



Bulletin of Rhode Island College



2003-2005 CATALOG
Updated Edition

RHODE ISLAND COLLEGE 2003-2005 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 170, August 2003, 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; 1-800-745-5555 (TTY/TDD via RI Relay); Web site: www.ric.edu

Statement of Nondiscrimination and Affirmative Action

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

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

Inquiries concerning the College's administration of the nondiscrimination laws should be addressed to the Director of Affirmative Action, 314 Roberts Hall, Rhode Island College, Providence, RI 02908-1991, tel. (401) 456-8218 or 1-800-745-5555 (TTY/TDD via RI Relay). Inquiries regarding provisions for students with disabilities should be directed to the Office of Student Life, 127 Craig-Lee Hall, Rhode Island College, Providence, RI 02908-1991, tel. (401) 456-8061 (voice or TDD). Inquiries regarding provisions of the Americans with Disabilities Act (ADA) should be addressed to the ADA Coordinator, 100 Roberts Hall, Rhode Island College, Providence, RI 02908-1991, tel. (401) 456-8200 or 1-800-745-5555 (TTY/TDD via RI Relay).

CONTENTS

Academic Calendar	iv
Campus Map	viii
Class Cancellations	ix

RHODE ISLAND COLLEGE

Overview	2
Mission	3

UNDERGRADUATE

GENERAL INFORMATION

Admissions	6
Registration	16
Fees	18
Financial Aid	26
Academic Policies and Requirements	39
Honors and Awards	47
Academic Facilities and Services	55
Campus Life	62
Degree Programs	70
Special Programs	75

GRADUATE

GENERAL INFORMATION

Admissions	82
Fees and Expenses	85
Financial Aid	90
Academic Policies and Requirements	94
Degree Programs	100
Special Programs	103

GENERAL EDUCATION

General Education	108
-------------------	-----

FACULTY OF ARTS AND SCIENCES

African and African American Studies	122
Anthropology	124
Art	125
Art Education	132
Biology	137
Chemical Dependency/ Addiction Studies	140
Chemistry	142
Clinical Laboratory Science	145
Communications	147
Computer Science	152
Dance Performance	156
English	158
Film Studies	161
French	163
General Studies	164
Geography	166
Gerontology	167
History	168
Justice Studies	172
Labor Studies	175
Latin American Studies	177
Mathematics	179
Modern Languages	182
Music	183
Music Education	187
Nursing	193
Philosophy	198

Physics	200
Political Science	201
Portuguese	204
Pre dental, Pre medical, Pre optometry, Pre veterinary Preparation	205
Prelaw Preparation	207
Pre occupational Therapy Preparation	208
Pre physical Therapy Preparation	209
Psychology	210
Public Administration	213
Radiologic Technology	214
Sociology	216
Spanish	217
Theatre	219
Women's Studies	226

FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

General Information	234
Administration	238
Bilingual-Bicultural Education	240
Career and Technical Education	242
Counseling	243
Education Doctoral Program	248
Educational Leadership	250
Elementary Education	252
Health Education	263
Physical Education	268
School Psychology	271
Secondary Education	274
Special Education	287
Teaching English as a Second Language	299
Technology Education	302

SCHOOL OF MANAGEMENT AND TECHNOLOGY

General Information	307
Accounting	309
Computer Information Systems	311
Economics	313
Finance	315
Management	317
Marketing	321
Professional Accountancy	323

SCHOOL OF SOCIAL WORK

Bachelor of Social Work	326
Master of Social Work	329

COURSE DESCRIPTIONS	337
----------------------------	-----

DIRECTORY	473
------------------	-----

INDEX	509
--------------	-----

ACADEMIC CALENDAR 2003–2004

FALL SEMESTER 2003

August

- 18 Monday New student orientation resumes
- 21 Thursday Late registration for returning students begins
- 25 Monday Administrative conference
- 27 Wednesday President's address to the College community
- 29 Friday Registration for senior citizens and students with unemployment waivers

September

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

October

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

November

- 11 Tuesday Veterans Day (**College closed**)
- 26 Wednesday Spring registration for degree candidates ends
- 27 Thursday Thanksgiving recess begins

December

- 1 Monday Classes resume
- 13 Saturday Fall semester classes end
- 15 Monday Final examinations begin
- 20 Saturday Final examinations end
- 25 Thursday Christmas Day (**College closed**)
- 30 Tuesday Grades due by **4:00 p.m.**

Note: Calendar subject to change.



SPRING SEMESTER 2004

January

1	Thursday	New Year's Day (College closed)
7	Wednesday	New student orientation begins
12	Monday	Late registration begins
16	Friday	Registration for senior citizens and students with unemployment waivers
19	Monday	Martin Luther King Day (College closed)
20	Tuesday	Classes begin

February

2	Monday	Last day to add courses
---	--------	-------------------------

March

5	Friday	Midsemester grades due by noon
8	Monday	Spring recess begins
15	Monday	Classes resume
26	Friday	Last day to withdraw from courses without permission
29	Monday	Summer and fall registration begins

April

28	Wednesday	Cap and Gown Convocation
----	-----------	--------------------------

May

3	Monday	Spring semester classes end
4	Tuesday	Final examinations begin
10	Monday	Final examinations end
12	Wednesday	Grades for degree candidates due by noon
13	Thursday	Graduate Commencement
14	Friday	All other grades due by noon
15	Saturday	Undergraduate Commencement
17	Monday	Summer Session I begins
31	Monday	Memorial Day (College closed)

June

25	Friday	Summer Session I ends
28	Monday	Summer Session II begins
		New student orientation begins
30	Wednesday	Fall registration for degree candidates ends

July

5	Monday	Independence Day observed (College closed)
---	--------	---

August

6	Friday	Summer Session II ends
9	Monday	Victory Day (College closed)

ACADEMIC CALENDAR 2004–2005

FALL SEMESTER 2004

August

16	Monday	New student orientation resumes
19	Thursday	Late registration for returning students begins
23	Monday	Administrative conference
25	Wednesday	President's address to the College community
27	Friday	Registration for senior citizens and students with unemployment waivers
30	Monday	Classes begin

September

6	Monday	Labor Day (College closed)
13	Monday	Last day to add courses

October

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

November

2	Tuesday	Elections Day (College closed)
11	Thursday	Veterans Day (classes will meet)
24	Wednesday	Spring registration for degree candidates ends
25	Thursday	Thanksgiving recess begins
29	Monday	Classes resume

December

11	Saturday	Fall semester classes end
13	Monday	Final examinations begin
18	Saturday	Final examinations end
27	Monday	Christmas Day observed (College closed)
28	Tuesday	Grades due by 4:00 p.m.

Note: Calendar subject to change.

SPRING SEMESTER 2005**January**

3	Monday	New Year's Day observed (College closed)
10	Monday	New student orientation begins
13	Thursday	Late registration begins
17	Monday	Martin Luther King Day (College closed)
21	Friday	Registration for senior citizens and students with unemployment waivers
24	Monday	Classes begin

February

4	Friday	Last day to add courses
---	--------	-------------------------

March

11	Friday	Midsemester grades due by noon
14	Monday	Spring recess begins
21	Monday	Classes resume

April

1	Friday	Last day to withdraw from courses without permission
4	Monday	Summer and fall registration begins

May

4	Wednesday	Cap and Gown Convocation
7	Saturday	Spring semester classes end
9	Monday	Final examinations begin
14	Saturday	Final examinations end
17	Tuesday	Grades for degree candidates due by noon
19	Thursday	Graduate Commencement
20	Friday	All other grades due by noon
21	Saturday	Undergraduate Commencement
23	Monday	Summer Session I begins
30	Monday	Memorial Day (College closed)

June

30	Thursday	Fall registration for degree candidates ends
----	----------	--

July

1	Friday	Summer Session I ends
4	Monday	Independence Day (College closed)
5	Tuesday	Summer Session II begins New student orientation begins

August

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

CAMPUS MAP

- 1 Information Services
- 2 School of Management and Technology
- 3 Child Welfare Institute
- 4 Bursar/Records
- 5 Accounting/Payroll/Purchasing
- 6 Education Management Collaborative
- 7 Not assigned
- 8 Management and Technology Outreach Programs
- 9 School of Social Work
- 10 Joseph F. Kauffman Center
- 11 The Sylvan R. Forman Center
- 12 Historic Building
- 13 Recreation Center
- 14 Cooperative Preschool
- 15 John Nazarian Center for the Performing Arts
- 16 Lucius A. Whipple Hall
- 17 Dennis J. Roberts Hall
- 18 Art Center
- 19 John Lincoln Alger Hall
- 20 Craig-Lee Hall
- 21 John Clarke Science Building
- 22 John E. Fogarty Life Science Building
- 23 James P. Adams Library
- 24 William C. Gaige Hall
- 25 The Murray Center (Health, Physical Education, Athletics)
- 26 Sherlock Center on Disabilities
- 27 Hennessey Building
- 28 Physical Plant Building (College Receiving)
- 29 Office Building 3
- 30 Office Building 1
- 31 Office Building 2
- 32 President's House
- 33 David E. Sweet Residence Hall
- 34 Rose Butler Browne Residence Hall
- 35 Charles B. Willard Residence Hall
- 36 Mary A. Weber Residence Hall
- 37 Mary Tucker Thorp Residence Hall
- 38 Horace Mann Hall
- 39 Student Union
- 40 Fred J. Donovan Dining Center
- 41 Faculty Center
- 42 Henry Barnard Laboratory School

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

- Designates handicap access
- ★ Blue Light Emergency Phones



**RHODE ISLAND
COLLEGE**

CLASS CANCELLATIONS

Classes will be held at Rhode Island College except in cases of extreme emergency as determined by the administration. When classes cannot be held, every effort will be made to notify those broadcast stations designated by the College not later than 7:00 a.m. If no announcement has been made by 7:00 a.m., faculty members and students should make every effort to attend classes. The morning broadcast will not apply to classes beginning at 4:00 p.m. and after. If the College is in session and it becomes necessary to cancel classes during the day, 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 (90.7 FM). Television stations which will be notified are WLNE Channel 6, WPRI Channel 12, and WJAR Channel 10. When classes are canceled, other activities scheduled on campus may also be canceled. Listen for announcements or contact the sponsoring organization. Confirmation of any decision to cancel classes and/or close the College can be obtained by calling a recorded message at (401) 456-9500. The telephone switchboard will be staffed during these times. Provision will be made to meet the dining needs of residence hall students. When there is a storm alert and College classes have not been canceled, students unable to get to class shall be allowed to make up any examinations and shall be allowed to submit required papers at the first opportunity after the storm alert.

When it is necessary to cancel classes, nonteaching 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.

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



**INTRODUCTION TO
RHODE ISLAND COLLEGE**

Rhode Island College

An Overview



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

Academic offerings are provided through the Faculty of Arts and Sciences, the Feinstein School of Education and Human Development, the School of Social Work, and the School of 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 more than 8,900 students in courses and programs both on and off campus.

Rhode Island College is the oldest of the three public institutions of higher education that operate under the aegis of the Board of Governors for Higher Education. The board consists of fifteen members: twelve 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 postsecondary 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, gender identity or expression, disabled veteran status, veteran of the Vietnam Era status, and marital or citizenship status (except in those special circumstances permitted or mandated by law). Applicants to Rhode Island College are expected to adhere to standards of academic honesty in completing the application process. By signing the application, the applicant is attesting that the information provided is complete and accurate to the best of the applicant's knowledge. The admissions office may withdraw an application or rescind the acceptance offered, if a violation of academic honesty is discovered.

Freshman Applicants

Admission Requirements

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

- **4 units of college preparatory English.**
- **3 units of mathematics, including algebra I, algebra II, and geometry.** Students expecting to enter a technical field (nursing, 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.** Students should study United States history and government and the social sciences, which might include anthropology, economics, geography, political science, and sociology.
- **2 units of laboratory science, including biology and chemistry or physics.** Students planning to enter 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.) College-bound students are encouraged to complete three years of a foreign language.
- **1/2 unit in the arts.**
- **4 1/2 additional college preparatory units** of study for a total of eighteen college preparatory units.

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

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

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

Application Procedures

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

1. **A completed application form accompanied by a thirty-five dollar 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.

- 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 in this section of the catalog.) 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 under the section titled Academic Policies and Requirements.)

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

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

Transfer Applicants

Admission Requirements

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

Application Procedures

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

- A completed application form accompanied by a thirty-five dollar 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. Students who complete summer courses before matriculation at Rhode Island College must arrange to send official transcripts to the admissions office. Credit from other colleges or universities will not be evaluated or posted until the official transcript is received.
3. **Official high school transcripts and 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 minimum grade of C; however, Rhode Island College reserves the right of final judgment on any such decision. At the discretion of the admissions office, college credit more than ten years old may be accepted for transfer. The chair of the student's major department will determine how the credit is to be applied in the student's program of study.

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

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

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

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

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

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

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

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

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

1. 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 nonacademic 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 freshmen and June 1 for transfer students:

1. **A completed application form accompanied by a thirty-five dollar nonrefundable application fee.**
2. **Official records or certified copies of past academic work.** A certified literal English translation and evaluation of the applicant's educational records is required.
3. **Scores on the Test of English as a Foreign Language (TOEFL) 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 nondegree course work should contact the Office of Academic Support and Information Services.

Performance-Based Admission

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

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

An interview is also required.

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

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

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

(TOEFL) or 960 on the English Language Proficiency Test (ELPT), before undertaking the six-course PBA Program.

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

Preparatory Enrollment Program 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 low-income students who are first-generation college students and to students with disabilities evidencing academic need.* 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 seven weeks of intensive academic study. The students live on campus in College residence halls while taking classes in writing and mathematics, as well as one freshman-level course for college credit.

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

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

Re-admission

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

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

Second Degree Applicants

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

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

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

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

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

Early Enrollment Program

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

Proficiency and Advanced Placement

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

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

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

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

Registration

Registration Procedures

Degree Candidates

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

Incoming Freshmen

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

Nondegree Students

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

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

Preregistration

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

Adding/Dropping Courses

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

Interinstitutional Agreements

Providence College

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

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

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

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

University of Rhode Island/Community College of Rhode Island

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

Transcripts

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

Family Educational Rights and Privacy Act of 1974

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

Fees

The fees described in the following sections are for the 2004–2005 academic year. Because of rising costs, the Board of Governors for Higher Education reserves the right to change fees without notice as conditions necessitate.

