fall.

PORT 102: Elementary Portuguese II
Four skills are developed: listening, speaking, reading, and writing within the context of Portuguese culture. Language laboratory is required.
4 credit hours. Prerequisite: PORT 101 or one year of secondary school Portuguese, or consent of department chair. Offered spring and summer.

PORT 113: Intermediate Portuguese
The cultural and linguistic heritage of the Portuguese-speaking world is examined through selected readings. Grammar is reviewed and basic oral and written skills developed. Language laboratory is required.
3 credit hours. Gen. Ed. Category 5B. Prerequisite: PORT 102 or three years of secondary school Portuguese or a score of 500–549 on the CEEB Achievement Test in Portuguese. Offered fall.

PORT 114: Readings in Intermediate Portuguese
Students develop both reading skill and an appreciation of literature as a reflection of the heritage of the Portuguese people. Development of oral skill is continued, and some attention is given to written practice.
3 credit hours. Prerequisite: PORT 113 or equivalent, or consent of department chair. Offered spring.

PORT 201: Conversation and Composition
Emphasis is on the use of correct spoken Portuguese on an advanced level. Attention is given to the correction of pronunciation through practice in the Language Laboratory and elementary work in phonetics.
4 credit hours. Prerequisite: PORT 114 or equivalent, or consent of department chair. Offered fall.

PORT 202: Composition and Conversation
Writing skills in Portuguese are developed through grammatical exercises, controlled composition, original themes, and the stylistic analysis of literary texts. Discussions in Portuguese of the written materials provide oral practice.
4 credit hours. Prerequisite: PORT 114 or equivalent, or consent of department chair. Offered spring.

PORT 230: The Portuguese World: Portugal and the Islands
The geography and the political and cultural history of Portugal and the Portuguese islands are traced from origins to modern times. This course is conducted in Portuguese.
3 credit hours. Offered as needed.

PORT 231: The Portuguese World: Brazil
The geography and the political and cultural history of Brazil are traced from origins to modern times. This course is conducted in Portuguese.
3 credit hours. Offered as needed.

PORT 301: Survey of Portuguese Literature I
This is the first half of a comprehensive introduction to the principal movements, genres, and authors of Portuguese literature.
3 credit hours. Offered as needed.

PORT 302: Survey of Portuguese Literature II
This is a continuation of Portuguese 301.
3 credit hours. Offered as needed.

PORT 311: Survey of Brazilian Literature I
This is the first half of a comprehensive introduction to the principal movements, genres, and authors of Brazilian literature.
3 credit hours. Offered as needed.

PORT 312: Survey of Brazilian Literature II
This is a continuation of Portuguese 311.
3 credit hours. Offered as needed.

PORT 320: Applied Grammar
Practical application of grammar is offered in both oral and written form, along with an intensive study of construction and idiomatic expressions.
3 credit hours. Offered as needed.

Psychology (PSYC)

PSYC 110: Introduction to Psychology
The field of psychology is surveyed, with emphasis on the biological, cognitive, and environmental factors influencing behavior.
3 credit hours. Gen. Ed. Category 5B. Offered fall, spring, summer.

PSYC 211: Humanistic Psychology
This is an introduction to humanistic psychological perspectives on science, human motivation, growth and development, attitudes, values, and self-actualization. The works of Maslow, Rogers, Allport, and others are considered.
3 credit hours. Offered as needed.

PSYC 212: Women and Men: Psychological Perspectives on Gender
Psychological issues in and perspectives on women's and men's experiences are discussed. Competing psychological explanations of the inequalities between women and men with access to power and decision making are assessed.
3 credit hours. Prerequisite: PSYC 110 or equivalent. Offered as needed.

PSYC 215: Social Psychology
The ways in which individuals are affected by, and in turn affect, their social environment are studied at the introductory level. Topics include intragroup and intergroup relations, and cultural influences on behavior.
3 credit hours. Gen. Ed. Category 5B. Offered fall and spring.

PSYC 217: Drugs, Society, and Chemical Dependency
Psychoactive drugs and their effects are reviewed. Emphasis is on physiological brain response, history of drug use and drug control, chemical dependency, and drug abuse education. (Formerly Drug Use and Personal Decision Making.)
3 credit hours. Offered fall and spring.

PSYC 221: Foundations of Psychological Research
The purposes and procedures of psychological research are introduced. Included is the nature of empirical research, varieties of research strategies and methods, the process of conducting research, and elementary data analysis.
3 credit hours. Prerequisite: PSYC 110 or equivalent. Offered fall, spring, summer.

PSYC 230: Human Development
This is a survey of life span development. Included are major theories and contemporary information relating to learning and development in physical, social, emotional, and cognitive realms. (Formerly Psychology 330.)
4 credit hours. Prerequisite: PSYC 110 or equivalent. Offered fall, spring, summer.

PSYC 251: Personality
Personality functioning is studied, including genetic, constitutional, and cultural determinants; theories of personality; and techniques of personality assessment in children and adults.
4 credit hours. Prerequisite: PSYC 110 or equivalent. Offered fall, spring, summer.

PSYC 320: Introduction to Psychological Methods
Statistical methods and research design as they are used in psychological investigations are examined. Topics include measures of central tendency, variance, probability, and parametric and nonparametric statistical tests.
4 credit hours. Prerequisite: PSYC 221 or equivalent. Offered fall, spring, summer.

PSYC 331: Child Psychology
Physical, social, emotional, and cognitive development from conception to early adolescence are studied. Emphasis is on the current state of knowledge of both biological and environmental influences on growth.
4 credit hours. Prerequisite: PSYC 221 and 230 or equivalents. Offered fall, spring, summer.

PSYC 332: Adolescent Psychology
Significant factors in adolescent development are studied. Adjustment to adolescent roles and the search for self-identity are emphasized.
4 credit hours. Prerequisite: PSYC 221 and 230 or equivalents. Offered fall, spring, summer.

PSYC 339: Psychology of Aging
Theory and research relating to psychological processes in adulthood and old age are reviewed. Topics include behavior-biology interactions and perceptual, cognitive, and intellectual functioning.
4 credit hours. Prerequisite: PSYC 221 and 230 or equivalents. Offered fall, spring, summer.

PSYC 341: Perception
The variables that determine what we perceive are studied, including input from sensory systems and the effects of attention and past experience. Included are experimental techniques used to investigate perceptual phenomena.
4 credit hours. Prerequisite: PSYC 221 or equivalent. Offered fall, spring, summer.

PSYC 342: Behavior Modification
The principles of behavior modification are studied. These principles are applied to a variety of behaviors and settings. (Formerly Operant Conditioning.)
4 credit hours. Prerequisite: PSYC 221 or equivalent. Offered fall, spring, summer.

PSYC 344: Psychology of Learning and Memory
Traditional theories of learning and contemporary models of information processing and memory are examined. Emphasis is on relationships between theories and observed phenomena.
4 credit hours. Prerequisite: PSYC 221 or equivalent. Offered spring and summer.

PSYC 345: Physiological Psychology
Neural and chemical bases of behavior are surveyed, including the relationship between anatomical, neurophysiological, and behavioral data. General principles of sensory functioning, control of movement, and rhythms are also considered.
4 credit hours. Prerequisite: PSYC 221 or equivalent. Offered fall or spring.

PSYC 346: Psychological Testing
The basic principles of construction, selection, and interpretation of psychological tests are introduced. Also considered are reliability, validity, and norms. (Formerly Psychology 322.)
4 credit hours. Prerequisite: PSYC 221 or equivalent. Offered fall, spring, summer.

PSYC 349: Cognitive Psychology
Historical and contemporary views of cognitive functioning are introduced, with emphasis on current interpretations of a wide range of cognitive phenomena. Included are information-processing theories.
4 credit hours. Prerequisite: PSYC 221 or equivalent. Offered fall or 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. (Formerly Psychology 343.)
4 credit hours. Prerequisite: PSYC 221 and 251 or equivalents. Offered fall.

PSYC 354: Abnormal Psychology
Traditional and contemporary approaches to the understanding and treatment of a wide range of abnormal behaviors, both in children and in adults, are studied.
4 credit hours. Prerequisite: PSYC 221 and 251 or equivalents. Offered fall 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 fall and spring.

PSYC 357: Social Cognition
Classical and contemporary theoretical and empirical approaches to how individuals think about and understand the social environment are examined, including attribution processes and social inferences, and attention and memory processes.
4 credit hours. Prerequisite: PSYC 215 and 221 or equivalents. Offered as needed.

PSYC 358: Social Psychology and the Law
Applications of social psychological theory and research to the legal system are examined. Topics may include the psychological factors influencing eyewitness testimony, jury deliberations and decision-making, and criminal sentencing.
4 credit hours. Prerequisite: PSYC 215 and 221 or equivalents. Offered as needed.

PSYC 359: Health Psychology
The psychological influences on how people stay healthy, how they become ill, and how they respond when they become ill are examined. Emphasis is on the applications of psychological research and theory to health promotion.
4 credit hours. Prerequisite: PSYC 221 and either PSYC 215 or 251 or equivalents. Offered 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 373: Research Methods in Developmental Psychology
Standard laboratory and field procedures, research design, and the analysis and interpretation of data from the area of developmental psychology are presented. Lecture and laboratory.
(5) 4 credit hours. Prerequisite: PSYC 320 and at least one course from PSYC 331, 332, 339, 346, or equivalent. Offered fall, spring, summer.

PSYC 374: Research Methods in Experimental Psychology
Presented are standard experimental laboratory procedures, research design, and the analysis and interpretation of data. Experiments illustrating the basic methods are performed.
(5) 4 credit hours. Prerequisite: PSYC 320 and at least one course from PSYC 341, 342, 344, 345, 346, or equivalent. Offered fall, spring, summer.

PSYC 375: Research Methods in Personality and Social Psychology
Laboratory and field procedures, research design, and the analysis and interpretation of data from personality and social psychology are presented. Investigations using basic research methods are undertaken.
(5) 4 credit hours. Prerequisite: PSYC 320 and at least one course from PSYC 346, 353, 354, 356, 357, 358, 359, or equivalent. Offered fall, spring, summer.

PSYC 390: Directed Research
The student selects a topic and undertakes concentrated research under the supervision of an advisor.
3 credit hours. Prerequisite: PSYC 221 or equivalent, six credit hours of 300-level psychology courses, and consent of department chair and dean. Offered as needed.

PSYC 391: Directed Research
This is a continuation of Psychology 390.
3 credit hours. Prerequisite: PSYC 390 and consent of department chair and dean. Offered as needed.

PSYC 392: Problems in Psychological Research
Topics of current interest are selected from psychological literature. Under the supervision of the instructor, students conduct investigations into these topic areas. One class per week is devoted to problems of research design and methodology.
4 credit hours. Prerequisite: PSYC 373 or 374 or 375 and consent of department chair and dean. Offered as needed.

PSYC 393: Directed Reading
Under faculty supervision, the student engages in intensive reading on a specific issue within the area of psychology.
3 credit hours. Prerequisite: PSYC 221 or equivalent, six credit hours of 300-level psychology courses, and consent of department chair and dean. Offered as needed.

PSYC 400: Issues in Child Growth and Development
Theories and empirical evidence relating to contemporary issues in child development and learning are considered. Representative topics include intelligence, personality, adjustment, social behavior, self-concept, and cognitive development.
3 credit hours. Prerequisite: graduate status and six credit hours of psychology courses, or consent of department chair. Offered fall, spring, summer.

PSYC 402: The Social Psychology of Adolescence
Patterns of development and social interaction are analyzed within a social-psychological frame of reference. Examined are the adolescent's peer group interactions and the adolescent's search for identity.
3 credit hours. Prerequisite: graduate status and six credit hours of psychology courses, or consent of department chair. Offered fall, spring, summer.

PSYC 451: Psychology of Race, Class, and Gender
Psychological factors relating to gender, social class, and racial differences are presented. Included are the historical and contemporary effects of discrimination and methods of reducing intergroup conflict. (Formerly Psychology 509.)
3 credit hours. Prerequisite: PSYC 217 and 354, or consent of department chair. Offered as needed.

PSYC 452: Theories of Psychological Intervention
The basics of theory and the methods of promoting psychological change and behavior modification are presented. Included is a survey of appropriate theories and an introduction to practical resources for treatment. (Formerly Psyhology 623.)
3 credit hours. Prerequisite: PSYC 217 and 354 or equivalent. Offered as needed.

PSYC 453: Community Psychology
The relationships between environmental stressors and emotional reactions are examined. Strategies for prevention of disorder through altering environmental factors and social interactions are considered. (Formerly Psychology 654.)
3 credit hours. Prerequisite: PSYC 217 and 354 or equivalent. Offered as needed.

PSYC 508: Behavior in Groups and Social Organizations
Included are the psychological aspects of group task performance, role behavior, and social dynamics in working situations. Emphasis is on analytic techniques, institutional climates, leadership methods, and human values.
3 credit hours. Prerequisite: graduate status and six credit hours of psychology courses, or consent of department chair. Offered fall.

PSYC 510: Drugs and Behavior
Contemporary issues relating to drugs and behavior are introduced. Topics include classification and identification of various drugs, mental and physical effects of the drugs, characteristics of the drug addict, and rehabilitation of drug addicts.
3 credit hours. Prerequisite: graduate status and six credit hours of psychology courses, or consent of department chair. Offered fall, spring, summer.

PSYC 520: Fundamentals of Research
Research concepts, design, and methodology are presented in terms of their specific relationships to educational problems. Critical analysis of educational material is included.
3 credit hours. Prerequisite: graduate status and six credit hours of psychology courses, or consent of department chair. Offered spring.

PSYC 521: Industrial Psychology
Emphasis is on the measurement of human abilities and the understanding of psychological principles in decision making, planning, industrial training, and group interaction.
3 credit hours. Prerequisite: graduate status and six credit hours of psychology courses, or consent of department chair. Offered fall and as needed.

PSYC 535: Psychopathology of Childhood and Adolescence
Emphasis is on the identification, description, and diagnosis of types of deviant children and the social, psychological, and physical factors involved in their development. (Formerly The Deviant Child.)
3 credit hours. Prerequisite: graduate status and PSYC 331 or 354 or equivalent, or consent of department chair. Offered fall and spring.

PSYC 538: Seminar in Personality and Social Development
Major personality and social theories as they relate to human development are studied. Empirical evidence derived from the professional literature is considered. (Formerly Psychology 508.)
3 credit hours. Prerequisite: graduate status and PSYC 230 and 331, or PSYC 332 or 339 or equivalent, or consent of department chair. Offered spring.

PSYC 540: Quantitative Methods in Psychological Research
Study includes the principles and procedures of statistical analyses and interpretation of data in the behavioral sciences. Content is beyond the level of an introductory course in statistics.
3 credit hours. Prerequisite: graduate status and PSYC 320 or equivalent, or consent of department chair. Offered fall.

PSYC 541: Seminar in Research Methods
Descriptive, correlational, and experimental methods used in psychology are surveyed. Included are program evaluation, computer usage, and a supervised research project.
3 credit hours. Prerequisite: graduate status and PSYC 540 or equivalent, or consent of department chair. Offered spring.