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

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

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

Tuition and Fees for Full-Time Students (2004–2005)

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

	In State	Out of State
Tuition (General Fee)	\$1,800	\$5,185
Dining Center/Student Union Fee	\$160	\$160
Student Activity Fee	\$45	\$45
Athletic Fee	\$20	\$20
Fine Arts Fee (Degree Candidates Only)	\$20	\$20
Library Fee	\$40	\$40
Recreation Fee	\$45	\$45
Technology Fee	\$40	\$40
Total:	\$2,170	\$5,555

Note: Students who take more than 18 credit hours of course work per semester pay an additional \$157 per credit hour (if in state) or an additional \$436 per credit hour (if out of state).

Tuition and Fees for Part-Time Students (2004–2005)

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)	\$157	\$436
Student Activity Fee	\$5	\$5
Athletic Fee	\$2	\$2
Fine Arts Fee	\$2	\$2
Library Fee	\$4	\$4
Recreation Fee	\$4	\$4
Technology Fee	\$4	\$4
Total:	\$178	\$457

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

Registration Fee: \$58

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

\$35

Applied Music Fee

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

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

Enrollment Fee Deposit

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 make payment in a timely manner

Orientation Fee

\$85 for incoming freshmen

\$38 for transfer students

Room

\$3,500 to \$3,650 per year (see Housing under the section titled Campus Life)

Board

\$2,950 to \$3,320 per year (see Housing under the section titled Campus Life)

Textbooks, Supplies, and Other Expenses

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

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

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

Transcript Fee

\$25 one-time fee for 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 fourteen private fifty-minute lessons, which make up Music 270–288 and 370–388. The fee for Music 170–188 covers fourteen private thirty-minute lessons.

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

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

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

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

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

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

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

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

Metropolitan Tuition Policy (MTP)

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

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

New England Regional Student Program

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

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

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

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

Rhode Island National Guard State Tuition Exemption Program

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

Senior Citizen Waiver

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

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

Unemployment Waiver

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

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

Refund of Tuition and Fees

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

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

Refund of Room and Board Fees

Room Refunds

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

Board Refunds

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

Refund for Students Involuntarily Called to Military Service

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

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

Indebtedness to the College

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

Financial Aid

In order to assist students who are unable to meet the cost of financing a college education, the Office of Student Financial Aid administers an extensive program of scholarships, grants, loans, and part-time employment opportunities. Demonstrated financial need is the primary factor used in the awarding of financial aid, although some scholarships are given each year in recognition of superior academic achievement or special talent. At Rhode Island College 59 percent of undergraduate degree students receive financial aid, with an average award of about \$5,940 per year.

Eligibility Standards

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

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

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

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

Application Procedure

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

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

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

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

Re-admitted Students and New Transfers (Fall Semester)

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

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

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

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

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

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

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

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

Employment

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

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 sixty days after receiving the funds and may extend for up to ten years. However, the minimum monthly payment is fifty dollars. 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 (6 credits per semester). Students may be allowed up to ten years to repay; however, a minimum monthly payment of forty dollars is required.

Federal Stafford Loans

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

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 on financial need. A work-study award is paid biweekly at an hourly rate, based on hours worked. Current wage rates range from \$6.15 to \$7.00 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.

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.

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 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

Admissions, Office of Undergraduate

Presidential Scholarships

Alumni Affairs, Office of

Frank and Agnes Campbell Scholarship
Alumni Children Academic Scholarship
Alumni Departmental Awards

Alumni Financial Aid Award
Alumni Freshman Award
Alumni Graduate Scholarship
Andreoli Scholarship

American Federation of Teachers/Rhode Island College

Donald C. Averill Scholarship

Biology, Department of

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

Counseling and Educational Psychology, Department of

Helene Penza Scholarship Fund (Master's Program)

Development, Office of

Mary F. Luzzi Scholarship Fund
Donald F. Lyons Scholarship Fund
Richard Zorabedian Scholarship

English, Department of

English Department Writing Awards
English Department/Gunning Scholarship
John J. Salesses Scholarship

Feinstein School of Education and Human Development

S. Elizabeth Campbell Fund
Elizabeth S. Carr Scholarship
Class of 1938 Scholarship
Class of 1940 Scholarship
Class of 1941 Scholarship
Class of 1942 Scholarship
Class of 1943 Scholarship
Class of 1947 Scholarship
Class of 1959 Scholarship
Sarah T. Foster Scholarship
Patricia Galvin '62 and Dee McCarthy '62 Scholarship
Renato and Elena Leonelli Physical Science Scholarship
Louis A. Marciano and Gloria Petrucci Marciano Scholarship
Gilda R. Martone '38 Endowed Scholarship Fund for Education
Bertha McKee '27 Scholarship
Lt. W. Lee Menconi Endowed Memorial Scholarship
Marguerite C. Morey Scholarship

Ethel Murphy Scholarship Fund
 Wilhelmina A. Null Memorial Science Scholarship
 Olga M. Lusi O'Brien '45 Endowed Scholarship in Elementary Education
 Dolores Palombo Memorial Endowed Scholarship Fund
 Providence Teachers' Association Memorial Scholarship
 Mary C. Rogers '39, '51 Endowed Scholarship
 Juliet Romano Endowed Scholarship
 Romeo R. Romano Endowed Scholarship
 Angelo and Antoinette C. Rosati Endowed Scholarship
 Phyllis Moverman Salk Scholarship Fund
 Anne B. Saute Scholarship Fund
 Vera Sohigian Endowed Scholarship in Education
 Endowed Scholarship for the Support of Diversity
 Mary E. Tremblay '69 Endowed Scholarship
 B. Ruby Winnerman and Harriet J. Winnerman Memorial Scholarship Fund
 Arthur M. Zarrella Endowed Scholarship

Financial Aid, Office of Student

Herbert W. Cummings Scholarship
 Richard Dawson Memorial Scholarship
 Alma Bishop Doley Endowed Scholarship
 Robert and Helene '36 Falvey Scholarship
 Aime J. and Gertrude B. Forand Scholarship Fund
 Mae E. Godfrey Scholarship
 Laura Fachada Lally Memorial Scholarship
 Celia Munir Scholarship
 John Nazarian Scholarship
 Armand I. Patrucco Endowed Scholarship
 Vincent Pelene Fund
 Providence Journal Scholarship (preference given to children of *Journal* employees)
 Ethel Salhany Memorial Scholarship
 Joseph Salvatore '39 Scholarship
 State Scholarships
 Ruth Williams '33 Endowed Scholarship
 Richard Zorabedian Memorial Scholarship Fund

Honors Program, College

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

Management and Technology, School of

Thomas G. King Memorial Scholarship

Modern Languages, Department of

Leonelli Family Memorial Scholarship

Music, Theatre, and Dance, Department of

Louis Appleton Memorial Scholarship

Bicho Family Memorial Scholarship

Marjorie H. Eubank Scholarship

Sylvan R. and Helen Forman Scholarship

Mark E. Goldman Theatre Scholarship

Tess Hoffmann Film Studies Scholarship

John A. Kelly Theatre Scholarship

Katherine Bryer Krueger 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

Political Science, Department of

Maryellen Hoye Memorial Fund

Social Work, School of

Ida Maiello Memorial Scholarship

Sociology, Department of

Maryellen Hoye Memorial Fund

Student Community Government, Office of

Student Leadership Fund

Student Life, Office of

Maryellen Hoye Memorial Fund

Study Abroad Office

Ridgway F. Shinn Jr. Study Abroad Fund

Talent Awards

Art Award (apply through the Department of Art)

Communications Award (apply through the Department of Communications)

Dance Award (apply through the Department of Music, Theatre, and Dance)

Film Studies Award (apply through the Film Studies Program)

Model Legislature Award (apply through the R.I. Model Legislature Program)

Music Award (apply through the Department of Music, Theatre, and Dance)

Theatre Award (apply through the Department of Music, Theatre, and Dance)

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

Student Responsibilities

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

Standards for Measuring Satisfactory Academic Progress of Undergraduate Financial Aid Recipients

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

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

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

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

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

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

Appeals and Reinstatement of Eligibility: If a determination is made that a financial aid applicant is not making satisfactory academic progress, the applicant will be considered ineligible for all student financial assistance programs for the next academic period. If a student believes that there are extenuating circumstances that contributed to the failure to maintain satisfactory academic progress, the determination of financial aid ineligibility may be appealed to the director of student financial aid. Appeals 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 requirements, requirements in the major(s) or concentration(s), and, if applicable, requirements in the minor(s).
2. The College Writing Requirement.
3. The College Mathematics Requirement.
4. A minimum of 120 credit hours, with a minimum of 45 taken at Rhode Island College. Of the 45 credit hours, a minimum of 15 must be in the major (12 of which must be at the 300- or 400-level).
5. A minimum overall grade point average of 2.00 on a 4.00 scale.

Glossary of Academic Terms

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

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

Academic Assessment

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

Auditing a Course

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

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

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

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

College Mathematics Requirement

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

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

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

Entering Freshmen:

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

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

Entering Transfer Students:

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

College Writing Requirement

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

This requirement may also be satisfied by (1) passing the appropriate College Level Examination Program (CLEP)/English Composition Exam with Essay with a minimum score of 50 and reporting the score to the admissions office and to the Writing Center director, (2) passing the course equivalent of Writing 100 with a C- or better, or (3) scoring at least 610 on the College Board SAT-II: Writing Test.

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

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

Failing a Required Course Twice

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

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

Grading System

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

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

*Included in the calculation of the cumulative grade point average

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

I—Incomplete. No grade points.

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

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.

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. This form is available in the Records Office.

Plagiarism

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

Repeating a Course

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

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

Retention Requirements

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

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

60–89	2.00	1.90
90 and above	—	2.00

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

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

Transfer Credit

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

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

Withdrawal from a Course

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

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

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

Honors and Awards

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

Dean's List

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

Honors at Rhode Island College

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

General Education Honors

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

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

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

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

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

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

In addition to merit-based scholarships, the Eleanor M. McMahon Award is presented to an outstanding graduating senior who has completed both General Education Honors and Departmental Honors. The John Nazarian Honors Scholarship is awarded to an outstanding incoming freshman in General Education Honors.

The Junior Year Honors Colloquium and Seminar

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

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

Departmental Honors

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

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

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

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

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

Graduation Honors

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

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

National Honor Societies

Alpha Delta Mu

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

Pi Sigma Alpha

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

Psi Chi

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

International Honor Societies

Alpha Kappa Delta

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

Kappa Delta Pi

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

Phi Alpha Theta

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

Sigma Theta Tau

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

Sigma Xi

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

Awards

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

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

Accounting

Outstanding Student Award

Anthropology

James Houston Award in Anthropology

Art

Art History Award

Emin Fund

Studio Art Award

Biology

W. Christina Carlson Award

Theodore Lemeshka Award

Communications

Communications Achievement Award

Computer Information Systems

Outstanding Student Award

Economics and Finance

Wall Street Journal Award

Educational Studies

Educational Studies Award

Epsilon Pi Tau, Beta Sigma Chapter Award

Joseph F. Kauffman Annual Prize

Katherine Murray Prize

Elementary Education

Elementary Education Award

English

English Writing Award

Jean Garrigue Award

Amy A. Thompson Memorial Prize

Feinstein School of Education and Human Development

Renato and Elena Leonelli Physical Science Scholarship

Film Studies Program

Mark W. Estrin Film Studies Award

Health and Physical Education

Health and Physical Education Award

History

Claiborne deB. Pell Award
Evelyn Walsh Prize

Honors at Rhode Island College

Eleanor M. McMahon 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)
Tegu Polyglot Award

Music, Theatre, and Dance

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

Nursing

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

Physical Sciences

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

Victoria Lederberg Psychology 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 Memorial Scholarship

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 Principles of Learning and Teaching (PLT), and other selected tests. The Conversation Table offers a format for the development of speaking skills for the ESL student. In addition, academic counseling and learning strategies are offered to students who have or think they may have a learning disability. The center welcomes all Rhode Island College students.

Academic Support and Information Services, Office of (OASIS)

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

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

Adams Library

The James P. Adams Library is a four-level building of over 80,000 square feet, containing more than 633,000 volumes, 1,488 periodical subscriptions, over one million items in microform, and paid access to twenty-six major electronic databases. The Curriculum Resource Center, located on the top level of the library, is the primary resource for students in the Feinstein School of Education and Human Development.

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

Information about the library's collection may be obtained through the HELIN catalog, and access to the twenty-six information databases may be obtained through the library's Web site at www.ric.edu/library.

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- and off-campus interviews with prospective employers, sponsors career programs, and conducts workshops on topics such as job search, résumé writing, and interviewing. It also maintains job listings and a resource library with employment projections, employer directories, company literature, and other pertinent materials. Students are encouraged to make use of the facilities of the Career Development Center throughout their college years. Freshmen through alumni may post résumés and view jobs through the Career Development Center Web site via the Internet-based career management services of College Central Network. The Career Development Center also administers a student employment program, which offers career-related opportunities during college, work-study jobs on and off campus, and off-campus nonwork-study jobs.

Curriculum Resources Center

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

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

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

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

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

Economic Education, Center for

The Rhode Island College Center for Economic Education increases opportunities for and works to 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 fifty 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 that 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 in enhancing 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 and to facilitate participants' recertification, formal and informal credit work, and the continuation of work toward advanced degrees 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 offers an innovative curriculum, which integrates basic academic subjects with special subject matter—physical education, library, Spanish, technology education, music, and art. The school enrolls pupils from preschool through grade six.

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

Information Services

Management Information Services (MIS)

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

User Support Services (USS)

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

Network and Telecommunications (NT)

Network and Telecommunications is responsible for the maintenance of data and voice infrastructure on the Rhode Island College campus. Over the last three years, the College has installed a new gigabit data network and a modern digital phone system. This major investment in a high-speed computer network and telephone facility will enable Network and Telecommunications to ensure a high quality of service for students, faculty, and staff.

Mathematics Learning Center

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

Multimedia Center

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

New Student Services

The Office of Academic Support and Information Services (OASIS) is responsible for the orientation of all new undergraduate students. The orientation program provides academic advisement as well as an introduction to campus life. For freshmen entering in the fall, orientation consists of one- and two-day summer programs on campus; all other new students participate in a shorter, more intensive 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 an assessment of the participant's prior professional, educational, and work experience. Training is then provided in emerging technologies, job skills, and other areas, depending on the participant's needs. The program is housed in the School of Management and Technology.

School Partnerships and Field Placements, Office of

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

Student Support Services

Student Support Services (SSS) is a federally funded program that provides opportunities for academic development, assists students with basic college requirements, and serves to motivate students toward the successful completion of their postsecondary education. The goal of SSS is to increase 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.

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

Tutorial Services

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

Writing Center

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

Campus Life

Intercollegiate Athletics

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

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

The College's Intercollegiate Athletic Facility 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 Morocco student-athlete support center, team meeting rooms, and the Athletic Hall of Fame. Additional facilities include a recently renovated baseball facility; the Bazar softball complex; new tennis courts; and a state-of-the-art, all-weather, Black track complex. A new five-acre, outdoor practice facility was recently completed.