PSYC 549: Cognition
Cognition is studied from a contemporary information-processing point of view. Included are historical antecedents, relationships to alternative theoretical perspectives, and applications to learning, development, and problem solving.
3 credit hours. Prerequisite: graduate status and a course in research methods, or consent of department chair. Offered spring.

PSYC 555: Family as a Social System
Addressed are the specialized conceptual needs of mental health practitioners from various professional orientations (e.g., counseling, social work, psychology, nursing) in the area of family-system theories.
3 credit hours. Prerequisite: graduate status and PSYC 354 or equivalent, or consent of department chair. Offered as needed.

PSYC 556: Seminar in Personality Theory
Personality theories are considered in the context of the philosophical and sociocultural environments in which they evolved. Relationships between behavioral development and theoretical predictions are examined. (Formerly Psychology 566.)
3 credit hours. Prerequisite: graduate status and PSYC 291 and 354 or equivalents, or consent of department chair. Offered fall.

PSYC 558: Seminar in Social Psychology
Included is an overview of the field of social psychology organized around major research areas. Each of the areas is critically examined using primary sources and representative empirical research.
3 credit hours. Prerequisite: graduate status and a course in research methods, or consent of department chair. Offered spring.

PSYC 559: Seminar in Psychopathology
Psychopathology, in both children and adults, is studied. Considered are classification, etiology, the major theoretical approaches, and the various categories of disordered behavior. (Formerly Psychology 569.)
3 credit hours. Prerequisite: graduate status and PSYC 556 or equivalent, or consent of department chair. Offered spring.

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 six credit hours of psychology courses, or consent of department chair. Offered as needed.

PSYC 565: Seminar in Attitude and Attitude Change
Research findings and theoretical issues relating to attitudes and attitude change are examined. Analysis is made of the persuasive effectiveness of such variables as source, content, and structure of messages.
3 credit hours. Prerequisite: graduate status and 12 credit hours of psychology courses, or consent of department chair. Offered spring.

PSYC 590: Directed Research
The student selects a topic and undertakes concentrated research under the supervision of a faculty advisor.
3 credit hours. Prerequisite: graduate status, six semesters of psychology courses, PSYC 320 or equivalent, and consent of department chair and dean. Offered as needed.

PSYC 593: Directed Reading
Under the supervision of a faculty member, the student engages in intensive readings on a specific topic in psychology.
3 credit hours. Prerequisite: graduate status; a course in research methods; and consent of department chair and dean. Offered as needed.

Public Administration (PBAD)

PBAD 325: Politics of Public Management: Budgeting and Personnel Administration
Emphasis is on the central role of public budgets in policy formation and on the search for balance among a representative public work force, neutral competence, and political responsiveness.
4 credit hours. Prerequisite: POL 301 or consent of department chair. Offered spring.

PBAD 358: Government Information Systems
The role of the public sector and political information systems are introduced. Students employ public sector policy and program evaluation techniques, using budget-specific, personnel-specific, and policy-specific data.
4 credit hours. Prerequisite: POL 301 or consent of department chair. Offered spring.

Secondary Education (SED)

SED 405: Dimensions of Secondary Education
Teaching in the secondary schools is introduced. Topics include basic planning, teaching skills, strategies for improving learning, and furthering students' literacy development. Microteaching, school visits, and tutoring are required.
4 credit hours. Prerequisite: admission to a secondary education teacher preparation program or consent of department chair. Offered fall, spring, summer.

SED 410: Practicum in Secondary Education
Students study principles, methods, and curriculum in their teaching area, including global perspectives and health issues. Students prepare and deliver lessons and work with individual students, small groups, and classes in secondary schools.
5 credit hours. Prerequisite: SED 405, with a minimum grade of B-; fulfillment of retention standards; and completion of requirements for the major. Offered fall and spring.

SED 421: Student Teaching in the Secondary School
Students teach for five full days a week in a middle, junior, or senior high school under the supervision of a cooperating teacher and a College supervisor.
5 or 9 credit hours. Prerequisite: concurrent enrollment in SED 422; completion of all program requirements; completion of all required education courses with a minimum grade of B (except SED 422); satisfactory completion of all courses in the major required prior to student teaching; recommendation of practicum instructor; undergraduates, second degree, and RITE students must have 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; completion of the technology competency requirement; completion of the community service requirement; 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 upon their initial experience as classroom teachers.
2 credit hours. Prerequisite: concurrent enrollment in SED 421. Offered fall and spring.

SED 444: Teaching Adolescent Literature
This a blending of the academic appreciation of young adult literature with pedagogical strategies for its classroom use. Students read widely in the field and develop individualized demonstration projects for use in the secondary English class.
3 credit hours. Offered summer.

SED 445: The Teaching of Writing in Secondary Schools
Study includes the evaluation of aims and objectives, selection and organization of content, principles and methods of writing instruction, and current research and practice in the teaching of writing.
3 credit hours. Offered as needed.

SED 461: Latinos in the United States
Students are introduced to the experiences and perspectives of Latinos in the United States. Students cannot receive credit for the equivalent courses: Anthropology 461, Secondary Education 461, and Social Science 461.
3 credit hours. Prerequisite: any 200-level course in a social or behavioral science. Offered as needed.

SED 514: Secondary School Curriculum
The development of a curriculum and the forces which modify it are examined in terms of the problems, needs, and trends involved. Recent curriculum developments are considered.
3 credit hours. Offered spring (even years).

SED 527: Foreign Languages in the Schools
Focus is on more effective foreign language teaching at all levels. Recent research in methodology and educational media is examined, with particular reference to the contributions made by such areas as psychology and linguistics.
3 credit hours. Prerequisite: completion of the minimum academic requirements for certification in the discipline or consent of department chair. Offered spring (as needed).

SED 529: Mathematics in the Secondary Schools
Aspects directly concerned with the actual teaching of mathematics are emphasized. Attention is given to recent curriculum recommendations that affect methodology and the teacher's fundamental approach to mathematics.
3 credit hours. Prerequisite: completion of the minimum academic requirements for certification in the discipline or consent of department chair. Offered as needed.

SED 531: Models of Instruction
Students examine and practice a variety of theory-based models. Reading and discussion puts the instructional models in the context of contemporary secondary school issues and reform efforts.
3 credit hours. Offered spring.

SED 532: Concepts in Instructional Design
Students develop the skills necessary for instructional design and evaluation processes. Consideration is given to the selection of instructional materials, development of lesson strategies, and implementation of instruction.
3 credit hours. Prerequisite: SED 531 or consent of department chair. Offered as needed.

SED 533: Adult Basic Education
Focus is on teaching adults whose educational level is below eighth grade. Study includes the social and psychological characteristics of disadvantaged adults and various strategies and materials used in motivating and teaching them.
3 credit hours. Prerequisite: teaching certificate or satisfactory completion of student teaching. Offered as needed.

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 the 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 the 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 summer as needed.

SED 591–594: Directed Research
Students initiate a formal inquiry into an area of concern associated with their present professional responsibility, under the direction of a member of the department faculty. A maximum of four credit hours may be earned in this sequence.
1–4 credit hours. Prerequisite: consent of department chair. Open only to students enrolled in the M.Ed. program in secondary education or the educational specialists programs. Offered as needed.

Social Science (SSCI)

SSCI 102: Introduction to Computer Use in the Social Sciences
The applications of computer technology in the social sciences are introduced, including word processing, data storage, management, and analysis. Familiarity with main frame and microcomputers is also developed.
3 credit hours. Offered as needed.

SSCI 162: Individual and Society in Non-Western Worlds
The heritage, values, perceptions, and actions of individuals and social groups in non-Western contexts (cultures, nations, and civilizations) are examined from the perspective of one or more social sciences disciplines. Sections include: Japan.
4 credit hours. Gen. Ed. Core 3. Offered fall, spring, summer.

SSCI 310: Africa
The social and political structures and related problems of changing Africa are considered. Social science faculty members and visiting specialists may lecture in their fields of specialization.
3 credit hours. Prerequisite: any 200-level course in a social science. Offered as needed.

SSCI 311: Latin America
Changes in Latin American societies during the 20th century are examined in terms of 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 312: The Middle East
Focus is on Middle Eastern societies and their structural adaptation to the dynamics of change in the 20th century.
3 credit hours. Prerequisite: any 200-level course in a social science. Offered as needed.

SSCI 315: The City in the 20th Century
The city is studied through the perspectives and methods of the various social sciences. Issues related to the historical development and contemporary problems of 20th-century cities are considered.
3 credit hours. Prerequisite: any 200-level course in a social science. Offered as needed.

SSCI 316: The City in the Ancient World
The development of urban centers between 3000 BC and AD 400 are examined, with focus on the integrative social, economic, and religious elements in the creation of urban society.
3 credit hours. Prerequisite: six credit hours in any of the respective social sciences disciplines. Offered as needed.

SSCI 317: Religion and Social Change
The relationship between religion and society is explored, with focus on the responses and adaptations made by selected religious leaders and movements to change in the wider sociocultural systems.
3 credit hours. Prerequisite: six credit hours in any of the respective social sciences disciplines. Offered as needed.

SSCI 400: New England and the Sea
Students explore various aspects of New England's coastal maritime cultural environment and worldview. Included are field trips to "alongshore" sites. Students cannot receive credit for both Anthropology 400 and Social Science 400.
(8) 3 credit hours. Prerequisite: any course in a social or behavioral science. Offered summer.

SSCI 418: Cultural Pluralism
Focus is on the nature and dynamics of cultural pluralism in society. A comparative framework contrasting pluralism in American society with that in another selected society is used.
3 credit hours. Prerequisite: six credit hours in any of the social sciences disciplines. 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 the equivalent courses: Anthropology 461, Secondary Education 461, and Social Science 461.
3 credit hours. Prerequisite: any 200-level course in a social or behavioral science. Offered as needed.

SSCI 518: Cultural Pluralism
This is an inquiry into the dynamics of cultural pluralism in selected societies.
3 credit hours. Prerequisite: six credit hours in any of the social sciences disciplines. Offered as needed.

SSCI 561: Latinos in the United States
Students examine recent scholarship on Latinos in the United States and undertake graduate-level research projects, with focus on Latino narratives, literature, film, and art. Students cannot receive credit for the equivalent courses: Anthropology 561, Secondary Education 461, and Social Science 561.
3 credit hours. Prerequisite: graduate status and any 300-level social or behavioral science course, or consent of department chair.

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. Non-matriculated students may take SWRK 520 and 522.

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 011: Basic Interviewing Skills
Students practice relationship building, interviewing, and engagement skills. Students also integrate practice experience with classroom learning.
(3) 0 credit hour. Prerequisite: acceptance into the Case Management Certification program. Offered fall and spring.

SWRK 110: Introduction to Case Management
Students are introduced to the knowledge, values, and skills underlying case management practice. Presented are issues of diversity, community resources, and arenas of case management practice.
3 credit hours. Prerequisite: acceptance into the Case Management Certification program. Offered fall and spring.

SWRK 111: Basic Interviewing Skills for Case Management Practice
Students practice relationship building, interviewing, and engagement skills. Students also integrate practice experience with classroom learning.
(3) 1 credit hour. Prerequisite: acceptance into the Case Management Certification program. Offered fall and spring.

SWRK 120: Generalist Case Management Practice
Focus is on a generalist approach to case management practice, which entails core foundation knowledge and skills in the areas of assessing, planning, linking, monitoring, recording, and evaluating.
3 credit hours. Prerequisite: acceptance into the Case Management Certification program. Offered fall and spring.

SWRK 220: Case Management Planning and Intervention
Focus is on common features of generalist case management practice needed for working with individuals, families, and groups.
3 credit hours. Prerequisite: SWRK 110 and 120. Offered spring and summer.

SWRK 230: Advanced Case Management Skills
Focus is on case management assessment and intervention skills needed for working with individuals, families, and groups.
3 credit hours. Prerequisite: SWRK 110 and 120. Offered spring and summer.

SWRK 240: Introduction to Social Work and Social Welfare
Topics include the historical evolution of welfare programs, the structure of public and voluntary social services, current welfare programs, and the development and status of social work as a profession.
3 credit hours. Offered fall and spring.

SWRK 260: Case Management Integrative Seminar and Field Experience
This seminar serves as a forum for students to share their experiences in field placement and to obtain assistance integrating their field work and classroom learning.
(6) 3 credit hours. Prerequisite: SWRK 110 and 120. Offered spring and summer.

SWRK 302: Social Work Practice Evaluation and Research
Skills are developed for social work practice and program evaluation and for critical assessment of published research reports. Included are practice-based problem formulation, research design, single-subject research, and sampling.
3 credit hours. Prerequisite: PSYC 215, SWRK 240, and any 200-level sociology course. Offered fall and spring.

SWRK 320: Policy Analysis
Social science, historical, and ideological concepts and perspectives are explored as foundations of analytical approaches to policy and social programs. Social service policies and programs are used to link policies with professional practice. Sociology 320 cannot be substituted for Social Work 320.
3 credit hours. Prerequisite: ECON 200, POL 202, SWRK 240, or consent of department chair. Offered fall and spring.

SWRK 324: Human Behavior in the Social Environment: Individual, Family, and Small Group
A wide range of interactions between individuals and other social systems are examined, with emphasis on the impact of societal institutions on individual development, functioning, and values. The impact of social inequality is highlighted.
3 credit hours. Prerequisite: BIOL 103, PSYC 215, 230, SWRK 240, or consent of department chair. Offered fall and spring.

SWRK 325: Human Behavior in the Social Environment: Social System, Institution, and Organization
Social systems, institutions, and values in American society are examined by focusing on the ways in which individuals function within and shape linking structures (e.g., workplace, community) and the social environment (e.g., culture, class).
3 credit hours. Prerequisite: ECON 200, POL 202, SWRK 240, or consent of department chair. Offered fall and spring.

SWRK 326: Generalist Social Work Practice
Students are oriented to problem solving and to the roles and activities of the social worker with individuals, families, small groups, organizations, and communities in a variety of fields of practice. Concurrent volunteer experience is recommended.
3 credit hours. Prerequisite: SWRK 240 and prior or concurrent enrollment in SWRK 324 and 325. Offered fall.

SWRK 327: The Helping Process
Skills in working with individuals and small groups are developed. Focus is on interviewing and relationship management skills as the basis for facilitating mutual problem solving.
3 credit hours. Prerequisite: acceptance into the B.S.W. program, SWRK 326, and prior or concurrent volunteer experience in a social agency. Offered spring.

SWRK 390: Independent Study
Study involves independent reading or an independent research project. Structure and credit hours vary.
Prerequisite: social work majors with junior or senior standing. Offered as needed.

SWRK 421: Social Work Practice and the Law
Students become familiar with the structure of the legal system and the expectations of social workers in various legal arenas. Students cannot receive credit for both Social Work 421 and 516.
3 credit hours. Prerequisite: concurrent enrollment in SWRK 436 or 437, or consent of instructor. Offered fall and spring.

SWRK 429: Advanced Generalist Social Work Practice
The process of planned social change with all systems is reviewed and expanded in coordination with concurrent experiences. Focus is on the application of theoretical perspectives to practice situations. (Formerly Social Work Practice: Individuals, Families, and Small Groups.)
3 credit hours. Prerequisite: SWRK 302, 320, 327, and concurrent enrollment in SWRK 436 and 463. Offered fall.

SWRK 434: Ethnic-Sensitive Social Work Practice
Major cross-cultural social work practice frameworks are examined, as well as ethnically competent practice required to help ethnic groups toward empowerment. Students cannot receive credit for both Social Work 434 and 534.
3 credit hours. Prerequisite: concurrent enrollment in SWRK 436 or 437, or consent of department chair. Offered as needed.

SWRK 435: Crisis Intervention and Brief Treatment
Focus is on the development of knowledge and skill in the application of basic theory and techniques of crisis intervention and brief casework services. Students cannot receive credit for both Social Work 435 and 535.
3 credit hours. Prerequisite: concurrent enrollment in SWRK 436 or 437, or consent of department chair. Offered as needed.

SWRK 436: Field Work
Theoretical formulations from other courses are tested, and skills essential to social work intervention are developed. Sixteen hours per week in a social work agency are required. Grading is S or U.
4–7 credit hours. Prerequisite: SWRK 327, SOC 302, preceding or concurrent enrollment in SWRK 320, and concurrent enrollment in SWRK 429 and 463. Open only to social work majors. Offered fall.

COURSE DESCRIPTIONS

SWRK 437: Advanced Field Work
Theoretical formulations from other courses are tested. Specific objectives are collaboratively identified by student, agency field instructor, and faculty liaison. Sixteen hours per week in a social work agency are required. Grading is S or U.
4–7 credit hours. Prerequisite: SWRK 429, 436, 463, and concurrent enrollment in SWRK 464. Open only to social work majors. Offered spring.

SWRK 438: Social Work Interventions in Substance Abuse
Substance assessment and intervention is studied, using a systems framework. Emphasis is on the development of techniques and skills used for community-based interventions. Students cannot receive credit for both Social Work 438 and 538.
3 credit hours. Prerequisite: senior standing and enrollment in field, or consent of department chair. Offered fall, as needed.

SWRK 441: Women's Issues in Social Work Practice
This is an examination of the dynamics of the institutionalized oppression of women in current American society and the effect of sexism on women. Students cannot receive credit for both Social Work 441 and 571.
3 credit hours. Prerequisite: concurrent enrollment in SWRK 436 or 437, or consent of department chair. Offered as needed.

SWRK 463: Field Work Seminar
Students discuss the theoretical and practice implications of their experiences in field work, assessing the varied roles that a generalist may play within the social work profession. Integration of theory and practice is emphasized.
3 credit hours. Prerequisite: SWRK 302, 320, 327, and concurrent enrollment in SWRK 429 and 436. Offered fall.

SWRK 464: Senior Seminar in Social Work
Students engage in an in-depth exploration of policy and practice issues, building an integrated base of knowledge, values, and skills for entry into the profession of social work.
3 credit hours. Prerequisite: SWRK 320, 429, 436, 463, and concurrent enrollment in SWRK 437. Offered spring.

SWRK 500: Field Education and Seminar I
Students engage in social work practice under approved social work supervision in a selected public or private nonprofit agency. Grading is S or U.
(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 Social Work 500. Grading is S or U.
(16) 3 credit hours. Prerequisite: SWRK 500 and concurrent enrollment in SWRK 516. Offered spring.

SWRK 512: Approaches for Social Policy Analysis
Political, economic, sociological, and ideological forces reflected in social welfare institutions and the social work profession are examined. Models of policy analysis and program evaluation are discussed, with emphasis on skills for influencing policy development.
3 credit hours. Offered fall.

SWRK 516: Social Work Practice and the Law
The structure of the legal system and the expectations of social workers in various legal arenas are studied. Emphasis is on legal issues and reading case law. Students cannot receive credit for both Social Work 421 and 516.
3 credit hours. Prerequisite: acceptance into the M.S.W. program. Offered fall and spring.

SWRK 520: Human Behavior, Diversity, and Oppression I
Human behavior relevant to social work practice is examined. Focus is on stress, coping, adaptation, systems theory, personality theory, and stages of the life cycle from birth to death.
3 credit hours. Offered fall.

SWRK 522: Human Behavior, Diversity, and Oppression II
This is a continuation of Social Work 520. Focus is on deviance, psychopathology, community and organizational theory, and ethical and value issues in social work. Emphasis is on cultural diversity, discrimination, and the needs of minorities.
3 credit hours. Prerequisite: SWRK 520. Offered spring.

SWRK 532: Generalist Social Work Practice and Skills Lab
Generalist helping processes that enhance the social functioning of individuals, families, groups, organizations, and communities are examined. Human behavior, policy, and research content are integrated with practice skills.
4 credit hours. Prerequisite: concurrent enrollment in SWRK 500. Offered fall.

COURSE DESCRIPTIONS

SWRK 534: Ethnic-Sensitive Social Work Practice
Major cross-cultural social work practice frameworks are examined, along with ethnically competent practice required to help ethnic groups toward empowerment. Students cannot receive credit for both Social Work 434 and 534.
3 credit hours. Prerequisite: SWRK 520 or consent of department chair. Offered as needed.

SWRK 535: Crisis Intervention and Brief Treatment
Focus is on the development of knowledge and skill in the application of basic theory and techniques of crisis intervention and brief casework services. Students cannot receive credit for both Social Work 435 and 535.
3 credit hours. Prerequisite: SWRK 520 or consent of department chair. Offered as needed.

SWRK 536: Models and Methods of Social Work Organizing
Building upon Social Work 532, generalist practice knowledge and skills are applied to the area of social work practice that is specifically designed to affect social and organizational change.
3 credit hours. Prerequisite: SWRK 512, 520, 532, 541, and concurrent enrollment in SWRK 501. Offered spring.

SWRK 537: Models and Methods of Clinical Social Work Practice and Skills Lab
Building upon Social Work 532, generalist practice knowledge and skills are applied to clinical social work practice. The models, methods, and skills of clinical social work are surveyed.
4 credit hours. Prerequisite: SWRK 500, 512, 520, 532, 541, and concurrent enrollment in SWRK 501. Offered spring.

SWRK 538: Social Work Interventions in Substance Abuse
Substance assessment and intervention is studied, using a systems framework. Emphasis is on the development of techniques and skills used for community-based interventions. Students cannot receive credit for both Social Work 438 and 538.
3 credit hours. Prerequisite: SWRK 520 or consent of department chair. Offered fall, as needed.

SWRK 539: Child Welfare Practice
Focus is on the knowledge and skills needed for professional social work practice in child welfare. An ecosystems framework for family assessment and the problem-solving process for intervention planning are used.
3 credit hours. Prerequisite: SWRK 520 or consent of department chair. Offered spring.

SWRK 541: Social Work Research and Evaluation I
Focus is on problem formulation, measurement, research design, and evaluation of practice. Students also learn to read critically the empirical literature related to social work practice.
2 credit hours. Prerequisite: matriculation in the M.S.W. program. Offered fall.

SWRK 542: Social Work Research and Evaluation II
Building upon Social Work 541, social work practice and programs are evaluated. Exemplars from practice are used as a basis for instruction in study design, in data analysis techniques, and in computer applications.
2 credit hours. Prerequisite: SWRK 541. Offered spring.

SWRK 571: Women's Issues in Social Work Practice
The dynamics of institutionalized oppression of women in current American society and the effect of sexism on women are discussed, with reference to social work practice. Students cannot receive credit for both Social Work 441 and 571.
3 credit hours. Prerequisite: SWRK 520 or consent of department chair. Offered as needed.

SWRK 600: Field Education and Seminar III
A continuation of Social Work 501, this second year of field placement is on the advanced method(s) and the concentration chosen by the student. Grading is S or U.
(20) 4 credit hours. Prerequisite: second-year standing in the M.S.W. program and concurrent enrollment in SWRK 616, 617, or 618; and/or SWRK 610. Offered fall.

SWRK 601: Field Education and Seminar IV
This is a continuation of Social Work 600. Grading is S or U.
(20) 4 credit hours. Prerequisite: SWRK 600 and concurrent enrollment in SWRK 626, 627, or 628; and/or SWRK 611. Offered spring.

SWRK 610: Social Work Administration: Personnel
Focus is on the role of the social worker in personnel management, public relations, and as an agent for reform and change.
3 credit hours. Prerequisite: second-year standing in the M.S.W. program. Offered fall.

SWRK 611: Social Work Administration: Administrative Skills
A conceptual understanding of social work administration and management issues is developed. Through their field placement, students practice social work management skills.
3 credit hours. Prerequisite: second-year standing in the M.S.W. program. Offered spring.

SWRK 616: Clinical Social Work Practice in Mental Health Settings I
Focus is on clinical practice in mental health settings and on strengthening assessment, intervention, and evaluation skills. Students consider mental and physical illness, separation, loss, and grief. Emphasis is on the impact of diversity, oppression, values, and ethics.
3 credit hours. Prerequisite: second-year standing in the M.S.W. program. Offered fall.

SWRK 617: Clinical Social Work Practice in Health, Aging, and Disability I
Basis is provided for clinical practice in health settings that deal with health, illness, disabilities, and aging. Focus is on strengthening assessment, intervention, and evaluation skills. Diversity, oppression, values, and ethics are highlighted.
3 credit hours. Prerequisite: second-year standing in the M.S.W. program. Offered fall.

SWRK 618: Clinical Social Work Practice in Child and Family Settings I
Assessment and intervention frameworks, methods, and skills from clinical social work are explored and applied to children and families. Emphasis is on interventions that strengthen families. Diversity, oppression, values, and ethics are highlighted.
3 credit hours. Prerequisite: second-year standing in the M.S.W. program. Offered fall.

SWRK 620: Supervision in Social Work
Focus is on concepts, principles, and methods of supervision in a theoretical context. Experiential learning related to the concurrent field work practicum is also provided.
3 credit hours. Prerequisite: second-year standing in the M.S.W. program. Offered as needed.

SWRK 621: Health and Mental Health Policy Practice
Students analyze health/mental health policies, programs, and modes of service delivery in order to evaluate their impact on practice.
3 credit hours. Prerequisite: second-year standing in the M.S.W. program and SWRK 512. Offered spring.

SWRK 622: Child and Family Policy Practice
Students examine the development and implementation of policies specific to children and families and the operation of related programs at the federal, state, and local levels.
3 credit hours. Prerequisite: second-year standing in the M.S.W. program and SWRK 512. Offered spring.

SWRK 625: Introduction to Social Work Practice with Groups
The theory and experience necessary for understanding group dynamics and for developing effective group skills are introduced. Theory and exercises are integrated into an experiential approach to learning the dynamics of small groups.
3 credit hours. Prerequisite: second-year standing in the M.S.W. program. Offered fall; summer as needed.

SWRK 626: Clinical Social Work Practice in Mental Health Settings II
A continuation of Social Work 616, topics include sexuality, trauma, suicide, anxiety, depression, and drug and alcohol abuse, with emphasis on sensitivity to cultural diversity, oppression, values, and ethics.
3 credit hours. Prerequisite: second-year standing in the M.S.W. program and SWRK 616. Offered spring.

SWRK 627: Clinical Social Work Practice in Health, Aging, and Disability II
A continuation of Social Work 617, issues related to health, illness, aging, and disability are examined, along with the impact of cultural diversity, oppression, values, and ethics.
3 credit hours. Prerequisite: second-year standing in the M.S.W. program and SWRK 617. Offered spring.

SWRK 628: Clinical Social Work Practice in Child and Family Settings II
A continuation of Social Work 618, students explore the impact of oppression, racism, family violence, depression, school-related problems, and other social issues on families.
3 credit hours. Prerequisite: second-year standing in the M.S.W. program and SWRK 618. Offered spring.

SWRK 630: Social Work Practice in Marriage and Family Settings
Students explore current conceptual models of marital and family therapy. Ego and psychoanalytic, behavioral, and systems approaches are emphasized, with special attention given to social work methods of intervention.
3 credit hours. Prerequisite: second-year standing in the M.S.W. program or consent of department chair. Offered as needed.

SWRK 631: Advanced Social Work Practice with Groups
Students are provided conceptual and theoretical knowledge regarding the application of group work as well as the development of perceptual and interpersonal skills necessary for advanced group work practice. Active participation is required.
3 credit hours. Prerequisite: 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 are provided a theoretical and experiential base in dealing with various treatment modalities. Commonalities and differences are explored in the experiences of various traumatized populations.
3 credit hours. Prerequisite: second-year standing in the M.S.W. program or consent of department chair. Offered spring and summer.

SWRK 640: Practicum in Social Work Research and Evaluation I
The first course of a two-semester practicum, students design and implement an empirically based study in their area of concentration that is related to their field placement. A concise paper is required at the end of the second semester.
2 credit hours. Prerequisite: second-year standing in the M.S.W. program or consent of department chair. Offered fall.

SWRK 641: Practicum in Social Work Research and Evaluation II
The second course of a two-semester practicum, students design and implement an empirically based study in their area of concentration that is related to their field placement. A concise paper is required. Grading is S or U.
2 credit hours. Prerequisite: SWRK 640. Offered spring.

SWRK 690: Independent Study in Social Work
The student selects a topic and undertakes 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.

COURSE DESCRIPTIONS

Sociology (SOC)

SOC 161: Social Control in the People's Republic of China
Students consider how Chinese culture and historical traditions shape the characteristics of modern Chinese social organization, the forms of social control, the Chinese approach to deviance and crime, and the legal system.
4 credit hours. Gen. Ed. Core 3. Offered as needed.

SOC 200: Society and Social Behavior
Contemporary society is studied through a sociological perspective. Using innovative learning experiences, students are given a basic understanding of sociological concepts and their application to everyday life. (Formerly The Social Dimension.)
3 credit hours. Gen. Ed. Category SB. Offered fall and spring.

SOC 202: The Family
The family is studied as a social institution, with emphasis on its role in American society, socialization, family roles, and interaction. Historical, cross-cultural, and subcultural materials are used.
3 credit hours. Gen. Ed. Category SB. Offered fall, spring, summer.

SOC 204: Urban Sociology
Urban and suburban life in the context of rural/urban differences and models of metropolitan growth are explored. Topics include cultural variety, racial and ethnic diversity, congestion, crime, poverty, and population growth and shifts.
3 credit hours. Gen. Ed. Category SB. Offered as needed.

SOC 207: Crime and Criminal Justice
This is an introduction to crime, delinquency, and the criminal justice system. The nature, extent, causes of crime, and forms of criminal expression are examined.
3 credit hours. Gen. Ed. Category SB. Offered fall, spring, summer.

SOC 208: Minority Group Relations
The social dynamics of selected minority groups are examined from historical and contemporary perspectives. Topics include racial and ethnic identity, discrimination, and conflict and cooperation among majority and minority groups.
3 credit hours. Gen. Ed. Category SB. Offered as needed.

SOC 211: Social Problems
Social sources and definitions of selected current societal conditions, such as overpopulation, interest-group politics, racial and sexual exploitation, and substance abuse, are considered.
3 credit hours. Gen. Ed. Category SB. Offered as needed.

SOC 217: Aging and Society
The basic concepts and perspectives of sociology are introduced through the study of the problems of aging in society. Social issues of aging, such as retirement, employment, housing, income, and health care, are considered.
3 credit hours. Gen. Ed. Category SB. Offered fall and spring.