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

Campus Center

The Campus Center staff oversees the Student Union and the Student Media Center. Located in the Student Union are the Campus Card, Etc. Office (ID Office), the Campus Center Office, the Campus Store, the Convenience Store, Food Service, the Information Center, and mailboxes. The union, which facilitates a variety of events, also houses the Office for Slightly Older Students (SOS), the Office of Student Activities, Student Community Government, and other student organizations. Located in the Media Center are three student organizations: the *Anchor* (student newspaper), WXIN Radio, and RIC-TV Productions.

Campus Ministry

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

The chaplains offer a theological and spiritual perspective on issues of importance to the campus community. In addition to retreats and times of reflection, the chaplains provide prayer and worship services, especially around the liturgical calendar, as well as pastoral care and counseling, spiritual direction, and sympathetic listening in times of need. The office sponsors Bible studies, workshops on religious topics and current social concerns, and programs that prepare students for baptism, Eucharist, and confirmation, beginning in September. Call to register. The office also houses the Christian Student Organization, which provides students with ongoing social and spiritual development.

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

Child Care—Cooperative Preschool

The Cooperative Preschool is a campus organization sponsored by Student Community Government. Through the cooperative involvement of parents, the co-op provides an affordable, reliable, high-quality preschool program for children ages three to five. To participate in the co-op, children must be toilet trained and be three years of age by 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 Preschool, which is both DCYF and state licensed, employs a certified teacher and work-study students. In addition to paying a reasonable monthly tuition, parents work designated hours, attend monthly meetings, and participate in the running of the co-op.

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

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

College Health Services

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

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

Counseling Center

The principal aim of the Counseling Center is to help students grow, develop, and succeed during their college years. A professional staff of psychologists and counselors provides individual counseling to students who seek help with emotional or social problems, academic difficulties, or educational and career planning. Assessment of vocational interest and personal characteristics is available as needed. The center also conducts 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, Chamber Orchestra, Chamber Singers, Chorus, Wind Ensemble, and Concert Jazz Band. Performances in all areas of the arts are presented on and off campus, and many groups enjoy the participation of professional artists.

There are over one hundred performances and exhibits throughout the year. The Bannister Gallery is the site of exhibitions featuring the work of visiting artists and craftsmen, as well as the work of students and faculty. The Performing Arts Series and the Wednesday Chamber Music Series bring prominent performing artists to the campus. The College Lectures Committee sponsors presentations in all the humanities, including guest lectures and readings by leading authors. And *Shoreline* annually 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 and other substance abuse issues, smoking cessation, or other health concerns. Referrals to community resources can be provided.

Housing

On-campus housing is available to undergraduate students and graduate students. Five residence halls—Browne, Thorp, Weber, Willard, and Sweet—provide accommodations for 828 men and women. Browne, Thorp, and Weber Halls are designed with suites of eight to twelve single rooms adjacent to a study-lounge area. Sweet and Willard Halls feature double-occupancy rooms, with a select number of single rooms. Sweet Hall, which opened in the fall of 1991, is built along more traditional lines, with rooms on either side of the corridors and a lounge on each floor. Each hall has a 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, an assistant 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 (2004–2005)

The fees given below are for the 2004–2005 academic year and are subject to change in the academic year 2004–2005. Because of rising costs, the Board of Governors for Higher Education reserves the right to change fees without notice as conditions necessitate.

Room (*per year*)

Browne, Thorp, Weber (each hall single rooms only): \$3,500

Willard: \$3,500 (double); \$3,600 (single)

Sweet (double and triple): \$3,650

Board (*per year*)

Plan A: 19 meals per week (includes four weekend meals), \$3,150

Plan B: 15 meals per week, \$2,950

Plan C: 180,000 points per year, \$3,320

Plan D: 160,000 points per year, \$3,120

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

Board Refunds

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

International Students, Office of

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

Recreation Center

The Recreation Center features extensive intramural programming and a wide variety of popular recreational opportunities for undergraduate and advanced-degree students. Programs and activities are also available to faculty, staff, alumni, and the community on a membership-fee basis. Instruction is offered in 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 on 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, twenty-five-yard, L-shaped heated swimming pool; five-lane, 1/10 mile indoor track; three multiple playing courts for basketball, volleyball, and tennis; a cardiovascular/weight training room, featuring some of the most up-to-date cardiovascular equipment available, as well as Cybex and free weight components; a recently renovated wrestling facility; and a full complement of locker facilities for men and women, including steam and sauna rooms.

Security and Safety

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

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

Student Community Government

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

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

Student Life, Office of

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

In addition, the Office of Student Life coordinates services for the 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.

The Office of Student Life is the centralized location on campus for disability-related services and information. It endeavors to make students with disabilities aware of the many opportunities and resources available to them within a campus environment that is both physically and socially accessible. Students who register in the Office of Student Life are entitled to reasonable accommodations in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. The office not only serves as an advocate for students with disabilities, but also encourages students toward self-advocacy, independence, and productivity, which will enable them to achieve their academic and career goals. Support services include advisement, referrals, and use of assistive technology.

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

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

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

- Social Studies
- Spanish
- Theatre
- Elementary Education *with majors in*
 - Biology
 - Chemistry
 - Economics
 - Physics
- English
- Film Studies
- French
- Geography
- History
- Justice Studies *with concentrations in*
 - Criminal Justice
 - Justice and Society
- Labor Studies
- 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
 - Design/Technical
 - General Theatre
 - Musical Theatre
 - Performance
- 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 gerontology, jazz studies, Portuguese, and writing. Programs leading to eligibility for endorsement in bilingual-bicultural education, teaching English as a second language, and middle school education are also available.

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

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

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

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

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

Bachelor of Music in Performance (B.M.)

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

Bachelor of Science (B.S.)

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

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

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

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

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

Special Programs

Assessment of Prior Learning

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

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

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

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

Certification in Case Management

Refer to the section titled School of Social Work.

Continuing Education

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

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

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 credit hours 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 and want to apply these credits toward the degree, should submit an application to the Office of Undergraduate Admissions prior to completing 30 credit hours. 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 intend 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 nondegree 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 with teacher certification questions or those seeking to complete professional teaching requirements should contact the dean of the Feinstein School of Education and Human Development.

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

Endorsement in 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 English as a Second Language

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

Endorsement in Middle School (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 174 four-year colleges and universities that allow undergraduate students to study for up to one academic year at a college or university in another part of the United States. The program embraces social and cultural experiences as well as academics, offering an opportunity for further self-exploration and examination of educational objectives.

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

ROTC

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

Specialization in Adapted Physical Education

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

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. The Department of Modern Languages offers a study abroad program in Cuernavaca, Mexico, during the winter break and in the summer. The College is also an active member of the American Association of State Colleges and Universities (AASCU) and cooperates closely with its Office of International Programs. Students are assisted by the program director in planning for study abroad, as well as in matters related to credit for courses completed abroad and ongoing matriculation at Rhode Island College during the study experience away from campus. Information about scholarships and stipends related to study abroad and the Ridgway F. Shinn, Jr., Study Abroad Fund is available from the Study Abroad 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, gender identity or expression, disabled veteran status, veteran of the Vietnam Era status, and marital or citizenship status (except in those special circumstances permitted or mandated by law).

Admissions Requirements

Graduate study is offered through the Faculty of Arts and Sciences, the Feinstein School of Education and Human Development, the School of Management and Technology, and the School of Social Work. Applications may be obtained from these schools. Though many departments review applications on a continuing basis, the Faculty of Arts and Sciences and the School of Management and Technology require that all application materials be received by April 1 to ensure full acceptance to the fall term and by November 1 to ensure full acceptance to the spring term. The application deadline for graduate student assistantships and scholarships is also April 1. The Feinstein School of Education and Human Development requires that all application materials be received by March 15 to ensure full acceptance to the fall term. Applicants to the School of Social Work's M.S.W. program should refer to the section of this catalog titled School of Social Work for appropriate admission procedures and deadlines. For all degree programs, the materials listed below should be submitted to the academic dean responsible for that program.

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

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

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

Graduate Record Examination and the Miller Analogies Test

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

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

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

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

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

Health Requirements

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

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

International Student Admission

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

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

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

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

Military Personnel and Veterans

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

Fees and Expenses

Tuition and Fees (2004–2005)

The fees described in the following sections are for the 2004–2005 academic year. Because of rising costs, the Board of Governors for Higher Education reserves the right to change fees without notice as conditions necessitate.

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

	In State	Out of State
Tuition (General Fee)	\$210	\$446
Library Fee	\$4	\$4
Recreation Fee	\$4	\$4
Technology Fee	\$4	\$4
Fine Arts Fee	\$2	\$2

(Tuition and fees for the Master of Social Work program can be found under the section titled School of Social Work.)

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

Registration Fee: \$58

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

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

Special Fees

Students are charged the following additional fees, if applicable:

Applied Music Fee

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

Laboratory/Studio Art Fee

\$10 per course

Application Fee

\$35

Late Fee

\$10 for students who fail to make payment in a timely manner

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 fourteen private fifty-minute lessons, which make up Music 370–388 and 570–588.

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

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

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

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

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

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

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

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

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

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

Contact the Records Office for further information.

New England Regional Student Program

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

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

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

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

Metropolitan Tuition Policy (MTP)

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

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

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 the College refund policy.

Refunds for Students Involuntarily Called to Military Service

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

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

Indebtedness to the College

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

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

Unemployment Waiver

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

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

Financial Aid

Graduate Assistantships

Graduate assistantships are limited to accepted degree candidates who are enrolled full-time. The duties of a graduate assistant usually involve such activities as classroom instruction, preparation for and supervision of laboratory sections, direction of discussion or recitation sections, grading papers, and research. The student may be required to devote a maximum of twenty hours a week to such work, not more than ten hours of which may be in classroom contact hours. The normal course load for a graduate assistant is 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 are refunded tuition and registration fees for the academic year and are required to work ten hours per week on assignments within the School of Social Work.

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

Graduate Scholarships

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

Master of Social Work Scholarships

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

Federal Stafford Loans

Eligibility for subsidized Federal Stafford Loans is based 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 ten years, but there is a minimum monthly payment of fifty dollars.

Graduate students with financial need may borrow up to \$8,500 per year from the subsidized Stafford loan. These students may also apply for additional unsubsidized Stafford loans of up to \$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 \$6.15 to \$7.00 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 9 credit hours of course work that have been completed before full acceptance as a degree candidate. (See Time Limits in this section of the catalog.)

Auditing a Course

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

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

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

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

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 most recent grade will be included in calculating the grade point average (GPA).

Incomplete Grades

For graduate students, a report of Incomplete shall be given in place of a grade when the work of the semester has been passing but has not been completed because of illness or some other reason that, in the opinion of the instructor, justifies such a report. To remove the Incomplete, the student must make satisfactory arrangements with the instructor, or in the instructor's absence, with the department chair. The Incomplete remains on the student's record until it is removed by the instructor. 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 GPAs. Normally, not more than 9 credits graded on a Satisfactory (S) basis may be applied toward a graduate degree. The limit may be exceeded only with permission of the academic dean responsible for the program.

Independent Study

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

Residency Requirements

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

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

Retention Requirements

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

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

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

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

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

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

Time Limits

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

Transcripts

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

Transfer Credit

Normally, transfer credit must not exceed 6 credit hours of a candidate's graduate program. However, upon the recommendation of the student's program committee and upon the approval of the academic dean responsible for that program, the amount of credits to be transferred may be increased but may not exceed 20 percent of the total program. An official transcript must be filed in the Records Office. Credit is transferred only for graduate courses having minimum grades of B (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 the instructor. Withdrawal must be based on evidence of extenuating circumstances other than academic difficulty in the course. Students who do not follow the official procedures, but stop attending classes, receive a grade based on the work completed as compared to the total course requirements.

Withdrawal from a Graduate Program

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

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

Degree Programs

Master of Arts (M.A.)

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

- *Art with concentrations in*
 - Art Education
 - Media Studies
- Biology
- *Counseling with concentrations in:*
 - Agency Counseling
 - Chemical Dependency Counseling
 - School Counseling
- *English 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*
 - English
 - French
 - History
 - Mathematics
 - 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
- Educational Leadership
- Elementary Education
- Elementary Education *with a concentration in*
Early Childhood
- Health Education
- Individualized Master of Education
- Reading
- 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
Urban Multicultural Special Education
- Teaching English as a Second Language
- Technology Education

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

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

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

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

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

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.

Postbaccalaureate Middle School Endorsement

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

Rhode Island Teacher Education (RITE) Program

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

Appropriate academic areas are

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

RITE Admission Requirements

1. A baccalaureate degree with a major equivalent to an undergraduate secondary education major at Rhode Island College.
2. A completed application submitted to the appropriate dean in the Feinstein School of Education and Human Development, including complete transcripts from a regionally or a nationally accredited college or university.
3. A minimum cumulative grade point average (GPA) of 2.50 in all previous college course work.
4. The minimum GPA required in the academic major. Requirements for GPAs in specific majors are available from the Department of Educational Studies.

5. Two 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 31 credit hours, as follows: Counseling and Educational Psychology 215; Foundations of Education 346; Secondary Education 405, 410, 421, 422; and Special Education 433.



**RHODE ISLAND COLLEGE
GENERAL EDUCATION**

General Education

Committee on General Education

Professors: *Demars, King, Lassan, J. Magyar (chair), P. Thomas, Shogenji*

Associate Professors: *Casey, Kelly, A. Olmsted, Zornado*

Assistant Professor: *Espinosa*

General Information on General Education

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

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

Core One is a study of Western literature.

Core Two is a study of Western history.

Core Three is a study of non-Western worlds.

Core Four is a critical inquiry into cultural issues.