SOC 261: Fountain of Age
Students examine personal, artistic, and scientific depictions of aging. Also explored are economic, ethical, and public policy challenges for a growing aged society in the United States and other societies.
4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. This course will not count toward the sociology major. Offered as needed.

SOC 262: The Sociology of Money and Economic Exchange
This critical inquiry into the nature of monetary exchange helps students reflect on one of the most uncritically accepted concepts of everyday life: money.
4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. This course will not count toward the sociology major. Offered fall and spring.

SOC 263: Unequal Sisters: How Race/Ethnicity, Class, Age, and Sexual Orientation Shape Women's Work and Relationships
Focus is on women's work lives and personal relationships. Students analyze women's common experiences and those shaped by membership in groups bound by race/ethnicity, age, social class, and sexual orientation.
4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. This course will not count toward the sociology major. Offered as needed.

SOC 264: Where in the World Is Gender Inequality?
The unequal access of women and men to socially valued resources is explored. Students examine, from a cross-cultural and historical perspective, the organized and private efforts to eradicate inequality.
4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. This course will not count toward the sociology major. Offered as needed.

SOC 300: Classical Sociological Theories
The development and functions of sociological theory in its historical, social, and scientific contexts are studied. Also analyzed are the more important theories from those of Comte to the early Parsons.
4 credit hours. Prerequisite: any 200-level sociology course or consent of department chair. Offered fall and spring.

SOC 302: Social Research Methods I
Social research methods are examined, with focus on the connection between theory and research, values and ethical issues in research, study design, conceptualization, measurement, and methods of data collection.
4 credit hours. Prerequisite: any 200-level sociology course. Offered fall, spring, summer.

SOC 303: The Sociology of Work
Students' work experiences and career choices are examined against the backdrop of occupational and social change: the workplace, labor markets, and the family. Students cannot receive credit for both Labor Studies 303 and Sociology 303.
3 credit hours. Prerequisite: any 200-level sociology course or consent of department chair. Offered as needed.

SOC 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 307: Sociology of Small Groups
Small-group phenomena, such as conflict, coalition, group structure, forms of interaction, leadership, roles, and change, are explored from the perspective of various sociological theories. Class interaction provides some of the data for study.
3 credit hours. Prerequisite: any 200-level sociology course or consent of department chair. Offered as needed.

SOC 309: The Sociology of Delinquency and Crime
Theoretical orientations toward the causes of delinquent and criminal behavior are studied. Also examined are various types of criminal behavior, as well as research, measurement, and prediction methods. Relevant social policy is explored.
3 credit hours. Prerequisite: SOC 207 or consent of department chair. Offered as needed.

COURSE DESCRIPTIONS

SOC 312: Class, Status, and Power
The distribution of power and privilege in societies is studied. Various social characteristics, such as occupation and education, are considered as factors important in establishing rank and class systems. (Formerly Social Stratification).
3 credit hours. Prerequisite: any 200-level sociology course or consent of department chair. Offered as needed.

SOC 313: Sociology of Religion
Religion is studied as a social phenomenon. Attention is given to the relationship between religion and other social characteristics, such as morality, collective behavior, status and class, economics, family, and politics.
3 credit hours. Prerequisite: any 200-level sociology course or consent of department chair. Offered as needed.

SOC 314: The Sociology of Health and Illness
Topics include the influence of the social and economic environment on health and disease, and social-cultural forces affecting medicine. (Formerly Medical Sociology.)
3 credit hours. Prerequisite: any 200-level sociology course or consent of department chair. Offered as needed.

SOC 315: Community
The concept of community is analyzed, including methods of studying the community and the historical development of human communities, with reference to the development of social institutions, their functions, and structure.
3 credit hours. Prerequisite: any 200-level sociology course or consent of department chair. Offered as needed.

SOC 316: Sociology of Education
The school is examined as one of the major institutions in contemporary society concerned with the socialization of children (and adults).
3 credit hours. Prerequisite: any 200-level sociology course or consent of department chair. Offered as needed.

SOC 317: Politics and Society
The social circumstances and social foundations of politics are studied, with focus on the relations of power and authority. Students cannot receive credit for both Sociology 317 and Political Science 317.
3 credit hours. Prerequisite: any 200-level sociology course or consent of department chair. Offered as needed.

SOC 318: Law and Society
Law as a social institution is examined. Attention is given to theories of law; law as it relates to social control and social change; the organization, making, and implementation and impact of law; and the profession and practice of law.
3 credit hours. Prerequisite: any 200-level sociology course or consent of department chair. Offered as needed.

SOC 330: Deviant Behavior
Theoretical perspectives on the societal aspects of deviant behavior are presented. Research on the labeling process, maintenance of the deviant role, the deviant subculture, and the function of deviance in society are also discussed.
3 credit hours. Prerequisite: any 200-level sociology course or consent of department chair. Offered as needed.

SOC 331: The Individual and Society
Current theories and research on the convergence of the individual and the social structure are examined. Contributions of several social scientific disciplines are used in investigating social systems, conflict situations, and especially socialization.
3 credit hours. Prerequisite: any 200-level sociology course or consent of department chair. Offered as needed.

SOC 340: Law Enforcement: Theory and Application
The philosophy, history, and practice of law enforcement is examined. Organization and jurisdiction of local, state, and federal law enforcement agencies and their roles in the administration of criminal justice are explored.
3 credit hours. Prerequisite: SOC 207 or consent of department chair. Offered as needed.

SOC 341: Corrections: Process and Theory
Focus is on the history and development of corrections in the United States, including rationales of punishment, critical analysis of correctional processes and theories, and alternatives to incarceration.
3 credit hours. Prerequisite: SOC 207 or consent of department chair. Offered as needed.

SOC 342: Women, Crime, and Justice
Focus is on women's experiences with crime, justice, and the law. Topics include an overview of American laws that affect women, the impact of social movements on justice for women, women and crime, and women in the criminal justice system.
3 credit hours. Prerequisite: any 200-level sociology course or consent of department chair. Offered as needed.

SOC 343: Juveniles and Justice
The impact of juvenile status on the rights of the individual, the historical and philosophical foundations of the juvenile justice system, and its current organization and administration are examined.
3 credit hours. Prerequisite: any 200-level sociology course or consent of department chair. Offered as needed.

SOC 344: Minority Issues in Justice Systems
This national cross-cultural investigation focuses on minorities and considers whether there are informal or institutionalized biases toward minorities in specific areas of the criminal justice system.
3 credit hours. Prerequisite: any 200-level sociology course or consent of department chair. Offered as needed.

SOC 345: Victimology
The extent to which individuals and groups are victimized by crime, the criminal justice system, terrorism, and the abuse of power is examined.
3 credit hours. Prerequisite: any 200-level sociology course or consent of department chair. Offered as needed.

SOC 346: Underworld and Upperworld Crime and Criminals
Approaches to the study of white-collar crime and organized crime are presented and the historical circumstances from which these crimes evolved. Law enforcement efforts to suppress white-collar and organized crime are evaluated.
3 credit hours. Prerequisite: any 200-level sociology course or consent of department chair. Offered as needed.

SOC 400: Contemporary Sociological Theories
The development of sociological theory in its historical and social contexts since the early work of Parsons is explored. Also analyzed are contemporary schools of theory and representative theorists.
4 credit hours. Prerequisite: SOC 300. Offered fall and spring.

SOC 404: Social Research Methods II
Students develop skill in the preparation, analysis, and interpretation of data, and in the use of technology in the research process. Lecture and laboratory. Students cannot receive credit for both Political Science 304 and Sociology 404.
(5) 4 credit hours. Prerequisite: POL 300 or SOC 302 or consent of department chair. Offered fall, spring, summer.

SOC 420: Social Policy of Aging in Comparative Perspective
In comparative perspective, the development, implementation, and evaluation of policies and programs pertaining to the aged are analyzed. (Formerly Social Policy Analysis.)
3 credit hours. Prerequisite: any 200-level sociology course or consent of department chair. Offered spring.

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
The student selects a topic and undertakes concentrated research under the supervision of an advisor.
1–4 credit hours. Prerequisite: consent of department chair. Offered as needed.

SOC 490H–491H: Directed Study for Honors
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.
3 credit hours each. Prerequisite: admission to the sociology honors program and consent of department chair. Offered as needed.

SOC 500: Social Change Theory
Using a historical-comparative approach to major social change theories and events, the interrelationship between social change and social institutions is examined and the impact on the individual and groups.
3 credit hours. Prerequisite: six credit hours of sociology courses or consent of department chair. Offered as needed.

SOC 502: The Family and Social Institutions
The family is studied in relation to other major social units, including economic, educational, political, and religious/ideological systems. Specific questions concerning the family and social policy are addressed.
3 credit hours. Prerequisite: six credit hours of sociology courses or consent of department chair. Offered as needed.

SOC 525: Social Data Analysis
Students gain experience in the treatment, analysis, explanation, and interpretation of social and behavioral sciences data. Package computer programs are used. A knowledge of statistical methods is assumed. Lecture and laboratory.
(4) 3 credit hours. Prerequisite: SOC 302 or consent of department chair. Offered spring.

Spanish (SPAN)

The general prerequisite for 200- and 300-level Spanish courses is proficiency in intermediate Spanish demonstrated through examination or through successful completion of Spanish 114 or the equivalent.

SPAN 101: Elementary Spanish I
Students develop the ability to understand, speak, read, and write in Spanish and gain an understanding of Hispanic life and character. Language laboratory is required. Not open to students who have offered admission credit in Spanish.
4 credit hours. Offered fall, spring, summer.

SPAN 102: Elementary Spanish II
Four skills are further developed: listening, speaking, reading, and writing within the context of Hispanic culture. Language laboratory is required.
4 credit hours. Prerequisite: SPAN 101 or one year of secondary school Spanish, or consent of department chair. Offered spring and summer.

SPAN 110: Review of Basic Spanish
Students who are continuing their study of Spanish begun in secondary school, review four skills: listening, speaking, reading, and writing. Aspects of culture and civilization are stressed. Language laboratory is required.
3 credit hours. Gen. Ed. Category 5B. Prerequisite: two years of secondary school Spanish or consent of department chair. Not open to students who have completed SPAN 101 or 102. Offered fall, spring, summer.

SPAN 113: Intermediate Spanish
The cultural and linguistic heritage of the Spanish-speaking world is examined, while grammar is reviewed and basic oral and written skills are developed. Language laboratory is required.
3 credit hours. Gen. Ed. Category 5B. Prerequisite: SPAN 102 or 110, or three years of secondary school Spanish, or a score of 500–549 on the CEEB Achievement Test in Spanish. Offered fall and summer.

SPAN 114: Readings in Intermediate Spanish
Emphasis is on the development of reading Spanish and on the appreciation of literature as a reflection of the heritage of the Hispanic peoples. Attention is given to written practice.
3 credit hours. Prerequisite: SPAN 113 or equivalent, or a score of 550–599 on the CEEB Achievement Test in Spanish, or consent of department chair. Offered spring and summer.

SPAN 200: Spanish for Spanish Speakers
For students who are aurally/orally proficient but who have little formal knowledge of grammar. Emphasis is on writing and reading. Written assignments progress from short compositions to more complex essays.
4 credit hours. Prerequisite: consent of instructor. Offered fall.

SPAN 201: Conversation and Composition
The use of correct spoken Spanish on an advanced level is emphasized. Attention is given to the correction of pronunciation through practice in the Language Laboratory and elementary work in phonetics.
4 credit hours. Prerequisite: SPAN 114 or equivalent, or a score of 600 or above on the CEEB Achievement Test in Spanish, or consent of department chair. Offered fall.

SPAN 202: Composition and Conversation
Writing skills in Spanish are developed through grammatical exercises, controlled composition, original themes, and the stylistic analysis of literary texts. Discussions in Spanish of the written materials provide oral practice.
4 credit hours. Prerequisite: SPAN 114 or equivalent, or consent of department chair. Offered spring.

SPAN 321: Survey of Spanish Literature
Students are introduced to the major literary periods and genres, from the Middle Ages to the 20th century, through selected readings from Peninsular Spanish literature.
3 credit hours. Prerequisite: SPAN 202 or consent of instructor. Offered alternate springs and summers.

SPAN 322: Survey of Latin American Literature
Through selected readings from Latin American literature, major literary and cultural periods are introduced, from the Conquest to the 20th century. Emphasis is on the influence and transformation of New World realities.
3 credit hours. Prerequisite: SPAN 202 or consent of instructor. Offered alternate springs and summers.

SPAN 330: The Hispanic World: Spain
The geography and the political and cultural history of peninsular Spain are traced from its origins to modern times. This course is taught in Spanish.
3 credit hours. Prerequisite: SPAN 202 or consent of instructor. Offered alternate years.

SPAN 331: The Hispanic World: Latin America
The geography and the political and cultural history of Latin America are traced from the discovery of Latin America to modern times. This course is conducted in Spanish.
3 credit hours. Prerequisite: SPAN 202 or consent of instructor. Offered alternate years.

SPAN 390: Directed Study
The student selects a topic and undertakes concentrated research under the supervision of a faculty advisor.
3 credit hours. Prerequisite: consent of department chair. Offered as needed.

SPAN 400: Applied Linguistics
The meaning and nature of language and its application to the teaching of Spanish is studied. Emphasis is on the planning and presentation of basic audio-lingual structures. Practical work in the Language Laboratory is included.
3 credit hours. Offered as needed.

SPAN 401: Studies in Hispanic Prose
Topics and materials are selected from the Spanish or Spanish American essay, short story, or novel and may include a study of a particular genre, movement, period, theme, or writer. This course may be repeated for credit with a change in content.
3 credit hours. Prerequisite: SPAN 202 and either 321 or 322, or consent of department chair. Offered alternate falls.

SPAN 403: Studies in Hispanic Theatre/Film
Topics and materials are selected from Spanish or Spanish American theatre or film. The instructor may select for study any period, school, movement, dramatist, or director. This course may be repeated for credit with a change in content.
3 credit hours. Prerequisite: SPAN 202 and either 321 or 322, 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: SPAN 202 and either 321 or 322, 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: SPAN 202 or equivalent. Offered alternate years.

SPAN 460: Seminar in Spanish
Intensive individual and group study of literary, philosophical, historical, political, social, or aesthetic problems is emphasized. Students submit a major paper as a culmination of the semester's work. Topics are announced in advance.
3 credit hours. Offered fall.

SPAN 501: Studies in Hispanic Fiction
Topics and materials are selected from significant periods or movements of the Spanish or Spanish American novel or short story. With consent of the department chair, this course may be repeated for credit with a change in content.
3 credit hours. Offered as needed.

SPAN 503: Studies in the Hispanic Theatre
Topics and materials are selected from a major movement of Spanish and Spanish American drama. With consent of the department chair, this course may be repeated for credit with a change in content.
3 credit hours. Offered as needed.

SPAN 504: Studies in Hispanic Poetry
Focus is on the definition, social function, and spiritual character of poetic creation as it relates to the historical and artistic topic under consideration. With consent, this course may be repeated for credit with a change in content.
3 credit hours. Offered as needed.

SPAN 510: Studies in Cervantes
An interpretative study of Don Quijote and of other works of Cervantes in connection with the historical background is presented.
3 credit hours. Offered as needed.

SPAN 511: Modernism and Postmodernism in Spain and Spanish America
The most important authors and works of modernism and postmodernism in Spain and Spanish America are studied.
3 credit hours. Offered as needed.

SPAN 560: Graduate Seminar in Spanish
Students engage in intensive individual and group study of one major author or any important period in the development of Spanish or Spanish American literature. A major paper in thesis form is required.
3 credit hours. Prerequisite: open only to students in the graduate program. Offered fall.

SPAN 590: Directed Study
The student selects a topic and undertakes concentrated research under the supervision of a faculty advisor. A major paper in thesis form is required.
3 credit hours. Prerequisite: consent of department chair. Offered as needed.

Special Education (SPED)

SPED 300: Introduction to the Characteristics and Education of Children and Youth with Disabilities
The educational implications of intellectual, physical, and behavioral differences among children are discussed. Definitions, characteristics, etiologies, incidence, educational provisions, and school adjustment issues are also examined.
4 credit hours. Offered fall, spring, summer.

SPED 310: Principles and Procedures of Behavior Management for Children and Youth with Disabilities
Included is an eclectic review of behavioral, psychodynamic, and humanistic concepts and strategies. Data collection, intervention, and evaluation procedures are explored. Thirty hours of field work are required.
4 credit hours. Prerequisite: SPED 300. Offered fall, spring, summer.

SPED 311: Language Development and Communication Problems of Children
The processes of language development in children are emphasized. Specific techniques for enhancing language development in children with disabilities are considered. (Formerly Special Education 309.)
3 credit hours. Prerequisite: SPED 310. Offered fall and spring.

SPED 312: Assessment Procedures for Children and Youth with Disabilities
The principles and procedures of educational assessment for preschool through secondary-level students with mild/moderate disabilities are examined. Practicum included.
4 credit hours. Prerequisite: CEP 215 or equivalent, with a minimum grade of C; SPED 300 and 310; minimum GPA of 2.50 in all previous courses; good standing in an elementary education or secondary education teacher preparation program; and admission to the special education teacher preparation program or consent of the department chair. Offered fall, spring, summer.

SPED 412: Assessment, Curriculum, and Methodology for Children with Mild/Moderate Disabilities at the Elementary and Middle School Levels
Curriculum and instructional approaches for children with mild/moderate disabilities at the elementary and middle school levels are analyzed. Developmental clinical methods are considered. A practicum is included.
4 credit hours. Prerequisite: SPED 300, 310, 312, and admission to the special education teacher preparation program. Offered fall and spring.

SPED 419: Student Teaching in the Elementary or Middle School
One quarter of the academic year is spent teaching in special education programs under the joint supervision of an experienced teacher and a College supervisor. (Formerly Student Teaching in the Elementary or Middle School Special Class.)
5 credit hours. Prerequisite: satisfactory completion (GPA of 2.50) of all courses required in the teaching concentration prior to student teaching; cumulative GPA of 2.50 a full semester prior to student teaching; completion of the technology competency requirement; 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. A practicum is included.
4 credit hours. Prerequisite: SPED 300, 310, 312, and admission to the special education teacher preparation program. Offered fall and summer.

SPED 427: Career Exploration and Vocational Preparation of Middle School and Secondary-Level Students with Disabilities
Focus is on assessment, curriculum, and methods and materials designed to prepare adolescents and young adult persons who have disabilities for the world of work. Observation and practicum experience are included.
3 credit hours. Prerequisite: SPED 300, 310, 312. Offered spring and summer.

SPED 428: Student Teaching in the Middle School or Secondary Level
One quarter of the academic year is spent teaching in special education programs under the joint supervision of an experienced teacher and a College supervisor. (Formerly Student Teaching in the Middle School or Secondary-Level Special Class.)
5 credit hours. Prerequisite: satisfactory completion (GPA of 2.50) of all courses required in the teaching concentration prior to student teaching; cumulative GPA of 2.50 a full semester prior to student teaching; completion of the technology competency requirement; 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 a teacher preparation program, preceding or concurrent enrollment in one methods (practicum) course, or consent of department chair. Offered fall, spring, summer.

SPED 435: Assessment and Instruction of Children with Severe and Profound Disabilities
This is an analysis of assessment, methodology, curriculum, instructional procedures, and adaptations of materials and strategies for children with severe and profound disabilities. A 30-hour practicum is required.
4 credit hours. Prerequisite: SPED 300, 310, 312. Offered fall.

SPED 436: Assessment and Instructional Alternatives for Adolescents and Young Adults with Severe and Profound Disabilities
This is an analysis of assessment, methodology, curriculum, instructional procedures, and adaptations of materials and strategies for adolescents and young adults with severe/profound disabilities. A 30-hour practicum is required.
4 credit hours. Prerequisite: SPED 300, 310, 312. Offered spring.

SPED 437: Student Teaching in the School Program for Students with Severe/Profound Disabilities
One quarter of the academic year is spent teaching in special education programs under the supervision of an experienced teacher and a College supervisor.
5 credit hours. Prerequisite: satisfactory completion (GPA of 2.50) of all courses required in the teaching concentration prior to student teaching; concurrent enrollment in SPED 438; cumulative GPA of 2.50 a full semester prior to student teaching; completion of the technology competency requirement; 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
Students attend this seminar once a week. Topics include multicultural and global perspectives, IEP refinement, reflective teaching practices, and parental and technology issues.
1 credit hour. Prerequisite: concurrent enrollment in SPED 437. Offered fall and spring.

SPED 440: Collaboration: Home, School, and Community
The collaborative purposes, models, strategies, and roles of the special educator are addressed. Topics include collaborative teaching, parent interactions and planning, and teaching and assessment strategies.
3 credit hours. Prerequisite: concurrent enrollment in SPED 419 or 428, or consent of department chair. Offered fall and spring.

SPED 501: Advanced Assessment of Children and Youth with Mild/Moderate Learning and Behavior Problems
Experienced teachers develop skills in diagnostic assessment of the academic and behavioral abilities of children and adolescents with disabilities.
3 credit hours. Prerequisite: SPED 310 and 312 or equivalents. Offered fall.

SPED 503: Advanced Behavioral Management Procedures for Children and Youth with Behavior Disorders
Experienced teachers develop self-control strategies for children and youth with disabilities who are evidencing behavioral problems.
3 credit hours. Prerequisite: SPED 310 and 312 or equivalents. Offered summer.

SPED 504: Psycho-Educational Procedures for Children and Youth with Learning and Behavioral Problems
This is an eclectic approach to the management of behavior in children and youth with learning and behavioral disorders. Psychodynamic, humanistic, and behavioral strategies are examined.
3 credit hours. Prerequisite: SPED 310 and 312 or equivalents. Offered spring.

SPED 505: Remediation of Language Disorders
The methods, techniques, and materials designed to help remediate oral language disorders in children with mild and moderate disabilities at both elementary and secondary school levels are studied.
3 credit hours. Prerequisite: SPED 311 or equivalent. Offered summer.

SPED 508: Clinical Methods in Special Education for Students with Mild/Moderate Disabilities
Clinical assessment procedures and instructional methods appropriate for students with mild and moderate disabilities at the elementary level are studied.
3 credit hours. Prerequisite: SPED 501 and 505 or equivalents. 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 515: Multidisciplinary Assessment and Planning for Infants and Preschool Children with Special Needs, and Students with Severe/ Profound Disabilities
Interdisciplinary assessment procedures and the development of individualized education programs are studied. Emphasis is on determining the technical adequacy of diagnostic tests.
3 credit hours. Prerequisite: graduate status or consent of department chair. Offered fall.

SPED 516: Organization and Implementation of Programs for Infants and Preschool Children with Special Needs
An array of organizational models for serving infants and preschool children with special needs is examined. Topics include the effective implementation of individualized education programs and curricular design.
3 credit hours. Prerequisite: graduate status or consent of department chair. Offered spring.

SPED 517: Medical Aspects of Developmental Disabilities
Students are introduced to the medical diagnosis, classification, and management of young children with developmental disabilities. Major known etiologies are examined.
3 credit hours. Prerequisite: graduate status or consent of department chair. Offered spring (even years).

SPED 518: Modification of Reading Instruction for Children with Mild/Moderate Disabilities
Experienced special education teachers develop appropriate strategies for modifying reading instruction for children with mild/moderate disabilities.
3 credit hours. Prerequisite: SPED 501 and 505 or equivalents, and ELED 685 or equivalent. Offered spring.

SPED 520: Orientation to the Education of Youth and Young Adults in Non-school 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 (odd years).

SPED 526: Assessment, Curriculum, Methods for Children with Multiple Disabilities
Instructional and environmental adaptations pertinent to facilitating adaptive behavior in students with multiple disabilities are discussed.
3 credit hours. Prerequisite: SPED 300 and 520. Offered spring (odd years).

SPED 531: Instructional Approaches to Children with Special Needs in Regular Classes
The educator without background in special education becomes familiar with and skillful in the management and educational growth of children with special needs in regular classes.
3 credit hours. Offered fall, spring, summer.

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: student teaching or experience in the education professions. Offered fall and spring.

SPED 544: Families in Early Intervention Programs: Essential Roles
Emphasis is on the critical roles that families assume in assessment and intervention processes in early intervention programs. Strategies that promote multiple roles and levels of involvement for families in these programs are discussed.
3 credit hours. Prerequisite: graduate status or consent of department chair. Offered spring (odd years).

SPED 545: Assistive Technology in the Classroom
Technology is explored that facilitates success for persons with disabilities in integrated school and community settings. Focus is on the application of varied activities and materials.
3 credit hours. Prerequisite: graduate status or consent of department chair. Offered spring.

SPED 602: Differential Diagnosis and Remediation of Educational Problems
Emphasis is on the role of the clinical educator as the educator complements meaningful psycho-medical-social information with differential educational evaluations.
3 credit hours. Prerequisite: consent of department chair. Offered as needed.

SPED 606: Administrative Problems in the Education of Children with Disabilities
Emphasis is on school and community planning for children with disabilities.
3 credit hours. Prerequisite: consent of department chair. Offered fall (odd years).

SPED 646: Practicum in the Administration of Programs for Children with Disabilities
Students spend two full days a week, under supervision, in agencies providing service to children with disabilities. Students also participate in program planning and are responsible for the coordination of activities for disabled children.
3 credit hours. Prerequisite: consent of department chair. Offered as needed.

SPED 647: Internship in Special Education Administration
A continuation of Special Education 646, students participate in all phases of the special education administrative task. Activities include administration, consultation, program evaluation, planning, and staff development.
3 credit hours. Prerequisite: SPED 646. Offered 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 in a graduate program. Offered fall, as needed.

SPED 649: Public Policy in the Management of Persons with Disabilities
Intensive treatment is given to evolving issues in the field of special education: included are law, policy, and concepts pertinent to persons with disabilities in society.
3 credit hours. Prerequisite: matriculation in a graduate program. Offered fall (even years).

SPED 660: Practicum in the Education of Children with Disabilities
Concentrating in an area of specialization, each student spends a minimum of 75 clock hours in clinical and teaching context.
3 credit hours. Prerequisite: consent of department chair. Offered as needed.

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 at a special education program. (Formerly Internship in the Elementary or Middle School Special Class.)
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. (Formerly Internship in the Middle School or Secondary-Level Special Class.)
6 credit hours. Prerequisite: consent of department chair. Offered fall and spring.

SPED 665: Internship in the School Program for Students with Severe and 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.
(20) 6 credit hours. Prerequisite: consent of department chair. Offered fall, spring, summer.

SPED 678: Practicum in Special Education Assessment
Experience includes the evaluation and planning for children who are referred for special-needs consideration.
3 credit hours. Prerequisite: SPED 602. Offered as needed.

SPED 679: Internship in Special Education Assessment and Program Planning
Students serve as members of an educational evaluation and placement team for children with disabilities. Experiences include the analysis of variable diagnostic data and the development of educational assessments.
6 credit hours. Prerequisite: SPED 678. Offered as needed.

Teaching English as a Second Language (TESL)

TESL 439: 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.
3 credit hours. Prerequisite: admission to a teacher preparation program or consent of department chair. Offered spring and summer.

TESL 449: Current Issues in English as a Second Language
Concerns directly related to the nature, quality, and future of English-as-a-second-language programs are discussed. Students are expected to perform an in-depth study of one of the course topics.
3 credit hours. Prerequisite: admission to a teacher preparation program or consent of department chair. Offered fall and summer.

TESL 460: Seminar in Teaching English as a Second Language
Topics and prerequisites vary.
3 credit hours. Offered as needed.

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 may not receive credit for both Elementary Education 507 and Teaching English as a Second Language 507.
3 credit hours. Prerequisite: graduate status and TESL 439 or 449 or 541. Offered fall and summer.

TESL 541: Applied Linguistics in ESL
The basic sounds, structures, and transformations of contemporary English usage as a basis for teaching English as a second language are examined.
3 credit hours. Prerequisite: graduate status. Offered fall and summer.

TESL 546: Teaching English as a Second Language
This is a methods course for students and teachers who plan to teach or are presently teaching English as a second language. The teaching techniques demonstrated reflect up-to-date research in applied linguistics.
3 credit hours. Prerequisite: graduate status and TESL 439 or 449 or 541, or consent of department chair. Offered fall and spring.

TESL 551: Curriculum Development and Language Assessment in ESL
Basic principles in ESL curriculum development and second-language assessment are examined.
3 credit hours. Prerequisite: TESL 546 or consent of department chair. Offered spring.

TESL 552: Applied Research and Teaching in ESL
Teaching skills are developed through ESL classroom observation and an ESL practicum. Included are weekly seminar discussions and a 45-clock-hour practicum, under the guidance of College and laboratory school instructors.
3 credit hours. Prerequisite: TESL 449, 546, 551, or consent of department chair. Offered fall and spring.

Technology Education (TECH)

TECH 200: Technological Systems
This is an introduction to and an overview of technological change and its impact on communications, production, transportation, health, and food production.
3 credit hours. Offered fall.

TECH 216: Technical and Computerized Drafting
International drafting-language protocol is explored and used in solving design problems in orthographic and pictorial presentation. Study includes basic computer-aided drafting.
(6) 3 credit hours. Offered as needed.

TECH 220: Energy and Transportation
Investigation is made of the theory, development, and use of power and energy sources in the transportation industry. A laboratory is required for students to plan, design, build, and test transportation vehicles.
(6) 3 credit hours. Offered fall.

TECH 242: History of Technology
This is a study of technological developments and their impact on education, careers, social structure, society's well being, and heightened environmental, ecological, and privacy concerns.
3 credit hours. Offered spring.

TECH 300: Orientation to Technology Education
The foundations, philosophy, principles, and curriculum of contemporary technology education programs are studied at the elementary, middle, and high school levels.
4 credit hours. Prerequisite: CEP 215 or equivalent, with a minimum grade of C; TECH 200; minimum GPA of 2.50 in all previous courses; admission to the technology education teacher preparation program or consent of department chair. Offered fall and spring.

TECH 305: Construction Technology
The skills, knowledge, environments, and people of the construction industry are introduced. A laboratory component is required for students to plan, design, and build a structure.
(6) 3 credit hours. Prerequisite: TECH 200. Offered spring.