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

Gen. Ed. Core 1

Gen. Ed. Core 2

Gen. Ed. Core 3

Fulfills Gen. Ed. Core 4

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

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

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

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

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

Core Requirements

CORE ONE

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

CORE TWO

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

CORE THREE

Course No.	Course Title	Credit Hours	Offered
ONE COURSE from			
AFAM 162	Non-Western Worlds	4	F, Sp
ANTH 162	Non-Western Worlds	4	F, Sp, Su
ANTH 169	Music Cultures of Non-Western Worlds	4	F, Sp
ART 162	Perspectives on Asian Art	4	F
COMM 162	East Asian Popular Cinema	4	As needed
ENGL 163	Introduction to Non-Western Literary Cultures	4	F, Sp, Su
FILM 162	The Afro-Brazilian Experience and Brazilian Cinema	4	Once annually
HIST 162	Perspectives on East Asia	4	F, Sp, Su
HIST 163	Perspectives on Africa	4	F, Sp, Su
HIST 164	Perspectives on Muslim History and Civilization	4	F, Sp, 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
POL 161	Politics and Culture in Southeast Asia	4	Once annually
SSCI 162	The Individual and Society in Non-Western Worlds	4	F, Sp, Su
SOC 161	Contemporary China and Social Control	4	As needed
WSTD 162	Women in Japan	4	As needed

CORE FOUR

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

Course No.	Course Title	Credit Hours	Offered
ONE COURSE from			
AFAM 261	Bebop: African and African American Culture and Aesthetics	4	F, Sp, Su
AFAM 262	Cultural Issues in Contemporary Africa	4	F, Sp
ANTH 261	Intercultural Encounters	4	F, Sp, Su
ANTH 262	Indigenous Rights and the Global Environment	4	As needed
ANTH 263	Hunters and Gatherers: Designs for Living	4	As needed
ANTH 264	Writing and Culture: Papyrus to Cyberspace	4	As needed
ART 262	Picturing Ourselves: The Art of Japan and the West	4	F
BIOL 261	The World's Forests	4	F (odd years)
COMM 261	Critical Inquiry into Free Speech	4	As needed

ENGL	261	Northern Exposures: Arctic Imagination, Postcolonial Context	4	As needed
ENGL	262	Women, Crime, and Representation	4	As needed
ENGL	263	Zen and the Literary Experience	4	As needed
ENGL	264	Writing and Culture: Papyrus to Cyberspace	4	As needed
ENGL	265	Women's Stories across Cultures	4	As needed
FILM	262	Film and Representation: Cross-Cultural Projections	4	As needed
GEN	261	Intercultural Encounters: Judaism, Christianity, and Islam	4	As needed
GEN	262	The Global Development Debate and Hunger	4	As needed
GEOG	261	The New Global Village: The Future of the World's Great Cities	4	F or Sp (alternate years)
GEOG	263	Human Response to Natural Disasters	4	F or Sp (alternate years)
HIST	261	Russian Identity: Between East and West	4	F, Sp
HIST	262	Social Issues in Technology	4	As needed
HIST	263	Christianity in Global Perspective	4	F, Sp
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
NURS	265	Cross-Cultural Perspectives on Healing Practices	4	F, Sp, Su
PHIL	261	Ethical Issues in Health Care	4	F, Sp, Su
PHIL	262	Freedom	4	As needed
PHIL	263	God(s)	4	F, Sp, Su
PHIL	264	The Great Ethical Traditions	4	F, Sp
PHIL	265	Sex and Gender in Cross-Cultural Perspective	4	As needed
POL	261	Global Competition: The United States and Its Trading Partners	4	F, Sp
POL	262	Power and Community	4	Once annually
POL	263	Citizenship, National Identity, and Immigration	4	Alternate semesters
POL	264	Federalism and Nation Building	4	Once annually
SOC	261	Fountain of Age	4	As needed
SOC	262	The Sociology of Money and Economic Exchange	4	As needed
SOC	263	Unequal Sisters: How Race/Ethnicity, Class, Age, and Sexual Orientation Shape Women's Work and Relationships	4	As needed
SOC	264	Where in the World Is Gender Inequality?	4	As needed
SOC	265	Changing the World: Social Movements/Activism	4	Once annually
THTR	261	Contemporary Black Theatre: Cultural Perspectives	4	Sp (even years)

Distribution Requirements

SOCIAL AND BEHAVIORAL SCIENCES CATEGORY (SB)

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

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

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

VISUAL AND PERFORMING ARTS CATEGORY (A)

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

Note: Students are allowed to count 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 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
BIOL 111	Introductory Biology I	4	F, Sp, Su
BIOL 112	Introductory Biology II	4	Sp, Su
CHEM 103	General Chemistry I	4	F, Sp, Su
CHEM 104	General Chemistry II	4	F, Sp, Su
CHEM 105	General, Organic, and Biological Chemistry I	4	F, 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 does not satisfy the College Mathematics Requirement.

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

ADDITIONAL SCIENCE OR MATHEMATICS CATEGORY (SM)

Course No.	Course Title	Credit Hours	Offered
ONE COURSE from <i>Mathematics</i> (see listing on the previous page)			
<i>or</i>			
ONE COURSE from <i>Laboratory Science</i> (see listing on the previous page)			
<i>or</i>			
ONE COURSE from			
ANTH 103	Introduction to 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 208	Introduction to Forensic Science	3	Sp (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, finance, management, or marketing who complete Mathematics 248 shall be considered to have fulfilled the Additional Science and Mathematics Category of General Education. Students cannot receive credit for both Mathematics 240 and 248.

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



PROGRAMS OF STUDY
FACULTY OF ARTS AND SCIENCES

UNDERGRADUATE PROGRAMS OF STUDY

RICHARD R. WEINER, DEAN
EARL L. SIMSON, ASSOCIATE DEAN

MAJOR	MINOR	CONCENTRATION	DEGREE
African and African 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/Metalsmithing and Jewelry	B.F.A.
	Yes	Ceramics	B.A.
	Yes	Graphic Design	B.A.
	Yes	Metalsmithing and Jewelry	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.
Chemical Dependency/Addiction Studies	No	No	B.S.
Chemistry*†	Yes	No	B.A.
	Yes	No	B.S.
Clinical Laboratory Science	No	No	B.S.
Communication†	Yes	Graphic Communications	B.A.
	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.
	Yes	No	B.S.
Dance Performancet	Yes	No	B.A.
English*†	Yes	No	B.A.
Film Studiest	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 Studiest	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.
Predental	No	No	No
Prelaw	No	No	No
Premedical	No	No	No
Preoccupational Therapy	No	No	No

MAJOR	MINOR	CONCENTRATION	DEGREE
Preoptometry	No	No	No
Prephysical Therapy	No	No	No
Preveterinary	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 gerontology, jazz studies, Portuguese, and writing.

– PLEASE NOTE –

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

GRADUATE PROGRAMS OF STUDY

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

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

African and African American Studies

Daniel Scott III
Director

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

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

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

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

A. Race: Historical and Theoretical Perspectives

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

B. Africa and Its Diasporas

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

C. Cultural Perspectives

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

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

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

Cognates

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

Total Credit Hours **42**

COURSE REQUIREMENTS FOR MINOR IN AFRICAN AND AFRICAN AMERICAN STUDIES

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

A. Race: Historical and Theoretical Perspectives

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

B. Africa and Its Diasporas

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

C. Cultural Perspectives

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

Anthropology

Department of Anthropology

Professors: *Allen, Fluehr-Lobban, Hays, Lobban Jr.*

Associate Professors: *Barnes, Bigler, Epple, Goodwin 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 (alternate years)
SEVEN ADDITIONAL COURSES in anthropology. At least five of the seven courses must be at the 300-level or above. With consent of department chair, two of the seven courses may be 300-level or above interdisciplinary courses.		21–22	
Total Credit Hours		33–34	

COURSE REQUIREMENTS FOR MINOR IN ANTHROPOLOGY

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

Art

Department of Art

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

Associate Professors: *Evans, Ferrario, Martin, Rothstein, Russell, Steinberg*

Assistant Professors: *Bosch, Sherman*

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

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

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

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

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

Course No.	Course Title	Credit Hours	Offered
<i>Foundation Courses</i>			
ART 101	Drawing I: General Drawing	3	F, Sp
ART 104	Design I: Two-Dimensional Design	3	F, Sp
ART 105	Drawing II	3	F, Sp
ART 114	Design II: Three-Dimensional Design	3	F, Sp
ART 204	Synthesis/Three-Dimensional Emphasis	3	F, Sp
ART 205	Synthesis/Two-Dimensional Emphasis	3	F, Sp
TWELVE CREDIT HOURS OF COURSES in art history		12	
<i>Courses in Concentration</i>			
Studio I (one 200-level course)		3	
Studio II (one 300-level course)		3	
ART 400	Issues for the Studio Artist	4	F
ART 491	Studio III: Topic	6	F, Sp
ART 492	Studio IV: Topic	6	F, Sp
ART 497	Senior Studio	6	F, Sp
<i>Related Studio Courses</i>			
TWELVE ADDITIONAL CREDIT HOURS OF RELATED COURSES in studio art, with consent of advisor and department chair, in the cluster area (B.F.A. concentrations consist of the following three clusters: (1) painting/printmaking, (2) photography/graphic design, and (3) sculpture/ceramics/metalsmithing and jewelry)		12	
<i>Electives</i>			
NINE ADDITIONAL CREDIT HOURS OF COURSES in studio art		9	
Total Credit Hours		79	

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 foundation 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 foundation courses is required to qualify for entry into a studio concentration.

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

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
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

Courses in Concentration

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

Elective

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

Cognates

TWO COURSES from

COMM 240	Mass 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 Nineteenth Century	3	As needed
HIST 327	American Cultural History: The Twentieth Century	3	As needed
MUS 201	Survey of Music	3	F, Sp, Su
MUS 221	The Symphony	3	F (even years)
MUS 222	Opera	3	F (odd years)
MUS 314	Twentieth-Century Music	3	Sp (even years)
THTR 105	Introduction to Theatre	3	F, Sp
THTR 110	Fundamentals of Theatrical Design and Production	3	F, Sp
THTR 440	History of Theatre: Origins to 1625	3	Every third semester
THTR 441	History of Theatre: 1625–1875	3	Every third semester

Total Credit Hours**57**

COURSE REQUIREMENTS FOR B.A. IN ART HISTORY

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

COURSE REQUIREMENTS FOR MINOR IN STUDIO ART

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

COURSE REQUIREMENTS FOR MINOR IN ART HISTORY

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

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

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

Course Requirements

Course No.	Course Title	Credit Hours	Offered
ART 521	Electronic Media Production I	4	F
COMM 541	Media Theory	4	Sp
FILM 551	Media Culture	4	F
PHIL 532	Media Ethics: Law and Management	4	F

Choose specialization A or B below

A. Design and Production:

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

B. Critical Studies:

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

Total Credit Hours**36**

Art Education

Department of Art

Professor: *H. Kim (chair)*

Associate Professor: *Kelly*

Assistant Professor: *C. Williams*

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

Admission Requirements for B.S. in Art Education

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

1. Completion of at least 24 credit hours of courses from a nationally or regionally accredited institution of higher education.
2. A minimum grade point average of 2.50 in all courses taken prior to admission. Applicants must provide transcripts from *all* colleges and universities previously attended. Candidates who transfer to Rhode Island College from another school must meet this same requirement.
3. Completion of the Rhode Island College Writing and Mathematics Requirements.
4. Completion of Counseling and Educational Psychology 215, with a minimum grade of B-, and submission of a performance-based artifact created from the course. Transfer students must also submit the artifact (instructions are available from the Department of Counseling and Educational Psychology).
5. Completion of Art Education 303 and studio foundations courses, with a minimum grade of B-.
6. Completion of an essay of commitment to the teaching profession in art.
7. Documentation of preprofessional experience with children or youth.
8. Submission of two recommendations. One must be from a college faculty member familiar with the candidate's academic performance, and the other must be from a professional person familiar with the candidate's preprofessional experience with children or youth.
9. Successful completion of all of the subtests of the Preprofessional Skills Test (PPST) of the Praxis I Series.

Retention Requirements for B.S. in Art Education

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

COURSE REQUIREMENTS FOR B.S. IN ART EDUCATION

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

ONE COURSE from

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

ONE COURSE from

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

ONE COURSE from

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

or

Level II printmaking, 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	303	Introduction to Art Education	3	F, Sp
ARTE	404	Practicum in Art Education I	3	F, Sp
ARTE	405	Practicum in Art Education II	3	F, Sp
ARTE	426	Student Teaching in Art Education	9	F, Sp
ARTE	464	Student Teaching Seminar in Art Education	2	F, Sp
CEP	215	Educational Psychology	4	F, Sp, Su
FNED	346	Schooling in a Democratic Society	4	F, Sp, Su

Total Credit Hours

82

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

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

Course requirements

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

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

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

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

Course Requirements

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

Note: The M.A. program in art with concentration in art education does not lead to teacher certification.

Biology

Department of Biology

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

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

Assistant Professor: *Conklin*

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

COURSE REQUIREMENTS FOR B.A. IN BIOLOGY

Course No.	Course Title	Credit Hours	Offered
BIOL 111	Introductory Biology I	4	F, Sp, Su
BIOL 112	Introductory Biology II	4	Sp, Su
BIOL 221	Genetics	4	F
BIOL 318	Ecology	4	F, (Su even years)
BIOL 320	Cell and Molecular Biology	4	Sp, (Su odd years)
ONE COURSE from			
BIOL 300	Developmental Biology of Animals	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	
<i>Cognates</i>			
CHEM 103	General Chemistry I	4	F, Sp, Su
CHEM 104	General Chemistry II	4	F, Sp, Su
CHEM 205	Organic Chemistry I	4	F
CHEM 206	Organic Chemistry II	4	Sp

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

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

Total Credit Hours

54–56

COURSE REQUIREMENTS FOR MINOR IN BIOLOGY

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

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

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

Course Requirements

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

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

Chemical Dependency/Addiction Studies

Department of Psychology

Professors: *Agatstein, DeLucia, Fingeret, Goldfield, Lounsbury, Malloy, McCroskery, Montvilo, Randall (director), Rollins (chair), Rubovits, Sugarman, R. Tropper*

Associate Professors: *Bianco (clinical supervisor), Cousins, Simson, White*

Assistant Professors: *R. Kim, Marco*

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

B.S. IN CHEMICAL DEPENDENCY/ADDICTION STUDIES

Admission Requirements

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

Retention Requirements

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

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

Course No.	Course Title	Credit Hours	Offered
PSYC 110	Introduction to Psychology	3	F, Sp, Su
PSYC 215	Social Psychology	3	F, Sp, Su
PSYC 217	Drugs, Society, and Chemical Dependency	3	F, Sp, Su
PSYC 221	Foundations of Psychological Research	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

PSYC	332	Adolescent Psychology	4	F, Sp, Su
<i>or</i>				
PSYC	339	Psychology of Aging	4	F, Sp, Su
PSYC	345	Physiological Psychology	4	F or Sp
PSYC	354	Abnormal Psychology	4	F, Sp
PSYC	376	Research Methods: Applied Areas of Psychology	4	Sp
PSYC	451	Psychology of Race, Class, and Gender	3	F
PSYC	452	Theories of Psychological Intervention	3	F
PSYC	453	Community Psychology	3	Sp
PSYC	471	Practicum in Chemical Dependency/Addiction Studies	4	F
PSYC	474	Internship in Chemical Dependency/Addiction Studies	4	Sp
Total Credit Hours			57	