TECH 313: Electronic Communications
The development of electronic communications devices is examined, from the basic telegraph to global/satellite interactive communications systems, and their effect on careers, global information, and recreation. Lecture and laboratory.
(6) 3 credit hours. Prerequisite: TECH 300 or consent of department chair. Offered as needed.

TECH 320: Transportation Systems
The transportation industry is studied. Students investigate terrestrial, marine, and aerospace subsystems of transportation, as well as the energy resource efficiency of transportation subsystems.
3 credit hours. Prerequisite: TECH 220 and 300. Offered fall.

TECH 400: Technological Enterprise
Students are introduced to the communication, production, and transportation systems used to organize and operate an entrepreneurial business endeavor.
3 credit hours. Prerequisite: TECH 220, 305, 313; INDT 215, 221, 232; or consent of department chair. Offered as needed.

TECH 408: Practicum in Technology Education
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
Students teach for a semester in a middle, junior, or senior high school under the joint supervision of a certified cooperating teacher and a College supervisor.
9 credit hours. Prerequisite: satisfactory completion of all major and professional courses required prior to student teaching; concurrent enrollment in TECH 422; cumulative GPA of 2.50 a full semester prior to student teaching; completion of the technology competency requirement; 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, knowledge of different learning styles, teaching strategies, and assessment techniques.
1 credit hour. Prerequisite: concurrent enrollment in TECH 421. Offered fall and spring.

TECH 510: Analysis and Implementation of Objectives for Technology Education
Training objectives and the subsequent process of instructional program development are identified.
3 credit hours. Prerequisite: certification in technology education or career and technical education, or consent of department chair. Offered as needed.

TECH 520: Curriculum Models in Technology Education
New curriculum models used in technology education programs at the national level are studied. Career education and pre-vocational curriculum thrusts are identified and analyzed for implementation in technology education programs.
3 credit hours. Prerequisite: certification in technology education or consent of department chair. Offered as needed.

TECH 540: New Product and Processing Developments in Industry
The most recent product and process developments in tools, machinery, static equipment, and power and energy systems are investigated. The focus of research is on implementation of the findings in the curriculum.
3 credit hours. Offered as needed.

TECH 545: Technocracy and the Future of Mankind
This is a review of literature dealing with futuristic trends and projections for our industrial-technological society and their implications on future programs in technology education.
3 credit hours. Offered as needed.

TECH 555: Learning Strategies in Alternate Industrial Sites
Topics related to industry, technology, and work are explored through in-depth study or industry-union-technical training programs, individual and small-group projects are encouraged.
3 credit hours. Offered as needed.

TECH 561: Seminar on Technology Education Research
Basic forms of research and evaluation are introduced. Students are required to develop a research proposal in the field of technology education or in another area of technology.
3 credit hours. Prerequisite: four courses in the Professional Education Component and/or consent of department chair. Offered as needed.

Theatre (THTR)

THTR 105: Introduction to Theatre
Basic principles of playwriting, acting, and directing are examined. Twenty hours of laboratory experience on major Rhode Island College Theatre productions are required: 10 hours in costume work and 10 hours in backstage work.
3 credit hours. Offered fall and spring.

THTR 110: Fundamentals of Theatrical Design and Production
Basic principles and practices of design and production are examined. Twenty hours of laboratory experience on major Rhode Island College Theatre productions are required: 10 hours in costume work and 10 hours in backstage work.
3 credit hours. Prerequisite: THTR 105. Offered fall and spring.

THTR 220: Voice and Articulation for the Performer
The fundamentals of voice production and articulation are studied from the physiological and phonetic bases of speech.
3 credit hours. Offered fall.

THTR 221: Movement for the Actor
The performer is trained in controlling, shaping, and moving the body. Attention is given to the development of physical characterization.
3 credit hours. Prerequisite: THTR 105 or consent of department chair. Offered fall and spring.

THTR 222: The Actor's Self: Improvisation and Technique
The actor is introduced to self-discovery in performance. Improvisational techniques free the beginning actor physically, vocally, and emotionally.
3 credit hours. Prerequisite: THTR 105 or consent of department chair. Offered fall and spring.

THTR 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 18th century to the present are traced.
3 credit hours. Offered fall (even years).

THTR 302: Oral Interpretation
The analysis, preparation, and performance of a variety of literary forms are examined, including drama, prose, and poetry.
3 credit hours. Prerequisite: COMM 220 or THTR 220 or consent of department chair. Offered as needed.

THTR 320: Character Study: Psychological Realism
The actor is introduced to basic elements of characterization. Play structure, the function of characters within the structure, and individual characters are analyzed. (Formerly Character Study I.)
3 credit hours. Prerequisite: THTR 220 and either 221 or 222, or consent of department chair. Offered fall.

THTR 321: Character Study: Transformation
Through scene studies, students prepare complex and eccentric characterizations as found in the plays of Albee, Brecht, Ionesco, and others. (Formerly titled Character Study II.)
3 credit hours. Prerequisite: THTR 220 and either 221 or 222, or consent of department chair. Offered spring.

THTR 325: Fundamentals of Directing
Basic play interpretation, casting, rehearsal procedures, and other directorial duties are covered. Techniques are demonstrated and used in student-directed scenes involving problems in composition, movement, tempo, and rhythm.
3 credit hours. Prerequisite: THTR 105, 110, 320, or consent of department chair. Offered fall.

THTR 330: Creative Drama with Children and Youth
Improvised drama is explored as a process in fostering creative expression within children and youth in a variety of educational and community settings. (Formerly Creative Dramatics with Children.)
3 credit hours. Prerequisite: theatre majors: THTR 105 or consent of department chair. Elementary education majors: ELED 300 or consent of department chair. Offered fall.

THTR 335: Theatre for Children and Youth
The theoretical aspects involved in the selection and preparation of scripts, casting, rehearsing, and production of theatre for and with children and youth are explored. (Formerly Theatre for Children.)
3 credit hours. Prerequisite: THTR 330 or consent of department chair. Offered spring.

THTR 346: Musical Theatre Performance
The performance of music for musical theatre is studied in its theatrical context. Emphasis is on performance techniques and stylistic characteristics unique to the genre in solo and ensemble performance.
3 credit hours. Prerequisite: THTR 220, 221, and consent of instructor/or and department chair. Offered spring (even years).

THTR 378: Theatre Production
Students work 45 hours on a RIC Theatre production under faculty supervision on the area of performance, technical theatre, costumes/makeup, or stage/theatre management. This course may be repeated for credit a maximum of three times.
1 credit hour. Prerequisite: THTR 105 and 110, or consent of department chair. Offered fall and spring.

THTR 405: Readers Theatre
Focus is on alternative modes of readers theatre, including selection, adaptation, and presentation of material. Included are casting, rehearsing, performing, and directing techniques.
(4) 3 credit hours. Prerequisite: 60 credit hours of undergraduate courses or consent of department chair. Offered as needed.

THTR 411: Technical Direction
The skills needed by a technical director in both commercial and noncommercial theatre are introduced and developed. Twenty laboratory hours on a major Rhode Island College Theatre production are required.
3 credit hours. Prerequisite: 60 credit hours of undergraduate courses, including THTR 105 and 110, or consent of department chair. Offered every third semester.

THTR 412: Scene Design for the Theatre
The design process as it relates to the production as a whole is explored. Designer's concepts are translated into practical, theatrical, visual terms through sketching, mechanical drawings, and model building.
3 credit hours. Prerequisite: 60 credit hours of undergraduate courses, including THTR 105 and 110, or consent of department chair. Offered every third semester.

THTR 414: Costume for the Theatre
Theoretical and practical design concepts, civil dress history, and characterizations are studied through theatre application and projects. Twenty hours of laboratory experience on a major Rhode Island College Theatre production are required.
3 credit hours. Prerequisite: 60 credit hours of undergraduate courses, including THTR 105 and 110, or consent of department chair. Offered fall.

THTR 415: Lighting for Theatre and Dance
The aesthetic quality of light in lighting for the stage is explored. Fifteen hours of laboratory experience on a major Rhode Island College Theatre or Dance Company production are required. Students cannot receive credit for both Theatre 415 and Dance 415.
3 credit hours. Prerequisite: 60 credit hours of undergraduate courses, including THTR 105 and 110, or consent of department chair. Offered every third semester.

THTR 416: Makeup for the Stage, Film, and Television
Techniques of makeup, chart construction, and research are studied. Twenty hours of laboratory experience on a major Rhode Island College Theatre production are required.
3 credit hours. Prerequisite: THTR 110 or consent of department chair. Offered spring.

THTR 417: Stage Management for Theatre and Dance
Study is made of the responsibilities of a stage manager for both commercial and noncommercial theatre and dance companies. Students cannot receive credit for both Theatre 417 and Dance 417.
(3–6) 3 credit hours. Prerequisite: 60 credit hours of undergraduate courses, including THTR 105 and 110, or consent of department chair. Offered as needed.

THTR 419: Performing Arts Management
The problems of organizing and publicizing the performing arts, and the coordination and administration of staff, budgets, and facilities are explored. This course may be counted as a management elective with consent of the advisor.
3 credit hours. Prerequisite: one 300-level course in art, dance, music, or theatre; or consent of department chair. Offered as needed.

THTR 422: Period Styles of Acting I
The actor is trained in the performance of Greek tragedy, commedia dell'arte, and the plays of Molière.
(4) 3 credit hours. Prerequisite: THTR 221, 222, 320, 321, or consent of department chair. Offered fall (odd years).

THTR 423: Period Styles of Acting II
The actor is trained in the performance of Elizabethan and Jacobean tragedy and comedy, Restoration comedy, and 19th-century melodrama and farce.
(4) 3 credit hours. Prerequisite: THTR 221, 222, 320, 321, or consent of department chair. Offered spring (even years).

THTR 424: Auditioning Techniques
Through the selection, preparation, presentation, evaluation, and coaching of audition materials, students improve their auditioning skills.
3 credit hours. Prerequisite: 60 credit hours of undergraduate courses, including THTR 105, 220, 221, 222, 320, 321, or consent of department chair. Offered fall.

THTR 440: History of Theatre: Origins to 1625
The development of the physical theatre and of dramatic art from their origins to 1625 is studied. (Formerly History of Theatre I.)
3 credit hours. Prerequisite: two 200-level theatre courses or consent of department chair. Offered every third semester.

THTR 441: History of Theatre: 1625–1875
The development of the physical theatre and of dramatic art from 1625 to 1875 is studied. (Formerly History of Theatre II.)
3 credit hours. Prerequisite: two 200-level theatre courses and THTR 440, or consent of department chair. Offered every third semester.

THTR 442: History of Theatre: 1875 to Present
The development of the physical theatre and of dramatic art from 1875 to the present is studied. Attendance at theatre productions is required. (Formerly Modern Theatre.)
3 credit hours. Prerequisite: two 200-level theatre courses and THTR 441, or consent of department chair. Offered every third semester.

THTR 460: Seminar in Theatre
A selected area of theatre is explored in depth, culminating in a major research paper and oral presentation.
3 credit hours. Prerequisite: THTR 221, 222, 320, 321; 30 credit hours of theatre courses; or consent of department chair. Offered spring.

THTR 475: Theatre Internship
Students gain a comprehensive understanding of theatre arts through on-the-job training. Full-time work with an approved theatre company is required. Grading is H, S, or U.
9 credit hours (6 credit hours for summer). Prerequisite: THTR 105 and 110; open only to theatre majors (1) who are juniors or seniors, and (2) who have a grade point average of 3.00 in the major and a minimum cumulative grade point average of 2.00. Application must be made one semester prior to the period of internship. Offered as needed.

THTR 477: Touring Theatre Production
The student actor and student technician are trained in the touring process. Focus is on vivid material and concept, movement, and dialogue, rather than on technical production. (Formerly Theatre 377.)
(15) 3 credit hours. Prerequisite: for student actors: THTR 105, 110, 220, 221, 222, 320, 321, and consent of department chair. For student technicians: THTR 105, 110, 411, and one course from 412, 414, 415, 417, and consent of department chair. Offered fall.

THTR 478: Theatre Production
Students work 45 hours on a RIC Theatre production under faculty supervision (in the area of performance, technical theatre, costumes/makeup, or stage/theatre management). This course may be repeated for credit a maximum of three times.
1 credit hour. Prerequisite: THTR 378, graduate status, or consent of department chair. Offered fall, spring, summer.

THTR 490: Independent Study in Theatre
Scholarly research culminating in a thesis paper is required. This course may be repeated once for credit with a change in content.
3 credit hours. Prerequisite: junior or senior standing and consent of department chair and dean. Offered as needed.

THTR 491: Special Problems in Theatre
A project and a written report of the procedures followed in accomplishing the project are required. This course may be repeated once for credit with a change in content.
3 credit hours. Prerequisite: junior or senior standing and consent of department chair and dean. Offered as needed.

THTR 493: Special Problems in Design
A design project and a written report of the procedures followed in accomplishing the project are required. This course may be repeated once for credit with a change in content.
3 credit hours. Prerequisite: junior or senior standing and consent of department chair and dean. Offered as needed.

THTR 498: Special Problems in Directing
A directing project and a written report of the procedures followed in accomplishing the project are required. This course may be repeated once for credit with a change in content.
3 credit hours. Prerequisite: junior or senior standing and consent of department chair and dean. Offered as needed.

THTR 543: Dramatic Literature I
Representative plays from early times to the early 18th century are explored, including drama of Asia and the Orient, classical Greece and Rome; Italian, English, Spanish, and French Renaissance; and English Jacobean and Restoration periods.
3 credit hours. Prerequisite: graduate status or consent of department chair. Offered fall (odd years).

THTR 544: Dramatic Literature II
Representative playwrights and plays from the 18th century to the present are explored, including the drama of America, England, France, Germany, Scandinavia, Russia, Eastern Europe, Africa, Latin America, Asia, and the Orient.
3 credit hours. Prerequisite: graduate status or consent of department chair. Offered spring (even years).

THTR 545: Dramatic and Performance Criticism
An analysis is made of aesthetic theories that create the experience of theatre. Included is dramatic criticism and the writing of critical reviews. Attendance at performances is required.
3 credit hours. Prerequisite: graduate status or consent of department chair. Offered fall (even years).

THTR 565: Graduate Seminar in Theatre
Selected topics are discussed, such as major theatrical styles, directorial concepts, performance techniques, and important philosophical, historical, psychological, social, and aesthetic developments in these areas.
3 credit hours. Prerequisite: consent of department chair. Offered spring (odd years).

THTR 590: Independent Study in Theatre
Scholarly research culminating in a thesis paper is required. This course may be repeated once for credit with a change in content.
3 credit hours. Prerequisite: graduate status and consent of department chair and dean. Offered as needed.

THTR 591: Special Problems in Theatre
A project and a written report of the procedures followed in accomplishing the project is required. This course may be repeated once for credit with a change in content.
3 credit hours. Prerequisite: graduate status and consent of department chair and dean. Offered as needed.

THTR 593: Special Problems in Design
A design project and a written report of the procedures followed in accomplishing the project are required. This course may be repeated once for credit with a change in content.
3 credit hours. Prerequisite: graduate status and consent of department chair and dean. Offered as needed.

THTR 595: Directed Graduate Study
Under the guidance of a faculty advisor, the student prepares and presents a final project or research thesis.
3 credit hours. Prerequisite: graduate status and consent of department chair and dean. Offered as needed.