Chemistry

Department of Physical Sciences

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

Associate Professor: *Lamontagne*

Assistant Professor: *deOliveira*

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

COURSE REQUIREMENTS FOR B.A. IN CHEMISTRY

Course No.	Course Title	Credit Hours	Offered
CHEM 103	General Chemistry I	4	F, Sp, Su
<i>or</i>			
CHEM 103H	Honors General Chemistry I	4	F
CHEM 104	General Chemistry II	4	F, Sp, Su
<i>or</i>			
CHEM 104H	Honors General Chemistry II	4	Sp
CHEM 205	Organic Chemistry I	4	F, Su
CHEM 206	Organic Chemistry II	4	Sp, Su
CHEM 403	Inorganic Chemistry I	3	F
CHEM 404	Analytical Chemistry	4	F (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

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

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

ONE COURSE from

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

or

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

Cognates

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

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

Total Credit Hours

70–71

COURSE REQUIREMENTS FOR MINOR IN CHEMISTRY

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

Clinical Laboratory Science

Kenneth Kinsey

Director

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

COURSE REQUIREMENTS FOR B.S. IN CLINICAL LABORATORY SCIENCE

Course No.	Course Title	Credit Hours	Offered
MEDT 301	Clinical Microbiology	8	F
MEDT 302	Clinical Chemistry	8	Sp
MEDT 303	Immunohematology	4	F
MEDT 304	Hematology	6	Sp
MEDT 305	Pathophysiology	2	F
MEDT 306	Clinical Immunology	2	Sp
MEDT 307	Clinical Microscopy	2	F
<i>Cognates</i>			
BIOL 108	Basic Principles of Biology	4	F, Sp, Su
BIOL 231	Human Anatomy	4	F, Sp, Su
BIOL 335	Human Physiology	4	F, Sp, Su
BIOL 348	Microbiology	4	F, Sp, Su
BIOL 429	Medical Microbiology	4	Sp
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
<i>or</i>				
MATH	209	Precalculus Mathematics	4	F, Sp, Su
<i>or</i>				
MATH	212	Calculus I (based on advisement)	4	F, Sp, Su
PHYS	101	General Physics I	4	F, Su
PHYS	102	General Physics II	4	Sp, Su

Total Credit Hours**83-84**

Communications

Department of Communications

Professors: *Budner, Min*

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

Assistant Professors: *Endress, MacDonald*

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

COURSE REQUIREMENTS FOR B.A. IN COMMUNICATIONS

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

A. Graphic Communications

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

FOUR COURSES from

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

FIVE COURSES from

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

Cognates

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

Total Credit Hours **51-53**

B. Public and Professional Communication

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

EIGHT COURSES from

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

Cognates

15

FIFTEEN CREDIT HOURS OF COURSES from no more than three of the following disciplines chosen with advisor's approval: accounting, anthropology, computer information systems, economics, English, history, 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**

C. Public Relations

Course No.	Course Title	Credit Hours	Offered
COMM 200	Fundamentals of Research in Communications	3	F, Sp, Su
COMM 208	Public Speaking	3	F, Sp
COMM 240	Mass 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
<i>Cognates</i>			
THREE COURSES from			
ART 104	Design I: Two-Dimensional Design	3	F, Sp
ART 114	Design II: Three-Dimensional Design	3	F, Sp
ART 217	Introduction to Photography	3	F, Sp
ECON 214	Principles of Microeconomics	3	F, Sp, Su
MGT 301	Foundations of Management	3	F, Sp, Su
MKT 301	Introduction to Marketing	3	F, Sp, Su
PSYC 215	Social Psychology	3	F, Sp
PSYC 230	Human Development	4	F, Sp, Su
PSYC 251	Personality	4	F, Sp, Su
Total Credit Hours		50-52	

D. Speech and Hearing Sciences

Course No.	Course Title	Credit Hours	Offered
COMM 200	Fundamentals of Research in Communications	3	F, Sp, Su
COMM 208	Public Speaking	3	F, Sp
COMM 220	Voice and Articulation	3	As needed
COMM 305	Introduction to Communication Disorders	3	F, Sp
COMM 319	Phonetics	3	F
COMM 320	Speech and Language Development	3	F
COMM 321	Speech and Hearing Science	3	Sp
COMM 323	Introduction to Audiology	3	F
COMM 325	Auditory and Speech Mechanisms	3	Sp
COMM 355	Language and Thought in Communication	3	Sp
PSYC 110	Introduction to Psychology	3	F, Sp, Su
PSYC 221	Foundations of Psychological Research	3	F, Sp, Su

Cognates

THREE COURSES from

COMM 223	Introduction to Sign Language	3	F
COMM 329	Clinical Observation	2	As needed
PSYC 230	Human Development	4	F, Sp, Su
PSYC 320	Introduction to Psychological Methods	4	F, Sp, Su
PSYC 331	Child Psychology	4	F, Sp, Su
PSYC 339	Psychology of Aging	4	F, Sp
PSYC 341	Perception	4	Sp
PSYC 342	Behavior Modification	4	F or Sp
PSYC 345	Physiological Psychology	4	F
PSYC 346	Psychological Testing	4	F, Sp
PSYC 349	Cognitive Psychology	4	F or Sp
PSYC 373	Research Methods in Developmental Psychology	4	As needed
SPED 300	Introduction to the Characteristics and Education of Children and Youth with Disabilities	4	F, Sp, Su
SPED 311	Language Development and Communication Problems of Children	3	F, Sp

Total Credit Hours**45-48**

E. 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	
<i>Cognates</i>		15	
FIFTEEN CREDIT HOURS OF COURSES 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: *H. Salzberg (chair), Moskol, Rodrigues, R. Simons*

Associate Professors: *McDowell, Sanders, Schaefer*

Assistant Professors: *Andreozzi, Roy, C. Sullivan*

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 401	Software Engineering	3	As needed
CSCI 427	Introduction to Artificial Intelligence	3	As needed
CSCI 437	Introduction to Data and Computer Communications	3	As needed
CSCI 455	Introduction to Database Systems	3	As needed
TWO ADDITIONAL COURSES from			
CSCI 203	Advanced Visual BASIC Programming	3	As needed
CSCI 256	Introduction to COBOL Programming	3	F, Sp, Su
CSCI 301	Introduction to Java Programming	3	As needed
CSCI 302	C++ Programming	3	Sp

CSCI	310	Introduction to File Processing	3	F, Sp
CSCI	401	Software Engineering	3	As needed
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
CSCI	455	Database Programming	3	As needed
<hr/>				
<i>Cognates</i>				
MATH	200	Finite Mathematics for Computer Science	4	F, Sp
<i>or</i>				
MATH	436	Discrete Mathematics	3	Sp
MATH	212	Calculus I	4	F, Sp, Su
<i>or</i>				
MATH	247	Calculus: A Short Course	3	Sp
MATH	240	Statistical Methods I	3	F, Sp, Su
<i>or</i>				
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	417	Introduction to Numerical Analysis	3	As needed
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 B.S. 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 401	Software Engineering	3	As needed
CSCI 422	Introduction to Computation Theory	3	As needed
CSCI 423	Analysis of Algorithms	3	As needed
CSCI 435	Operating Systems and Computer Architecture	3	Sp
TWO COURSES from			
CSCI 427	Introduction to Artificial Intelligence	3	As needed
CSCI 437	Introduction to Data and Computer Communications	3	As needed
CSCI 455	Database Programming	3	As needed
ONE ADDITIONAL COURSE from			
CSCI 203	Advanced BASIC Programming	3	As needed
CSCI 256	Introduction to COBOL Programming	3	F, Sp, Su
CSCI 301	Introduction to Java Programming	3	As needed
CSCI 302	C++ Programming	3	Sp
<i>Cognates</i>			
MATH 212	Calculus I	4	F, Sp, Su
MATH 213	Calculus II	4	F, Sp, Su
MATH 240	Statistical Methods I	3	F, Sp, Su
MATH 436	Discrete Mathematics	3	Sp
ONE COURSE from			
MATH 300	Bridge to Advanced Mathematics	3	F
MATH 314	Calculus III	4	F, Sp
MATH 324	College Geometry	3	F, Sp
MATH 417	Introduction to Numerical Analysis	3	As needed
MATH 418	Introduction to Operations Research	3	As needed
MATH 431	Number Theory	3	As needed
MATH 445	Statistical Methods II	3	As needed

ONE OF THE FOLLOWING TWO-COURSE SEQUENCES

BIOL	111	Introductory Biology I	4	F, Sp, Su
------	-----	------------------------	---	-----------

BIOL	112	Introductory Biology II	4	F, Sp, Su
------	-----	-------------------------	---	-----------

or

CHEM	103	General Chemistry I	4	F, Sp, Su
------	-----	---------------------	---	-----------

CHEM	104	General Chemistry II	4	F, Sp, Su
------	-----	----------------------	---	-----------

or

PHYS	200	Mechanics	4	F
------	-----	-----------	---	---

PHYS	201	Electricity and Magnetism	4	Sp
------	-----	---------------------------	---	----

or

PHYS	200	Mechanics	4	F
------	-----	-----------	---	---

PHYS	202	Thermodynamics, Waves, and Optics	4	Sp
------	-----	-----------------------------------	---	----

and

ENGL	230	Business Writing	3	F, Sp, Su
------	-----	------------------	---	-----------

or

ENGL	231	Expository Writing	3	F, Sp
------	-----	--------------------	---	-------

and

PHIL	206	Ethics	3	F, Sp, Su
------	-----	--------	---	-----------

or

PHIL	301	Business Ethics	3	As needed
------	-----	-----------------	---	-----------

FOUR ADDITIONAL CREDIT HOURS OF COURSES	4			
---	---	--	--	--

in biology, chemistry, physical sciences, or physics
at the 200-level or above

Total Credit Hours**74-75**

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

COURSE REQUIREMENTS FOR MINOR IN COMPUTER SCIENCE

The minor in computer science consists of a minimum of 21 credit hours (seven courses), as follows: Computer Science 201, 221, 312, 313 (or 315); one course from: Computer Science 101, 102, 256, 301, 302; and two additional computer science courses numbered 310 or higher.

Dance Performance

Department of Music, Theatre, and Dance

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

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

COURSE REQUIREMENTS FOR B.A. IN DANCE PERFORMANCE

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

ONE OF THE FOLLOWING TWO-COURSE SEQUENCES

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

THREE COURSES from

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

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

Cognates

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

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

**Fulfills the Laboratory Science Category of General Education.

Total Credit Hours **61**

COURSE REQUIREMENTS FOR MINOR IN DANCE PERFORMANCE

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

English

Department of English

Professors: *P. Benson, Calbert, Cobb, Dagle (chair), Estrin, Feldstein, Grund, Hall, Hogan, Kalinak, McMunn, Reddy, Roemer, A. Salzberg, Schapiro, Singh, Springer*

Associate Professors: *M. Anderson, J. Brown, S. Brown, Potter, Scott, Zornado*

Assistant Professors: *Boren, Cook, Jalalzai, Kaur, Paley, K. Smith*

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

Course Requirements

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

Examination Plan

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

Thesis Plan

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

Film Studies

Bret Rothstein

Director

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

COURSE REQUIREMENTS FOR B.A. IN FILM STUDIES

Course No.	Course Title	Credit Hours	Offered
COMM 241	Introduction to Film and Video	3	F, Sp
<i>or</i>			
ENGL 116	Approaches to Film and Film Criticism	3	F, Sp
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	F
FILM 305	Exploring Ethnographic Film	4	As needed
FILM 351	Major Directors	4	As needed
FILM 352	Film Genres	4	As needed
FILM 353	National Cinemas	4	As needed
FILM 380	Workshop in Film Studies	4	Sp
FILM 450	Topics in the Study of Film	4	As needed
Total Credit Hours		33-35	

COURSE REQUIREMENTS FOR MINOR IN FILM STUDIES

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

French

Department of Modern Languages

Associate Professor: *Géloin*

Assistant Professor: *Margenot (chair)*

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

COURSE REQUIREMENTS FOR B.A. IN FRENCH

Course No.	Course Title	Credit Hours	Offered
FREN 201	Advanced French: Conversation and Composition	4	F
FREN 202	Advanced French: Composition and Conversation	4	Sp
FREN 323	Survey of French Literature from the Middle Ages to 1789	3	As needed
FREN 324	Survey of French Literature from 1789 to the Present	3	As needed
FREN 330	French Civilization	3	As needed
FREN 420	Applied Grammar	3	Alternate years
FREN 460	Seminar in French	3	Sp
THREE ADDITIONAL COURSES in French at the 300-level or above		9	
Total Credit Hours		32	

STUDY ABROAD

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

COURSE REQUIREMENTS FOR MINOR IN FRENCH

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

General Studies

To be appointed

Director

Admission

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

Assessment of Prior Learning

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

College Level Examination Program (CLEP)

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

Transfer Students

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

Valid Credit Restriction

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

COURSE REQUIREMENTS FOR B.G.S.

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

Concentration

36

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 Political Science

Professors: *Demars, Hofhansel (chair)*

Associate Professor: *Motte*

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

COURSE REQUIREMENTS FOR B.A. IN GEOGRAPHY

Course No.	Course Title	Credit Hours	Offered
GEOG 100	Introduction to Environmental Studies	3	F, Sp, Su
<i>or</i>			
GEOG 205	Earth's Physical Environments	3	F, Sp, Su
GEOG 101	Introduction to Geography	3	F, Sp, Su
GEOG 306	Geographic Skills and Methods	3	As needed
GEOG 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 COURSES in geography, with the exception of Geography 261 and 263		12	
<i>Cognates</i>		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 101 and five courses (15 credit hours) chosen in consultation with a geography advisor. One interdisciplinary social science course at the 300- or 400-level may be included (see course descriptions listed under Social Science).

Gerontology

Rachel Filinson

Director

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

COURSE REQUIREMENTS FOR MINOR IN GERONTOLOGY

Course No.	Course Title	Credit Hours	Offered
GRTL 315	Physical Aspects of Aging	3	F
NURS 313	Mental Health and Aging	3	Sp
SOC 217	Aging and Society	3	F, Sp
SOC 320	Law and the Elderly	3	Sp
PRACTICUM EXPERIENCE through an established means, such as			
NURS 223	Fundamentals of Nursing Practice	3	F, Sp
POL 327	Internship in State Government	4	Sp
POL 328	Field Experiences in the Public Sector	4	F, Sp, Su
SWRK 436	Field Work	4-7	F
SWRK 437	Advanced Field Work	4-7	Sp
TWO COURSES from			
ANTH 308	Cross-Cultural Studies of Aging	3	As needed
NURS 312	Death and Dying	3	Sp
PED 451	Recreation for the Elderly	3	As needed
PSYC 339	Psychology of Aging	4	F, Sp, Su
SOC 314	The Sociology of Health and Illness	3	As needed
Total Credit Hours		21-26	

History

Department of History

Professors: *P. Brown, Dufour, Kellner, Lemons, Olson, Schuster, D. Thomas*

Associate Professors: *Benziger, Cvornyek, Delia, Piccillo, Schneider (chair), Teng*

Assistant Professors: *Espinosa, Mendy*

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 Nineteenth Century	3	As needed
HIST 327	American Cultural History: The Twentieth Century	3	As needed
HIST 330	History of American Immigration	3	As needed
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
HIST 335	American Foreign Policy: 1945 to the Present	3	F, Sp
HIST 336	The United States and the Emerging World	3	F, Sp

B. Western History:

HIST	300	History of Greece	3	As needed
HIST	301	Alexander and the Hellenistic World	3	As needed
HIST	302	The Roman Republic	3	As needed
HIST	303	The Roman Empire	3	As needed
HIST	304	Medieval History	3	As needed
HIST	305	The Age of the Renaissance	3	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	316	Modern Western Political Thought	3	F
HIST	317	Politics and Society	3	Sp
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	344	History of East Asia to 1600	3	As needed
HIST	345	History of China in Modern Times	3	As needed
HIST	346	History of Japan in Modern Times	3	As needed
HIST	347	Foreign Relations of East Asia in Modern Times	3	As needed
HIST	348	Africa under Colonial Rule	3	As needed
HIST	349	History of Contemporary Africa	3	As needed

FIVE COURSES in a concentration focused on one of the following: 15
civilization; social/economic; cultural/intellectual; political; applied/public;
or a particular time period, historical genre, or other integrative principle

Total Credit Hours**32**

COURSE REQUIREMENTS FOR MINOR IN HISTORY

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

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

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

Course Requirements

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

B. Seminar Plan

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

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

Total Credit Hours **30**

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

Justice Studies

Pamela Irving Jackson
Director

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

COURSE REQUIREMENTS FOR B.A. IN JUSTICE STUDIES

Course No.	Course Title	Credit Hours	Offered
PHIL 206	Ethics	3	F, Sp, Su
POL 202	American Government	3	F, Sp, Su
PSYC 110	Introduction to Psychology	3	F, Sp, Su
SOC 207	Crime and Criminal Justice	3	F, Sp, Su

Choose Category A, B, or C below

Category A

SOC 302	Social Research Methods I	4	F, Sp, Su
SOC 404	Social Research Methods II	4	F, Sp, Su

Category B

POL 300	Methodology in Political Science	3	F
POL 304	Research Methods II	4	As needed
<i>or</i>			
SOC 404	Social Research Methods II	4	F, Sp, Su

Category C (ONLY FOR students double majoring in justice studies and psychology)

PSYC 320	Introduction to Psychological Methods	4	F, Sp, Su
SOC 302	Social Research Methods I	4	F, Sp, Su

Choose concentration A or B below

A. Requirements for Concentration in Criminal Justice

JSTD	466	Seminar in Justice Studies	3	As needed
POL	332	Civil Liberties in the United States	4	F, Sp
POL	335	Jurisprudence and the American Judicial Process	3	As needed
SOC	309	The Sociology of Delinquency and Crime	3	As needed
SOC	340	Law Enforcement: Theory and Application	3	As needed
SOC	341	Corrections: Process and Theory	3	As needed

ONE COURSE from

POL	327	Internship in State Government	4	Sp
POL	328	Field Experiences in the Public Sector	4	F, Sp, Su
SWRK	436	Field Work	4	F

Cognates

ONE COURSE from

ANTH	303	Comparative Law and Justice	3	As needed
HIST	315	Western Legal Systems	3	As needed
PHIL	321	Social and Political Philosophy	3	F
SOC	304	Comparative Law and Justice	3	As needed
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	315	Evidence, Reasoning, and Proof	3	Annually
PSYC	510	Drugs and Behavior	3	F, Sp, Su
SOC	345	Victimology	3	As needed
SOC	346	Underworld and Upperworld Crime and Criminals	3	As needed

Total Credit Hours

51-52

B. Requirements for Concentration in Justice and Society

ANTH	303	Comparative Law and Justice	3	As needed
or				
SOC	304	Comparative Law and Justice	3	As needed
HIST	315	Western Legal Systems	3	As needed
JSTD	466	Seminar in Justice Studies	3	As needed
PHIL	321	Social and Political Philosophy	3	F
POL	332	Civil Liberties in the United States	4	F, Sp
SOC	309	The Sociology of Delinquency and Crime	3	As needed
SOC	318	Law and Society	3	As needed

Cognates

ONE COURSE from

POL	327	Internship in State Government	4	Sp
POL	328	Field Experiences in the Public Sector	4	F, Sp, Su
POL	335	Jurisprudence and the American Judicial Process	3	As needed
SWRK	436	Field Work	4	F
SOC	340	Law Enforcement: Theory and Application	3	As needed
SOC	341	Corrections: Process and Theory	3	As needed

ONE COURSE from

SOC	342	Women, Crime, and Justice	3	As needed
SOC	343	Juveniles and Justice	3	As needed
SOC	344	Minority Issues in Justice Systems	3	As needed

ONE COURSE from

MGT	341	Business, Government, and Society	3	F, Sp, Su
PHIL	315	Evidence, Reasoning, and Proof	3	Annually
POL	331	Courts and Public Policy	4	F
PSYC	510	Drugs and Behavior	3	F, Sp, Su
SOC	345	Victimology	3	As needed
SOC	346	Underworld and Upperworld Crime and Criminals	3	As needed

Total Credit Hours**50-53****COURSE REQUIREMENTS FOR MINOR IN JUSTICE STUDIES**

The minor in justice studies consists of a minimum of 16 credit hours (five courses), as follows: Political Science 332, Sociology 309; one course from Anthropology 303, History 315, Philosophy 321, Sociology 304, 318; one course from Political Science 335, Sociology 340, 341; and 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	As needed
MGT 322	Organizational Behavior	3	F, Sp
MGT 333	Negotiations and Conflict Resolution	3	F
A course in	comparative labor history	3	

FOUR COURSES from

CIS 251 Computers in Management 3 F, Sp, Su
or

AN EQUIVALENT COURSE, with coordinator's consent

ECON 200 Introduction to Economics 3 F, Sp, Su
or

ECON 214 Principles of Microeconomics 3 F, Sp, Su
and

ECON 215 Principles of Macroeconomics 3 F, Sp, Su

MGT 301 Foundations of Management 3 F, Sp, Su

MGT 320 Human Resource Management 3 F, Sp, Su

MATH 240 Statistical Methods I 3 F, Sp, Su
or

AN EQUIVALENT COURSE, with coordinator's consent

POL 202 American Government 3 F, Sp, Su

Total Credit Hours

36-39

COURSE REQUIREMENTS FOR MINOR IN LABOR STUDIES

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

Latin American Studies

David F. Espinosa
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 LATIN AMERICAN STUDIES

Course No.	Course Title	Credit Hours	Offered
<i>Language Proficiency</i>			
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
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

*Three to 6 credit hours in a foreign language course or independent study may be substituted, with approval of coordinator.

**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	312	Latin American Literature and Culture: Pre-Eighteenth Century	3	F
SPAN	313	Latin American Literature and Culture: From Eighteenth Century	3	Sp

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: Anthropology 322, 325; History 352, 353; and Social Science 311.

Mathematics

Department of Mathematics and Computer Science

Professors: *Abrahamson, Moskol, Nazarian, Rodrigues, H. Salzberg (chair), Schiller, Sedlock, R. Simons, M. Sullivan, Zhou*

Associate Professors: *Harrop, Humphreys, McDowell, LaFerla-Morgan, Schaefer*

Assistant Professors: *Andreozzi, Christy, Kovac, Roy, Sparks, 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 411	Calculus IV	3	F (odd years)
MATH 416	Ordinary Differential Equations	3	As needed
or			
MATH 417	Introduction to Numerical Analysis	3	As needed
MATH 432	Introduction to Abstract Algebra	3	F
MATH 441	Introduction to Probability	3	F
TWO COURSES from			
MATH 416	Ordinary Differential Equations (if not counted above)	3	As needed
or			
MATH 417	Introduction to Numerical Analysis (if not counted above)	3	As needed

MATH	418	Introduction to Operations Research	3	As needed
MATH	431	Number Theory	3	As needed
MATH	436	Discrete Mathematics	3	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
<i>and either</i>				
PHYS	201	Electricity and Magnetism	4	F
<i>or</i>				
PHYS	202	Thermodynamics, Waves, and Optics	4	Sp

Category C

TWO NONMATHEMATICS COURSES approved by the Department of Mathematics and Computer Science as significantly illustrating the applications of mathematics

Total Credit Hours**39–44****COURSE REQUIREMENTS FOR MINOR IN MATHEMATICS**

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

M.A. IN MATHEMATICS

Admission Requirements

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

Course Requirements

Course No.	Course Title	Credit Hours	Offered
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	
<i>Comprehensive Examination</i>		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*

Assistant Professors: *Levi, Margenot (chair), Weston-Gil*

Language Courses

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

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

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

Elementary language courses numbered 101 or 102 may be taken for elective credit, except in the language presented to meet College admission requirements. Students who wish to continue their study of the language presented for admission should elect language courses numbered 110, 113, or 114. Students who complete a language course numbered 110 or 113 will be considered to have fulfilled one of the requirements for the Social and Behavioral Sciences Category of General Education.

Study Abroad

The Department of Modern Languages encourages students to study abroad and sponsors a program in Cuernavaca, Mexico. Please contact the Department of Modern Languages for information concerning this program.

Music

Department of Music, Theatre, and Dance

Professors: *Elam, Jones, Mack, Markward, Smith, Stillman, Sumerlin*

Associate Professors: *Coffman, Franzblau (assistant chair), Wilson Jr. (chair)*

Assistant Professors: *Foley, Nicholson*

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

COURSE REQUIREMENTS FOR B.A. IN MUSIC

Course No.	Course Title	Credit Hours	Offered
<i>Music Theory</i>			
MUS 230	Music Theory I	3	F
MUS 232	Music Theory II	3	Sp
MUS 234	Music Theory III	3	F
MUS 236	Music Theory IV	3	Sp
ONE COURSE from			
MUS 305	Form and Analysis	3	F (odd years)
MUS 307	Composition	3	F (even years)
MUS 321	Orchestration	3	Sp (odd years)
MUS 323	Counterpoint	3	Sp (even years)
MUS 458	Twentieth-Century Theory	3	As needed
<i>Sight Singing and Ear Training</i>			
MUS 231	Sight Singing and Ear Training I	1	F
MUS 233	Sight Singing and Ear Training II	1	Sp
MUS 235	Sight Singing and Ear Training III	1	F
MUS 237	Sight Singing and Ear Training IV	1	Sp

Music History and Literature

MUS	207	Introduction to Music Literature	3	Sp
THREE COURSES from				
MUS	310	Medieval and Renaissance Music	3	Sp (even years)
MUS	311	Music of the Baroque	3	F (even years)
MUS	312	Music of the Classical Era	3	Sp (odd years)
MUS	313	Music of the Romantic Period	3	F (odd years)
MUS	314	Twentieth-Century Music	3	Sp (even years)

Performance

TWO SEMESTERS of each of the following groups

1.	Music 161–163	(in one ensemble)	1	F, Sp
2.	Music 270–288	(in one instrument)	4	F, Sp, Su

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

Electives

FOUR CREDIT HOURS OF COURSES from

MUS	161–163	Large Ensembles	0.5	F, Sp
MUS	164–166	Chamber Ensembles	1	F, Sp
MUS	270–288	Applied Music	2	F, Sp, Su
MUS	458	Twentieth-Century Theory	3	As needed
ONE COURSE in theory or literature at the 300-level			3–4	

Total Credit Hours**40**

COURSE REQUIREMENTS FOR B.M. IN PERFORMANCE

Course No.	Course Title	Credit Hours	Offered
<i>Music Theory</i>			
MUS 230	Music Theory I	3	F
MUS 232	Music Theory II	3	Sp
MUS 234	Music Theory III	3	F
MUS 236	Music Theory IV	3	Sp
MUS 305	Form and Analysis	3	F (odd years)
ONE COURSE from			
MUS 307	Composition	3	F (even years)
MUS 321	Orchestration	3	Sp (odd years)
MUS 323	Counterpoint	3	Sp (even years)
MUS 458	Twentieth-Century Theory	3	As needed
<i>Sight Singing and Ear Training</i>			
MUS 231	Sight Singing and Ear Training I	1	F
MUS 233	Sight Singing and Ear Training II	1	Sp
MUS 235	Sight Singing and Ear Training III	1	F
MUS 237	Sight Singing and Ear Training IV	1	Sp
<i>Music History and Literature</i>			
MUS 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	Sp (even years)
MUS 311	Music of the Baroque	3	F (even years)
MUS 312	Music of the Classical Era	3	Sp (odd years)
MUS 313	Music of the Romantic Period	3	F (odd years)
MUS 314	Twentieth-Century Music	3	Sp (even years)

Applied Music

MUS	091	Student Recital Series (taken for eight semesters)	0	F, Sp
MUS	391	Junior Recital	0	F, Sp, Su
MUS	493	Senior Recital—Music Performance Majors	0	F, Sp, Su

EIGHT SEMESTERS of each of the following groups:

1.	MUS 161–163	4	
2.	MUS 370–388 (in one instrumental area)	24	

Note: Students must pass Freshman Applied Music Proficiency upon completion of the first semester of Applied Music.

MUS	105	Class Piano II	2	F, Sp
-----	-----	----------------	---	-------

Cognates

FOUR CREDIT HOURS from

MUS	164–166	Chamber Ensembles (instrumental and vocal chamber music, including duos, trios, and quartets)	1	F, Sp
MUS	210*	Language Orientation I	2	F
MUS	211*	Language Orientation II	2	Sp
MUS	268	Opera Workshop	1	F, Sp
MUS	366**	Accompanying	1	F, Sp

*Required for voice majors. Voice majors must also take Italian 101 and 102.

**Required for piano majors.

Note: All students are required to take Music 169 (Core 3 of General Education).

Total Credit Hours**73–75****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; 3 credit hours from Music 310, 311, 312, 313; and 4 credit hours from applied music and/or ensembles. Music 201, 203, and music education courses may not be elected in the minor.