THTR 598: Special Problems in Directing
A directing project and a written report of the procedures followed in accomplishing the project are required. This course may be repeated once for credit with a change in content.
3 credit hours. Prerequisite: graduate status and consent of department chair and dean. Offered as needed.

THTR 677: Theatre Conservatory Internship I
This internship consists of a one-year placement in an approved conservatory program. Class work normally includes acting, directing, voice, speech, mime, music, movement, gymnastics, and design. Grading is H, S, or U.
12 credit hours (6 hours each semester). Prerequisite: admission into the M.F.A. program and consent of conservatory director and department chair. Offered fall and spring.

THTR 678: Theatre Conservatory Internship II
Concentrated conservatory class work and projects are continued and completed during a second full year of study. Grading is H, S, or U.
12 credit hours (6 hours each semester). Prerequisite: THTR 677, admission into the M.F.A. program, and consent of conservatory director and department chair. Offered fall and spring.

THTR 679: Theatre Conservatory Internship III
Concentrated conservatory class work is continued and supervised work on a final project is begun. A journal of the class and project work is required. Grading is H, S, or U.
12 credit hours (6 hours each semester). Prerequisite: THTR 677 and 678; admission into the M.F.A. program; and consent of department chair. Offered fall and spring.

THTR 690: Independent Study in Theatre
Under the supervision of a faculty advisor, a written acting or directing manifesto is prepared as the culmination of three years of conservatory study.
3 credit hours. Prerequisite: admission into the M.F.A. program and consent of department chair and dean. Offered fall.

THTR 695: Directed Graduate Study
Under the supervision of a faculty advisor, an individual acting recital or directing project is presented as the culmination of three years of conservatory study.
3 credit hours. Prerequisite: admission into the M.F.A. program and consent of department chair and dean. Offered spring.

Women's Studies (WMST)

WMST 162: Women in Japan
The historical development of Japanese society's treatment of women through religion, mythology, education, and language is explored.
4 credit hours. Gen. Ed. Core 3. Offered as needed.

WMST 200: Women in Society
The methods of the social sciences are used to examine the role and significance of women in society. Focus is on topics relating to sex-role socialization and the position of women in the social, economic, and political systems.
3 credit hours. Gen. Ed. Category 5B. Offered as needed.

WMST 300: Field Experience in Women's Studies
Students engage in experiential learning and participate in a selected public or private agency/organization. Each student formulates specific learning objectives under the direction of an instructor.
(S) 3 credit hours. Prerequisite: junior or senior standing, WMST 200, and consent of the director of women's studies following an interview. Offered as needed.

WMST 360: Women and the Professions
Focus is on the economic roles of women, including consideration of their participation in the labor force and career options. Students design a project that integrates their academic backgrounds with their professional interests.
4 credit hours. Prerequisite: WMST 200 and senior standing. Offered as needed.

Writing (WRTG)

WRTG 100: Introduction to Academic Writing
Students are introduced to some of the genres of academic writing and to the writing process. Writing assignments present a progressively more complex sequence of rhetorical situations and purposes.
4 credit hours. Offered fall, spring, summer.

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Dennis Albert, Bonnie Clayton, Anthony Dionisi, Frank Floor, Linda Harnois, Mary Beth Letendre, Carole Nolan, Donna Rapoza, Anna Snow, Richard Soroka, Donna Sousa, Christine Tkacs, Peter Tsonos, Denise Zavota

Exeter-West Greenwich
Christine Petracca, Christine Southworth

Foster
Danielle Ford, Janice Mowry, Barbara Portney

Foster-Glocester
Alicia Bailey, Frank DiMasi, Janice Goins, John Kelly, Mary Morse, Vincent Spremulli, Donald Stubbs, David Tessier, Diana Tucker

Johnston
Pamela Alvis, Bonnie Duhamel, Arlene Fish, Gary Mazzie

Lincoln
Richard Abato, Kevin Crowley, Peter Fangiullo, Linda Graf, Joseph Quartino, John Rekos, Joyce Taylor

Middletown
Susanne Daley, Matthew McCarthy, Leonore Rizy, Gail Sallum, Mary Elizabeth Starrs

Narragansett
Rosalyn Butziger, Myrna Cole

Newport
Margaret Bugara, Kathryn Caruolo, William Mackin, Joyce McKale, Claire Mey, Kathy Murphy, Kathy Owens, Laurie Sullivan

North Attleboro
Dwight Estey, David Kayata

North Kingstown
Donald Annaldo, Judith Bodzioch-Wooler, Carol DeCoster, Jeanne Dunn, Catheryn Franco, Susan Gama, Dianne Grinnell, Marianne Kirby, Mary Ann Kwolek, Jean Larsen, Linda Martin, Paul Murphy, Janice Nickelson, Cindy Normand, Maureen Plante, Susan Sangster, Lynn Sironer, Robert Wright

North Providence
Mary Annese, Laurie Batek, Darlene Chabot, Merle Dresner, Carol Emery, Allen Garzone, Frances Gaudio, Jody Graziano, Nancy Iafrate, Marie Lagesse, Camella Martins, John Schultheis, Jane Sciotti, Jane Skeffington

North Smithfield
Lynn Richards, Nancy Switzer

Pawtucket
Doris Ann Allenson, Paulette Anderson, Thomas Asermely, Mary Booth, Thelma Burbank, Ellen Downing, JoAnn Joiners, Frank Laliberte, Maureen LaPorte, Claire Lenhart, Linda Markey, Kimberly McAssey, Steven McMann, Denise Monastesse, Mary O'Halloran, Suzanne O'Shea, Robin Panchuk, Marilyn Robertson, Lisa Zavota

Portsmouth
Donna Combra, Sharla Dobson, Timothy Flaherty, Camille Frankel, Thomas Singleton, Henry Yakey

Providence
Robin Alcott, Eileen Alfonso, Nancy Antoske, Joseph Battaglia, Arthur Bentley, Michele Bilodeau, Deborah Bustin, Elizabeth Callaghan, Edda Cambio, Jeffrey Carpenter, Steven Cohen, Linda Cronin, Mary DeFiorian, Susan DeHerbish, Debra Desrochers, Susan Desrosiers, Carol Figg, Thomas Giblin, Michaela Harlow, Joyce Heist, Mary Frances Honeyman, Barbara Irons, Marilyn Katz, Barbara Keegan, Christopher Kite, Jeanne Kolb, Eileen LaMountain, Alice Madden, Jeanne Maggiacomo, Susan Mallozzi, Alicia Marandola, Michael Marino, Beverly Martin, Susan Martin-Gallshaw, Patricia Martineau, Doris McElroy, Paula Messore, Elaine Miele, Donna Minnick, Jane Moody, Simone Parent, Barry Pickar, Ted Polak, Christopher Pride, Diane Proctor, Amy Beth Rachiete, Rosemarie Richardson, Susan Rizzo, Linda Robinson-Jennings, Diane Roderick, Karyn Samdperil, Jane Shugrue, Lorraine Socolo, Stacey Stravato, Maryellen Struck, Agnes Summerly, Allyssa Taylor, Andriana Tegu-Contreras, Clarence Thomas, Maria Venagro, Lindsey Wells, Patricia Whelan, Lisa Wilcox, Donna Jean Wosencroft, Linda Zaggarella

Scituate
Amanda Brown, Jean deTarnowsky, Paula DiLuglio, Jean Esposito, Lisa Hughes, Kevin Ryan, Barbara Vernava

Smithfield
Dorothy Ainley, Adelio Cabral, Mary Costello, Donna Dombrowski-Gray, Gail Gruber, William Lenox, Janet McNab, Michael Murray, Marilyn Petrone, Sandra Pratt, Catherine Swanton

South Kingstown
Joyce Nealon

Tiverton
Patricia Bigos, Linda Casey, Cindy Cioe, Virginia Curtis, Joan Macomber, Diane Preble, Maureen Shea, Patricia Smith, Denise Truver

Warren
Leslie Anderson, Brenda Bennett, Bonnie Pansa, Manuel Perry, Charles Sweeney, Patricia Zemmbka

Warwick
Bethany Almagno, Leslie Angelone, Debra Capuano-Ajaj, Joan Coduri, Ronald Como, Shirlie Cotola, Ruth Crowley, Linda Dinosky-Smart, Lisa Girardi, Matthew Hodge, Cheryl Hoyle, Carol Hueston, Gary McCoombs, Marilyn McKeever, Deborah Miller, Lois Plante, Barbara Pollock, Lynn Regan, Sharon Rix, Nisa SanGiovanni, Mary Stoukides, Lisa Tamburini-Scacca, Julia Wold, Robert Yarnell

West Warwick
Phyllis Porcelli, Elaine Simmons, David Tourangeau, Gabrielle Wynne

Westerly
Ann Dogan

Woonsocket
Patricia Belanger, Edward Benjamin, Corinne Capalbo, Loretta Carnes, Pauline Clancy, Deborah Duquette, Patricia Durkin, William Gardner, Paulette Girard, Muriel Lagotte, Janet Miele, Beryl Morelle, Joyce Picard, Lorraine Picard, Anne Rotatori, Gail Sassi, Katherine Walker, Thomas Wrona

CLINICAL LABORATORY SCIENCE

Our Lady of Fatima Hospital

Adjunct Assistant Professor of Clinical Laboratory Science:
Suzanne E. Goddu, B.S., M.T., (ASCP), University of Massachusetts, Dartmouth, M.S., Salve Regina University, CLS.

Adjunct Lecturers of Clinical Laboratory Science:
Salvatore R. Allegra, M.D., University of Bologna, Italy; Cecilia Gmuer, M.D., Albany Medical College, New York; Philip Hoffman, M.T. (ASCP), SBB, B.S., University of Rhode Island, CLS; Marius P. Lee, M.D., Institute of Medicine & Pharmacy, Bucharest, Romania; Dean Naylor, M.T. (ASCP), SH, B.S., University of Rhode Island, CLS.

Cooperating Instructors of Clinical Laboratory Science:
Diane T. Cataldo, M.T. (ASCP), B.S., Barrington College, M.S., Salve Regina University, CLSpH; Philip Hoffman, M.T.

(ASCP), SBB, B.S., University of Rhode Island, CLS; Gerald Lefebvre, M.T. (ASCP), SI, B.S., University of Rhode Island, CLS; Leslie Martineau, M.T. (ASCP), SC, B.S., Rhode Island College, CLS; Dean Naylor, M.T. (ASCP), SH, B.S., University of Rhode Island, CLS; Marie Shields, M.T. (ASCP), B.S., M.H.A., Framingham, State College, CLS.

Rhode Island Hospital

Adjunct Assistant Professor of Clinical Laboratory Science: David J. Mello, M.T. (ASCP), CLS, B.S., M.S., Southeastern Massachusetts University.

Adjunct Lecturer of Clinical Laboratory Science: Lewis Glassier, M.D., Cornell University Medical School.

Cooperating Instructors of Clinical Laboratory Science: Dianne Auld, M.T. (ASCP), B.S., Rhode Island College; Linda Binns, M.T. (ASCP), B.S., University of Rhode Island, M.S., Northeastern University; Sheryl L. Crowell, M.T. (ASCP), B.S., University of Rhode Island; Sandra DeMarinis, M.T. (ASCP), M.S., University of Rhode Island; Karen Ferreira, M.T. (ASCP), B.S., Salve Regina University; Mary Ann Godek, M.T. (ASCP), B.S., Rhode Island College; Dolores MacKenzie, M.T. (ASCP), SBB, B.S., Rhode Island College; Anthony J. Moore, M.T. (ASCP), B.S., University of Rhode Island; Gary Pereira, B.S., University of Rhode Island; Denise Rioux, M.T. (ASCP), B.S., Stonehill College; Debra Smeal, M.T. (ASCP), B.S., Salve Regina University; Steven Smeal, M.T. (ASCP), B.S., M.S., University of Rhode Island; Valerie Whitehead, M.T. (ASCP), B.S., Salve Regina University.

COUNSELING AND EDUCATIONAL PSYCHOLOGY

Attleboro, Massachusetts
Allen Dyl

Coventry
Louis Turchetta

Cranston
Sara Little

Dighton-Rehoboth, Massachusetts
Corrine Pridham

Foster
Roberta Zuchowski

Jewett City, Connecticut
Laurie Webber

Lincoln
Joseph Kieselica

North Providence
Ralph Montella

Portsmouth
Elaine Salvadore

Putnam, Connecticut
Wendi Fisher, Philippa Paquette

Scituate
Joan Ricci

West Warwick
Chris Torem, Judy Zeyl

Wood River Junction
Ellen Reinhardt, Lisa Smith

EARLY ENROLLMENT PROGRAM

Bishop Hendricken High School
Lauretta Lunghi, Joseph Theroux

Burrillville High School
Charles Boucher, Mary Lee Drouin, Darlen Favoli, Frances Gordon, Louis Short, Nancy Villatico

Central Falls
Robin Yates

Classical High School
David Bloomer, Aja Butler, Carmine DiSano, Joseph Dufort, Peter Elliot, Kathleen Flynn, John Guglielmino, Brian Robert, Louis Toro, John Whitford, Herbert Woodel

Coventry High School
Ernest DiMicco, James Erinakes II, William Smith, Kathleen Sullivan

Cranston High School East
Janet Barrow, Howard Chun, Barbara DeRobbio, Edward Fink, Dianne Fonseca, Al Pannone, Paul Zisserson

Cranston High School West
Lucy Byrd, Pamela Kahn, Dale King, Jean Larkin, Helen Poor, Dennis Morrell, Carolyn Szcerbinski, Natalie Urban

Cumberland High School
Daniel Bandieri, Frank Cooney, Carol Hoyle, Donald Krzan, Joan LaPlante, Juliet Lucena, Alice McNaught, John Needham, Linda Prescott

East Greenwich High School
Raymond Pouliot

East Providence High School
Larry Izzi, Anna Melo, Paula Upole, Marilyn Whittet

Exeter-West Greenwich High School
Karen Cameron-Purtill, Louise Oliveira, Barbara Wilmot

Harry Elkin Midrasha High School
Maud Mandel, Richard Walter

Johnston High School
Linda LeMarier, Joan Luongo, Karen Smith, Tim Sprouls, Julie-Ann Zarrella

Lincoln High School
George Aragao, Leslie Bettencourt, Jeffrey Bitton, Theresa DeRiso, JoAnn LaBranche, Peter Moreau, Richard Morrissey, Denise O'Leary, Caroline Ricci, John Sousa, Mary Vinuleg

Middletown High School
Sarah Gauch, Virginia Grzyb, Josephine Maguire, Catherine Milone, Kevin Zahm

Mt. Hope High School
David Apicemo, Richard Arnold, Thomas Holstein, Joseph Marques, Patricia Smith

Mt. Pleasant High School
Melissa Lipa

Mt. St. Charles High School
Gail Berretto, Edwin Burke, Jacqueline Crepeau, Michael Daly, Richard Lawrence, Joseph O'Neil

Narragansett High School
Bruna Boyle, Kathy Capalbo, William Pepin, Andrew Tucker, Sharon Webster

New England Academy of Torah
Janine Kutliroff, Maureen Sheehan, Betty Smith, Barbara Szenes