COURSE REQUIREMENTS FOR MINOR IN JAZZ STUDIES

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

Music Education

Department of Music, Theatre, and Dance

Professors: *Jones, Markward, Sumerlin*

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

Assistant Professor: *Nicholson*

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

COURSE REQUIREMENTS FOR B.S. IN MUSIC EDUCATION

Course No.	Course Title	Credit Hours	Offered
<i>Music Theory</i>			
MUS 230	Music Theory I	3	F
MUS 232	Music Theory II	3	Sp
MUS 234	Music Theory III	3	F
MUS 236	Music Theory IV	3	Sp
<i>Sight Singing and Ear Training</i>			
MUS 231	Sight Singing and Ear Training I	1	F
MUS 233	Sight Singing and Ear Training II	1	Sp
MUS 235	Sight Singing and Ear Training III	1	F
MUS 237	Sight Singing and Ear Training IV	1	Sp
<i>Music History and Literature</i>			
MUS 207	Introduction to Music Literature	3	Sp
TWO COURSES from			
MUS 310	Medieval and Renaissance Music	3	Sp (even years)
MUS 311	Music of the Baroque	3	F (even years)
MUS 312	Music of the Classical Era	3	Sp (odd years)
MUS 313	Music of the Romantic Period	3	F (odd years)
MUS 314	Twentieth-Century Music	3	Sp (even years)

Applied Music

MUS 492	Senior Recital—Music Education Majors	0	F, Sp, Su
---------	---------------------------------------	---	-----------

SEVEN SEMESTERS of each of the following groups

- | | | | |
|----------------|----------------------------|-----|--|
| 1. MUS 091 | | 0 | |
| 2. MUS 161–163 | (in one major ensemble) | 3.5 | |
| 3. MUS 270–288 | (in one instrumental area) | 14 | |

ONE SEMESTER	in a second major ensemble	0.5	
--------------	----------------------------	-----	--

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

Class Instruments

MUS 104	Class Piano I	2	F, Sp
MUS 105	Class Piano II	2	F, Sp
MUS 106	Class Strings	2	Sp
MUS 107	Class Voice	2	Sp
MUS 110	Brass Class	2	F
MUS 111	Woodwinds Class	2	Sp
MUS 112	Percussion Class	1	F
MUS 308	Fundamentals of Conducting	2	F

Related Requirements

MUS 164–166	Chamber Ensembles (instrumental and vocal chamber music, including duos, trios, and quartets)	4	F, Sp
-------------	---	---	-------

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

Professional Courses

CEP 215	Educational Psychology	4	F, Sp, Su
FNED 346	Schooling in a Democratic Society	4	F, Sp, Su
MUSE 212	Introduction to Music Education	2	Sp
MUSE 412	Practicum in Music Education I	3	F
MUSE 413	Practicum in Music Education II	3	Sp
MUSE 424	Student Teaching in Music Education	9	F
MUSE 460	Student Teaching Seminar in Music Education	1	F

Note: (1) Students are required to take Music 169 (Core 3 of General Education).
 (2) Voice majors are required to take Music 210 and 211.

M.A.T. IN MUSIC EDUCATION

Admission Requirements

1. A completed application form accompanied by a thirty-five dollar nonrefundable application fee.
2. A baccalaureate degree in music or at least 50 credit hours of music.
3. Official transcripts of all undergraduate and graduate records.
4. A minimum cumulative grade point average of 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
<i>Foundations Component</i>			
CEP 552	Psychological Perspectives on Learning and Teaching	3	F, Sp, Su
FNED 546	Contexts of Schooling	4	F, Sp, Su
<i>Professional Education Component</i>			
MUSE 412	Practicum in Music Education I	3	F
MUSE 413	Practicum in Music Education II	3	Sp
MUSE 501	Research Techniques in Music Education	3	Su (even years)
MUSE 502	Perception, Assessment, and Evaluation of Music	3	Su (odd years)
MUSE 525	Advanced Studies in Music Education	3	Su (odd years)
MUSE 526	Student Teaching in Music Education	9	F
MUSE 560	Student Teaching Seminar in Music Education	1	F
<i>Academic Disciplines Component</i>			
MUS 505	Systems of Musical Analysis	3	F (even years)
MUS 560	Seminar in Music Literature	3	Sp (even years)

Applied Music

Choose A or B below, with approval of departmental graduate committee

A. Thesis/Graduate Project

MUSE 592	Graduate Thesis	3	As needed
----------	-----------------	---	-----------

B. Recital

MUS 591	Graduate Recital	0	As needed
---------	------------------	---	-----------

and either

MUS 508	Applied Conducting	2	F, Sp, Su
---------	--------------------	---	-----------

or

MUS 570–589	Applied Music	4	F, Sp, Su
-------------	---------------	---	-----------

Capstone Course

MUSE 566	Seminar in Music Education	3	F (odd years)
----------	----------------------------	---	---------------

Comprehensive Examination

0

Total Credit Hours**43–45**

M.M.ED. IN MUSIC EDUCATION

Admission Requirements

1. A completed application form accompanied by a thirty-five dollar nonrefundable application fee. Miller Analogies Test (MAT).
2. Teacher certification in music.
3. A baccalaureate degree in music or at least 50 credit hours of music.
4. Official transcripts of all undergraduate and graduate records.
5. A minimum cumulative grade point average of 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
<i>Foundations Component</i>			
FNED 502	Social Issues in Education	3	F, Sp, Su
<i>or</i>			
FNED 520	Cultural Foundations of Education	3	F, Sp
SPED 531	Instructional Approaches to Children with Special Needs in Regular Classes	3	F, Sp, Su
<i>Music Education</i>			
MUSE 501	Research Techniques in Music Education	3	Su (even years)
MUSE 502	Perception, Assessment, and Evaluation in Music	3	Su (odd years)
MUSE 525	Advanced Studies in Music Education	3	Su (odd years)
MUSE 566	Seminar in Music Education	3	F (odd years)
THREE CREDIT HOURS OF COURSES from			
MUSE 480	Workshop in Music Education	1–3	
MUSE 503	School Music Administration and Supervision	3	Su (even years)
MUSE 592	Graduate Thesis	3	As needed

Applied Music

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

and

FIVE CREDIT HOURS OF COURSES from

MUS	508	Applied Conducting	2	F, Sp, Su
MUS	521	The Symphony	3	F (even years)
MUS	522	Opera	3	Sp 2005
MUS	570–589	Applied Music	2	F, Sp, Su
MUS	591*	Graduate Recital	0	As needed

*Students electing this course must also enroll in at least two semesters of applied music, Music 570–589

Electives

FOUR CREDIT HOURS OF COURSES from

MUS	561–563	Large Ensembles	0.5	F, Sp
MUS	564–566	Chamber Ensembles	1	F, Sp
MUS	570–589	Applied Music	2	F, Sp, Su

Total Credit Hours**36**

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

Nursing

Department of Nursing

Professors: *Carty, Lissan, Shelton, P. Thomas, J. Williams (chair), Wood*

Associate Professors: *Byrd, Huntley-Newby, Lockett, Newman, Rubotzky*

Assistant Professors: *Aflague, Beezer, Costello, DeNuccio, Foote, Matarese, Molloy, Mulvey, Petrarca, Quigley, Sepe, S. Simons, N. Smith, Wiberg*

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

B.S. IN NURSING

Admission Requirements for All General Declared Nursing Majors

1. Submission of an Enrollment form signed by the faculty advisor to the Department of Nursing by **October 15** or **April 15** of the preceding semester. Students accepted to the College after March 1 as transfers or second degree candidates should also file an Enrollment form with the Department of Nursing but will be considered for enrollment based on availability of seats. The Department of Nursing may require a personal interview.
2. Completion of the College Mathematics and Writing Requirements.
3. A minimum cumulative grade point average of 2.50.
4. Completion of Biology 231 and Psychology 230, with a minimum grade of C.

Admission Requirements for RN Students

1. Admission to Rhode Island College and declaration of nursing as the major.
2. Submission of an Enrollment form signed by the faculty advisor to the Department of Nursing by **October 15** or **April 15** of the semester prior to senior course work.
3. Completion of nursing courses prerequisite for senior level (Nursing 207 and 316), with a minimum grade of C in each course by the end of the semester prior to senior course work.
4. Completion of the College Mathematics and Writing Requirements.
5. A minimum cumulative grade point average of 2.50.

6. Current RN licensure and documentation of recent employment in nursing.
7. A personal essay and résumé.

Admission Requirements for Lateral Transfer Students

Students within the Rhode Island College community who desire a change of major to nursing must complete a Change of Major form in the departmental office.

Admission Requirements for Transfer Students

Transfer students accepted into the College will be reviewed on an individual basis for possible fall enrollment in nursing courses with a clinical component. Nursing students transferring from other nursing programs are required to forward a letter of recommendation from the head of the previous program.

Admission Requirements for Second Degree Candidates

Second degree candidates admitted to Rhode Island College must apply through the College's Office of Undergraduate Admissions. A plan of study is then formulated with the department chair. An accelerated program option is available for qualified second degree candidates.

Retention Requirements

1. Completion of the required prerequisite courses (cognate and nursing courses).
2. Completion of all cognates before the junior year.
3. A minimum grade of C (2.00) in each nursing course. Only one course in nursing may be repeated. A student who sustains another failure (a grade below a C) in any nursing course will be dismissed from the program.
4. A minimum grade of C (2.00) in each cognate course. Students with a grade of C- or lower in cognate courses will have the option to progress in nursing (probationary status) for one semester while repeating the course in question.

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 retention standards. The faculty of the Department of Nursing reserves the right to require withdrawal or dismissal of a student who shows evidence, academically or personally, of an inability to carry out professional responsibilities in nursing. Students have the right to appeal through the departmental Admission and Retention Committee and the dean of the Faculty of Arts and Sciences.

Health Requirements

Every year students must provide health services with evidence of a negative PPD test or compliance with treatment. Before beginning some clinical nursing courses, students may be expected to meet additional health requirements. All nursing students must provide the following documentation:

1. A physical examination.
2. Two measles immunizations.
3. One rubella (German measles) immunization.
4. One mumps immunization.
5. Tetanus/diphtheria immunization within the past ten years.
6. Hepatitis B vaccine (a series of three immunizations over a six-month period).
7. Two-step PPD (TB skin testing) within one year of starting clinical rotation.
8. Proof of chicken pox disease or immunization.

Students will not be admitted to the first class meeting of a nursing practicum course without having complied with the health requirements. Proof of immunization may be obtained from your physician, high school, previous college or university, military record, and/or from blood titers.

Nursing majors should follow the guidelines on the College Immunization form or call College Health Services at 456-8055 for further information. Once all required information is complete, students may pick up their laminated identification cards at College Health Services.

Clinical Placements

Clinical learning provides students with the opportunity to carry out nursing care for persons of all ages and in all stages of the health-illness spectrum. The 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 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.

Nursing Fee

The Department of Nursing contracts with Assessment Technologies, Inc. to provide students with a comprehensive testing and review package, which enhances the program. Nursing students are billed a fee of approximately forty-five dollars per semester by the College for these services.

Handbook

The Department of Nursing distributes a *Handbook for Students in Nursing* to all students admitted to the program. The handbook provides detailed and essential information about the nursing program.

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
<i>Cognates</i>			
BIOL 231	Human Anatomy	4	F, Sp, Su
BIOL 335	Human Physiology	4	F, Sp, Su
BIOL 348	Microbiology	4	F, Sp, Su
CHEM 106	General, Organic, and Biological Chemistry II	4	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
<i>Electives (transfer)</i>		37	
Total Credit Hours		57	

Philosophy

Department of Philosophy

Professors: *Castiglione, Enteman, R. Olmsted (chair), Shogenji, S. Smith*

Assistant Professor: *Rudolph-Larrea*

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

COURSE REQUIREMENTS FOR B.A. IN PHILOSOPHY

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

Epistemology/Metaphysics

ONE COURSE from

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

ANY ADDITIONAL COURSES in philosophy at the 200- or 300-level to complete a total of 30 credit hours in the major, with at least 18 credit hours at the 300-level

Total Credit Hours **30**

COURSE REQUIREMENTS FOR MINOR IN PHILOSOPHY

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

Physics

Department of Physical Sciences

Professors: *Gilbert, Glanz, J. Magyar (chair)*

Associate Professors: *Rivers, Snowman*

Assistant Professor: *DelVecchio*

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

COURSE REQUIREMENTS FOR B.A. IN PHYSICS

Course No.	Course Title	Credit Hours	Offered
PHYS 200	Mechanics	4	F
PHYS 201	Electricity and Magnetism	4	Sp
PHYS 202	Thermodynamics, Waves, and Optics	4	F
PHYS 300	Atomic and Nuclear Physics	4	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
<i>Cognates</i>			
CHEM 103	General Chemistry I	4	F, Sp, Su
CHEM 104	General Chemistry II	4	F, Sp, Su
MATH 212	Calculus I	4	F, Sp, Su
MATH 213	Calculus II	4	F, Sp, Su
MATH 314	Calculus III	4	F, Sp
MATH 416	Ordinary Differential Equations	3	As needed
Total Credit Hours		54	

COURSE REQUIREMENTS FOR MINOR IN PHYSICS

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

Political Science

Department of Political Science

Professors: *Hofhansel (chair), Leazes Jr., Profughi, Stone, Weiner*

Associate Professors: *Oppenlander, Perrotta, Weil*

Assistant Professor: *Schmeling*

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

COURSE REQUIREMENTS FOR B.A. IN POLITICAL SCIENCE

Course No.	Course Title	Credit Hours	Offered
POL 202	American Government	3	F, Sp, Su
POL 203	Global Politics	3	F, Sp
POL 204	Introduction to Political Thought	3	F, Sp
POL 308	Current Political Controversy	4	F
EIGHTEEN ADDITIONAL CREDIT HOURS of departmental offerings at the 300-level or above. Political Science 208 may also be taken to fulfill part of this requirement.		18	
Political science majors must also demonstrate computer literacy as approved by the department chair.			
<i>Cognates</i>		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 twelve-week internship for students in political science, public administration, justice studies, gerontology, or other programs. Students are placed in federal, state, and local government agencies; in private sector public service organizations; and in organizations engaged in campaigns or political advocacy. To enroll in this internship, students should register for Political Science 328.

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

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

The London Course

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

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

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

POL	452	Leadership and Bureaucratic Politics	3	F
POL	455	Policy Formation Process	4	F
PBAD	325	Politics of Public Management: Budgeting and Personnel Administration	4	Sp

Cognates 6-8

TWO COURSES at the 300- or 400-level from the following areas: anthropology, communications, economics, education, geography, labor studies, management, psychology, social work, sociology. The cognate requirement is waived for students completing a major or minor in a field other than political science.