North Providence High School
Ruth Bucci, John Cerra, Donald Earnshaw, Ann Riley, John Schultheis

North Smithfield High School
Alan Canastrari, Theresa Charpentier, Mark Hardiman, Lynn Richards, William Space, Thomas Yeaw

Pilgrim High School
Karen DiBiase, Nick DiFilippo, Susan Dillon, Coleen Griffith, Daniela Johnson, Robert Morin, Fred Morris, Joanne Phillips, Carolyn Trombi, Leonora Yates

Ponaganset High School
Susan Poor, Paul Shawver

Portsmouth High School
Guylaine Benoit, Eleanor Ferri, Michael Marra, William McCann, Ann Pelletier, Michael Podraza, Dwight Smith

Prout High School
Mary Hoyt

Rogers High School
Mary Ellen Atkins, Alan Bardsley, Richard Fullerton, Diane McCaffrey, Janel Paquin, Shirley Ripa

Saint Raphael Academy
Thomas Carney, Leslie Durigan, Patricia Hayes

Scituate High School
Amy Grundt, Roland Nips, Otilia Nobrega, Elinor Thompson

Seekonk High School
Robert Hartley, Paula Kraus, Joanne Lacy, Thomas Sullivan

Shea High School
Thomas DuBuque, Kathleen Forrest, Jean Hall, Linda Lemieux, James Mafustek

Smithfield High School
Lora Balasco, Diane Bonn, Kevin Cullen, Margarita Dempsey, Michael Densmore, Thomas Hines, Michael Murray, Gloria Pantazin

South Kingstown High School
John Almeida, James Buxton, Doug Carr, Beth Casagrande, Mary Alice Cunn, Mary Kutcher, Rose Majeska, Richard Pitocchi, Karen Windley

Tiverton High School
George Crook, Gerald Pietruska, Diantha Quick

Toll Gate High School
Whitney Bisfore, Christian DeFrancesco, Richard Fucci, Susan Kulberg, Joseph Paliotta, James Tidwell, Julia Wold

Tolman High School
Kate Bush, Isabelle Caffrey, Roland Doucette, Paula Najanian, Linda Travers

West Warwick High School
John Capwell, Donna Clemence, Sean Doyle, John Giovanelli, Wendy Karspeck, Joan Machado, Eileen Nagel, George Patton, Salvatore Salvo, Donna Zannelli

Westerly High School
Michael Braceland, Linda Chaffee, Donald Denny, Barry Leighton, Daniel McKenna, Marilyn Sbrollini, Thomas Weyant

Woonsocket High School
Romeo Berthiaume, Yvette Bruni, Danielle DeRotto, Michael Kane, William Maloney, John Marsella, Janet Miele, Suzanne Walker

EDUCATION DOCTORAL PROGRAM

University of Rhode Island

Adjunct Professors:
Barbara Culatta, Communicative Disorders; Joanne Eichinger, Education; Marcia Feld, Community Planning and Area Development; Robert Felner, Education; Louis Herlitz, Education; Theodore Kellogg, Education; Dana Kovarsky, Communicative Disorders; John Long, Education; Robert Marshall, Communicative Disorders; Lynn McKinney, Education; Richard Purnell, Education; George Willis, Education; Grant Willis, Psychology.

Adjunct Associate Professors:
James Barton, Education; John Boulmetis, Adult Education; David Byrd, Education; Diane Horm-Wingerd, Human Development and Family Studies; Minsuk Shim, Education; Susan Trostle, Education; Betty Young, Education.

MUSIC, THEATRE, AND DANCE

Dance

Adjunct Instructors of Dance:
Elaine Colanerí; Dorothy Jungels, B.A., Alverno College, Rachel Jungels, The Juilliard School; Ann Beretta Morrilli; Debra Meunier, B.A., Rhode Island College, M.L.S., Wesleyan University; Angelica Vessella, B.A., Rhode Island College.

Music

Adjunct Professors of Music:
Richard Cumming, Resident Composer, Trinity Repertory Company; Maria Spacagna, La Scala, Metropolitan Opera Company, International Recording Artist.

Adjunct Instructors of Music:
Greg Abate, Berkley School of Music, International Recording Artist; Kathryn Barnes-Burroughs, D.M.A., Moores School of Music; Jeff Cashen, Studio Musician, Freelance Guitarist; Diamond Centofanti, Recording Artist, Jazz Arranger; Robert Currier, A.B., New York University, M.A., Boston University; Elizabeth Dean-Gates, M.M., University of Michigan; Gregory Fritze, B.S., Boston Conservatory, M.M., Indiana University; Mychal Gendron, B.M., North Carolina School of the Arts, M.M., New England Conservatory; Margaret Gidley, A.B., Brown University, M.M., Yale University; George Goneconto, B.M., M.M., Boston Conservatory of Music; Georgette Ross Hutchins, B.M., University of Rhode Island; Delight Immonen, B.M.E., University of Michigan, M.M.E., New England Conservatory of Music; Steven Jobe, B.M., Rhode Island College, M.A., The Ohio State University; Shirley LaCroix, B.M., Anna Maria College, M.A., Rhode Island College; Thomas Lawler, Vocalist, Opera Coach; Rod Luther, Jazz Pianist; Stephen Martorella, B.M., Mannes College, M.A., Queens College; Christopher McGrath, Ph.D., Ethnomusicology, Brown University; Shawn Monteiro, International Jazz Vocalist and Recording Artist; Martha Moor, B.A., Wellesley College, M.M., New England Conservatory of Music; Joanne Mouradjian, B.S., Rhode Island College, M.M., Boston University; Denise Plaza-Martin, M.M., New England Conservatory of Music; Eliot Porter, B.A., St. Bass; Richard Romiti, B.M., M.M., Boston University, D.M., University of Toronto; James Seabra, M.A.T.C., Rhode Island College; Donald St. Jean, B.M., University of Rhode Island, M.M., New England Conservatory of Music; Susan Thomas, M.A., New England Conservatory of Music; Susan Wood, B.S., State University of New York, M.M., Indiana University; Gregory Zeitlin, Diploma in Flute, The Juilliard School.

Theatre

Adjunct Professor of Theatre:
Oskar Eustis, Artistic Director, Trinity Repertory Company; D.F.A., Rhode Island College.

Adjunct Assistant Professors of Theatre:
Stephen Bennson, Co-director, Trinity Rep Conservatory, B.F.A., Drake University; Brian McEleney, Co-director, Trinity Rep Conservatory, B.A., Trinity College; M.F.A., Yale School of Drama.

NURSING

Adjunct Faculty:
Teresa Chopoorian, Mansion Nursing Home; Louise DellaFratte, Hasbro Children's Hospital; Margaret Dyer, Visiting Nurse Association of Rhode Island; Marie Ghazal, Providence Ambulatory Health Care Foundation, Inc.; Carlyn Jehle, Charlestown Elementary School; Ann McKinnon, Rhode Island Hospital; Carolyn Murray, Memorial Hospital of Rhode Island; Mary Dowd Struck, Women & Infants Hospital of Rhode Island.

Cooperating Faculty:
Darlene Alves, Women & Infants Hospital; Marilyn Boichat, Harvard Community Health of New England–Warwick Unit; Mary Cabral, Visiting Nurse Association of Rhode Island; Christine Carr, Harvard Community Health of New England–Lincoln Unit; Rosemary McCann, St. Joseph's Hospital–Providence; Deborah Owens, Women & Infants Hospital; Marie Preneta, Trudeau Memorial Center; Mary Proietta, Visiting Nurse Association of Rhode Island; Therese Rochon, Visiting Nurse Association of Rhode Island.

SCHOOL OF SOCIAL WORK

Field Placement Agencies and Adjunct Field Instructors, B.S.W. Program:
Addiction Recovery Institute: Mike Gaudette; Attleboro Department of Social Services: Brian Lobello; Big Sisters of Rhode Island: Karen Gager; CCAP: Peter McGrath; Child & Family Service of Newport: Nancy Jasper; Childrens Friend & Services: Jane Riley; Community Counseling Center, Inc.: Anne Dobbins; Cranston Child Development: Debbie Archer, Deborah Smith; Dorcas Place–Parent Literacy Center: Nancy Hetherington; Eleanor Slater Hospital: Lynn Reuter; Family Resources, Inc.: Nancy Paradee; Groden Center, Inc.: Hather Manuel, Mike Pendergast, Jeannett Westcott; John Hope Settlement House: Nancy Bowron, Lauree Champage, Kathy Granken, Myra Green, Marie Khun, Lori Levine, Kristina Whiton; New Horizons Adult Day Care: Linda Poole; North Providence School Department: Rita Williams; NRI Community Mental Health: Bridget Bennett Lewis; Old Colony Y: Thomas Dume; Providence Family Learning Center, The: Harriet Hickey; R.I. Veteran's Home: Joseph Alfano; Rhode Island Department of Corrections—Training School: Peter Slone; Rhode Island Department of Corrections—Women's Facility: Alberta Baccari; RICSSW—Welfare Reform: Robin Ringer, Dan Weisman; Roger Williams Medical Center—Homecare: Sandy Romano; Rosewood Manor, Ltd.: Karen Barile-Lyons; Sojourner House: Kelly Smith; South Shore Mental Health Center: Kim Newbury; St. Antone's Residence: Teresa DeBoise, Lillian Lozeau; Tides Family Services: Kathy Loontjens; Traveler's Aid Society of R.I.: Thomas McDonough; Tri-Town Community Action Agency: Amy Lapierre; Women's Center of Rhode Island: Alix Stockwood; Wood River Health Services: Ernest Balasco; Woonsocket Head Start: Katherine Symington.

Field Placement Agencies and Adjunct Field Instructors, M.S.W. Program:
2-1 Coalition: Amy Black, Kelly Smith; Attleboro High School: Nora Cohen; Birchwood School: Elizabeth Brance, Bradley Hospital: Rose Randall Hicks, Gary Regan; Bristol Elder Services: John Mitchell; Cape Cod Child Development: Thomas Brosnihan, Paul Kehoe; Caritas House: Pamela Messore; Catholic Social Services: Maria Pereira; Central Falls School Department: James Bernier, Charlton Memorial Hospital: Soraya Gomes, Monica Stegler, May Sullivan; Child & Family Service of Fall River: Lynn Abbey, Sandra Pinheiro; Child & Family Service of New Bedford: Ann Sampaio; Child & Family Service of Newport: Nancy Jasper; Childhood Lead Action Project: Roberta Aaronson; Childrens Friend & Services: Deborah Soares; CODAC: George Sheehan; Comcare Services—Taunton: Kari Anne Wye; Communities for People, Inc.: Betsy Ison; Community Counseling Center: Richard Le Clerc, Michele Richter, Angela Stoliga, Jim Szabo; Community Preparatory School: Jim Donahue; Dorcas Place–Parent Literacy Center: Nancy Hetherington; Eastman House, Inc.: Lauranne Howard; Edgewood Counseling: Ellen O'Hara; Elizabeth Stone House: Ann Beckert, Robin Weingarten; Exeter/West Greenwich School Department: Buell Barton; Fairhaven Public School: Theresa Monteaux; Genesis Center: The Sally Gabb; Hospice Care of Rhode Island—Outreach: Julia Joncas, Kim Souza; Hyannis Family Planning: Alice Cook; Kent County Mental Health Center: Jennifer Ahlijanian, Eileen Thomas; Key Program, Inc.: Connie Ryan; Lincoln School Department: Loretta Jones, Mary-Ann McComiskey; McAuley Village: Nancy Carignan; Miriam Hospital: Joan Duncan, William Kirkpatrick, Mt. Saint Rita's: Pam Miller; New Hope, Inc.: Cleo Senor; Newport County School Department: Gerald Helrich; North Kingstown School Department: Jeanne Petrarca; North Providence School Department: Miriam Bjurman; NRI Community Mental Health Center: Bridget Bennett-Lewis, Kimberly Griffith; Ocean Tides, Inc.: Deborah Hamel-McDade; Office of the Child Advocate: Dorit Gardiner; Office of the Mental

Health Advocate: Ruth Fedder; Old Colony Y: Erica Caron, Thomas Dunse; Parents for Progress: Nancy Gewirtz; Pine Grove Health Center: Erin Holloway; Poverty Institute: : Carol Brotman, Nancy Gewirtz, Patricia Palmer; Providence Center, The: Judy Ferris, Thia Lord; R.I. Children's Crusade for Higher Education: Marcia Cone-Tighe; Rhode Island College—Counseling Center: Dennis Chindia, Thomas Lavin; Rhode Island College—School of Social Work: Francine Connolly; Rhode Island Community Living: Joyce Rongo; Rhode Island Department of Children, Youth & Families: Susan Bowler, Joan Cicione, Jim Dealy, Mark Lyman; Rhode Island Department of Children, Youth & Families—Adoption Unit: Tonya Glantz; Rhode Island Department of Children, Youth & Families—Staff Training: Linda Gay Palazzo; Rhode Island Department of Children, Youth & Families—Training School: Mike Gingras; Rhode Island Department of Corrections: Adrienne McGowan; Rhode Island Department of Corrections—Probation Office—Newport County: Michael Castaldi; Rhode Island Department of Corrections—Women's Facility: Alberta Baccari; Rhode Island Department of Elderly Affairs: Marie Strauss; Rhode Island Department of Health—Early Intervention: Ron Caldarone; Rhode Island Department of Human Services: Cathy Gorman; Rhode Island Hospital—Child Development Center: Julia Hebert; Rhode Island Youth Guidance Center, Inc.: Roberta Lasser, Carolyn Sheehan; RIEAP Student Program: Debbie Pfefferle; RISE Rhode Islanders Sponsoring Education: Anna Cano-Morales, James Ryczek; Roger Williams Medical Center/Edgehill: Miles Mullevey; Senate Policy Fellowship: AnnMarie Harrington, Kenneth Payne; SOAR: Wendy Becher, Karen Jeffreys; South Kingston Jr. High School: David Patrone; South Shore Mental Health Center: Kim Newberry, Carl Reiner, Pam Watson; Spirit Educational Corp.: Carolyn Sheehan; St. Anne's Hospital: Lisa Yanku, Noaman Zinger; St. Joseph Center for Human Services: Caroline Wood; Swansea Wood School: Maribeth August, Antoinette Costa; Taunton Attleboro Emergency Services: Lauren Caswell; Thundermist Health Association: Maria Montanaro; Tides Family Services: Robert Archer, Susan Kershaw, Brother Michael Reis; University of R.I.—Counseling Center: Marylane Klinkhammer; Urban League of Rhode Island: Yvonne Cole; VA Medical Center: Alice Brew, Thomas McGreevy; Veteran Administration: Richard Synnott; Warwick School Department—Child Outreach: Deborah Desjailais; West Bay Community Action: Ranny Doughtey; Westerly School Department: Keith Bagley; Women in Transition, Inc.: Diane Sprague, Abby Stein; Women's Health Care Center: Kathy Lewis; Women's Resource Center—Newport County: Susan Winsor; Wood River Health Services, Inc.: Ernest Balasco, Linda Cardillo; YMCA of Greater Fall River: Christine Cronin; YOU, Inc.: Beth Flanzbaum; Youth Pride, Inc.: Robin Shinnick.

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