Total Credit Hours **34-37**

COURSE REQUIREMENTS FOR MINOR IN POLITICAL SCIENCE

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

Portuguese

Department of Modern Languages

Assistant Professors: *Levi, Margenot (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 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	

Predental, Premedical, Preoptometry, Preveterinary Preparation

Elaine Magyar

Premedical, Predental, and Preoptometry Advisor

Edythe Anthony

Preveterinary Advisor

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

Admission Requirements for Preprofessional Preparation

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

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

COURSE REQUIREMENTS FOR PREPROFESSIONAL PREPARATION

Course No.	Course Title	Credit Hours	Offered
BIOL 111	Introductory Biology I	4	F, Sp, Su
BIOL 112	Introductory Biology II	4	Sp, Su
CHEM 103	General Chemistry I	4	F, Sp, Su
CHEM 104	General Chemistry II	4	F, Sp, Su
CHEM 205	Organic Chemistry I	4	F, Su

CHEM	206	Organic Chemistry II	4	Sp, Su
PHYS	101	General Physics I	4	F, Su
PHYS	102	General Physics II	4	Sp, Su

TWO OR THREE COURSES in advanced biology, chosen in consultation with the appropriate advisor 6–12

Total Credit Hours
38–44

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

BROWN UNIVERSITY MEDICAL SCHOOL EARLY IDENTIFICATION

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

Prelaw Preparation

John Perrotta

Advisor

Rhode Island College is comparable with other baccalaureate degree-granting institutions as an appropriate environment for a prelegal education. The College offers a range of experiences 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 prelaw students with society, history, philosophy, and government is as important as the choice of a major. Success in and contribution to some fields of law also increasingly require preparation in such areas as communications, accounting, and computer science.

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

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

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

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

Preoccupational Therapy Preparation

Kenneth Kinsey

Advisor

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

COURSE REQUIREMENTS FOR PREOCCUPATIONAL THERAPY PREPARATION

Course No.	Course Title	Credit Hours	Offered
BIOL 108	Basic Principles of Biology	4	F, Sp, Su
	<i>or</i>		
BIOL 111	Introductory Biology I	4	F, Sp, Su
	<i>and</i>		
BIOL 112	Introductory Biology II	4	Sp, Su
BIOL 231	Human Anatomy	4	F, Sp, Su
BIOL 335	Human Physiology	4	F, Sp, Su
CHEM 103	General Chemistry I	4	F, Sp, Su
CHEM 104	General Chemistry II	4	F, Sp, Su
MATH 240	Statistical Methods I	3	F, Sp, Su
PSYC 230	Human Development	4	F, Sp, Su
PSYC 251	Personality	4	F, Sp, Su
PSYC 354	Abnormal Psychology	4	F, Sp
Total Credit Hours		35-39	

Prephysical Therapy Preparation

Kenneth Kinsey

Advisor

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

SUGGESTED COURSES FOR PREPHYSICAL THERAPY PREPARATION

Course No.	Course Title	Credit Hours	Offered
BIOL 111	Introductory Biology I	4	F, Sp, Su
BIOL 112	Introductory Biology II	4	Sp, Su
BIOL 231	Human Anatomy	4	F, Sp, Su
BIOL 335	Human Physiology	4	F, Sp, Su
CHEM 103	General Chemistry I	4	F, Sp, Su
CHEM 104	General Chemistry II	4	F, Sp, Su
MATH 181	Applied Basic Mathematics (with consent of advisor)	3	F, Sp, Su
<i>or</i>			
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, Fingeret, Goldfield, Lounsbury, Malloy, McCroskery, Montvilo, Randall, Rollins (chair), Rubovits, Sugarman, R. Tropper*

Associate Professors: *Bianco, Simson, White*

Assistant Professors: *R. Kim, Laupa, Marco*

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, Su
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: With consent of department chair, Psychology 360 may be substituted for any of the required courses listed below, 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 335	Family Psychology	4	As needed
PSYC 339	Psychology of Aging	4	F, Sp, Su

ONE COURSE from

PSYC 341	Perception	4	F, Sp, Su
PSYC 342	Behavior Modification	4	F, Sp, Su
PSYC 344	Psychology of Learning and Memory	4	Sp
PSYC 345	Physiological Psychology	4	F or Sp
PSYC 346	Psychological Testing	4	F, Sp, Su
PSYC 349	Cognitive Psychology	4	F, Sp

ONE COURSE from

PSYC	353	History and Systems of Psychology	4	F
PSYC	354	Abnormal Psychology	4	F, Sp, Su
PSYC	356	Psychology of Women	4	F, Sp
PSYC	357	Social Cognition	4	As needed
PSYC	358	Social Psychology and the Law	4	As needed
PSYC	359	Health Psychology	4	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
PSYC	375	Research Methods in Personality and Social Psychology	4	F, Sp, Su
PSYC	376	Research Methods in Applied Areas of Psychology	4	Sp

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, 349.

M.A. IN PSYCHOLOGY

Admission Requirements

1. A completed application form accompanied by a thirty-five dollar nonrefundable application fee.
2. Official transcripts of all undergraduate and graduate records.
3. Prior courses in research methods and in at least four of the following areas: cognitive psychology, developmental psychology, social psychology, learning, statistics, and personality theory.
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 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	
<i>Comprehensive Examination</i>		0	
Total Credit Hours		30	

Public Administration

Department of Political Science

Professors: *Hofhansel (chair), Leazes Jr. (director), Profughi*

Associate Professors: *Oppenlander, Perrotta, Weil*

M.P.A. IN RHODE ISLAND PROGRAM

The Master of Public Administration (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 618, 632, 634, 636, 655, 674. 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 (M.P.A.) 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 of Rhode Island 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 be certified by the American Registry of Radiologic Technologists.

COURSE REQUIREMENTS FOR B.S. IN RADIOLOGIC TECHNOLOGY

Course No.	Course Title	Credit Hours	Offered
BIOL 111	Introductory Biology I	4	F, Sp, Su
BIOL 112	Introductory Biology II	4	Sp, Su
BIOL 221	Genetics	4	F
BIOL 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
CHEM 205	Organic Chemistry I	4	F
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

INST 404	Preparing and Using Instructional Materials	3	F, Sp
SED 531	Models of Instruction	3	Sp

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**49-50**

Sociology

Department of Sociology

Professors: *Adler, Clark, Filinson (chair), Jackson, Liu, Roche*

Associate Professors: *Blank, Enos, Niklas*

Assistant Professors: *Ciambrone, 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	
<i>Cognate</i>			
MATH 240	Statistical Methods I	3	F, Sp, Su
Total Credit Hours		35–39	

COURSE REQUIREMENTS FOR MINOR IN SOCIOLOGY

The minor in sociology consists of a minimum of 20 credit hours, including Sociology 300 and 302. At least 14 credit hours must be at the 300- and 400-levels.

Spanish

Department of Modern Languages

Associate Professor: *Juzyn*

Assistant Professors: *Margenot (chair), Weston-Gil*

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 310	Spanish Literature and Culture: Pre–Eighteenth Century	3	F
SPAN 311	Spanish Literature and Culture: From Eighteenth Century	3	Sp
SPAN 312	Latin American Literature and Culture: Pre–Eighteenth Century	3	F
SPAN 313	Latin American Literature and Culture: From Eighteenth Century	3	Sp
SPAN 420	Applied Grammar	3	Alternate years
SPAN 460	Seminar in Spanish	3	F
TWO ADDITIONAL COURSES in Spanish at the 300-level or above		6	
*Spanish 200 may be substituted for Spanish 201 or 202.			
Total Credit Hours		32	

STUDY ABROAD

Students majoring in Spanish are encouraged to study abroad. The department sponsors a program in Cuernavaca, Mexico. Contact the Department of Modern Languages for more information.

COURSE REQUIREMENTS FOR MINOR IN SPANISH

The minor in Spanish consists of a minimum of 20 credit hours (six courses), as follows: Spanish 201,* 202,* 310 (or 311), 312 (or 313), and two additional Spanish courses at the 300-level or above.

*Spanish 200 may be substituted for Spanish 201 or 202.

Theatre

Department of Music, Theatre, and Dance

Associate Professors: *Abernathy, Franzblau (assistant chair), Wilson Jr. (chair)*

Assistant Professors: *Pickart, J. L. Taylor Jr.*

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	346	Musical Theatre Performance	3	Sp (even years)
THTR	405	Readers Theatre	3	As needed
THTR	422	Period Styles of Acting I	3	F (odd years)
THTR	423	Period Styles of Acting II	3	Sp (even years)
THTR	425	Fundamentals of Directing	3	F
THTR	430	Creative Drama with Children and Youth	3	F
THTR	477	Touring Theatre Production	3	F
THTR	480	Workshop in Theatre	3	As needed

Cognates

12

TWELVE CREDIT HOURS OF COURSES 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 (excluding Theatre 240), and ONE COURSE from the Social and Behavioral Sciences Category of General Education 2000

Total Credit Hours**58****B. Design/Technical**

THTR	230	Stagecraft	3	Once annually
THTR	231	Scenography	3	Once annually

FIVE COURSES from

THTR	411	Technical Direction	3	Every third semester
THTR	412	Scene Design for the Theatre	3	Every third semester
THTR	414	Costume for the Theatre	3	F
THTR	415	Lighting for Theatre and Dance	3	Every third semester
THTR	416	Makeup for the Stage, Film, and Television	3	Sp
THTR	425	Fundamentals of Directing	3	F

TWO COURSES from

THTR	417	Stage Management for Theatre and Dance	3	As needed
THTR	480	Workshop in Theatre	3	As needed
THTR	490	Independent Study in Theatre	3	As needed
THTR	491	Special Problems in Theatre	3	As needed
THTR	493	Special Problems in Design	3	As needed

Cognates

12

TWELVE CREDIT HOURS OF COURSES, including (1) ONE COURSE from ART 101 or 104 from the Visual and Performing Arts Category of General Education 2000, (2) MATH 181 from the Mathematics Category of General Education 2000, (3) ONE COURSE from the following courses in the Social and Behavioral Sciences Category of General Education: ANTH 101, 204; ECON 200; POL 202; PSYC 110, 215; SOC 208; WSTD 200; and (4) ONE COURSE from communications, English, film studies, health education, or physical education

Total Credit Hours**60****C. General Theatre**

ONE COURSE from

THTR	220	Voice and Articulation for the Performer	3	F
THTR	221	Movement for the Actor	3	F, Sp
THTR	241	American Musical Theatre	3	F (even years)
THTR	302	Oral Interpretation	3	As needed
THTR	320	Character Study: Psychological Realism	3	F
THTR	321	Character Study: Transformation	3	Sp
THTR	425	Fundamentals of Directing	3	F
THTR	430	Creative Drama with Children and Youth	3	F
THTR	435	Theatre for Children and Youth	3	Sp

TWO COURSES from

THTR	411	Technical Direction	3	Every third semester
THTR	412	Scene Design for the Theatre	3	Every third semester
THTR	414	Costume for the Theatre	3	F
THTR	415	Lighting for Theatre and Dance	3	Every third semester
THTR	416	Makeup for the Stage, Film, and Television	3	Sp
THTR	417	Stage Management for Theatre and Dance	3	As needed
THTR	419	Performing Arts Management	3	As needed
THTR	480	Workshop in Theatre	3	As needed

TWO ADDITIONAL COURSES in theatre 6

Cognates

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

12

Total Credit Hours

49

D. Musical Theatre

AN AUDITION IS REQUIRED FOR ACCEPTANCE INTO THE MUSICAL THEATRE CONCENTRATION

THTR	220	Voice and Articulation for the Performer	3	F
THTR	221	Movement for the Actor	3	F, Sp
THTR	241	American Musical Theatre	3	F (even years)
THTR	346	Musical Theatre Performance	3	Sp (even years)

THREE COURSES from

THTR	302	Oral Interpretation	3	As needed
THTR	320	Character Study: Psychological Realism	3	F
THTR	321	Character Study: Transformation	3	Sp
THTR	416	Makeup for the Stage, Film, and Television	3	Sp
THTR	424	Auditioning Techniques	3	F
THTR	425	Fundamentals of Directing	3	F
THTR	480	Workshop in Theatre	3	As needed

Cognates

DANC	110	Introductory Ballet	2	F (odd years)
DANC	112	Introductory Jazz	2	F
DANC	114	Introductory Tap Dance	2	F (odd years)
DANC	212	Intermediate Jazz	2	Sp
DANC	321	Dance for Musical Theatre	3	Sp

AND TWELVE CREDIT HOURS OF COURSES from

MUS	091	Student Recital Series (6 semesters)	0	F, Sp
MUS	174	Applied Music (4 semesters)	1	F, Sp, Su
MUS	203*	Elementary Music Theory	3	F, Sp, Su
MUS	204	Sight Singing and Ear Training	1	Sp
MUS	274	Voice (2 semesters)	2	F, Sp, Su

*Music 203 may be counted toward the Visual and Performing Arts Category of General Education.

Total Credit Hours

58

COURSE REQUIREMENTS FOR MINOR IN THEATRE

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

M.F.A. IN THEATRE**Admission Requirements**

1. A completed application form accompanied by a fifty dollar nonrefundable application fee.
2. Official transcripts of all undergraduate and graduate records.
3. A minimum cumulative grade point average of B (3.00 on a 4.00 scale) in undergraduate course work.
4. A B.A. or B.F.A. in theatre or a bachelor's degree in another discipline.
5. A preliminary examination and/or prior course work in Theatre 105, 110, 440, 441, 442, or their equivalents.
6. Three letters of recommendation.
7. A plan of study approved by the advisor and the appropriate dean.
8. A portfolio and interview. (Applicants concentrating in performance and society are also required to audition.)

COURSE REQUIREMENTS FOR M.F.A. IN THEATRE

Course No.	Course Title	Credit Hours	Offered
Choose concentration A, B, or C below			
A. Performance and Society			
COMM 541	Media Theory	4	Sp
FILM 551	Media Culture	4	F
THTR 543	Dramatic Literature I	3	F (odd years)
THTR 544	Dramatic Literature II	3	Sp (even years)
THTR 674	Performance	6	F, Sp
THTR 675	Theatre Engaging Communities and Schools	18	F, Sp
THTR 676	Performance and Social Change	12	F, Sp
THTR 690	Independent Study in Theatre	3	F
THTR 695	Final M.F.A. Project	3	Sp
Total Credit Hours		56*	

*If teacher certification is sought in second year, total may equal 75.

B. Stage Management

POL	531	Public Policy in the Arts	3	Sp
THTR	522	Acting and Directing for Nonperformers	3	F
THTR	530	Stage Management I	3	F
THTR	531	Stage Management Observation I	3	F
THTR	532	Stage Management II	3	F
THTR	533	Stage Management Observation II	3	F
THTR	534	Stage Management Observation III	3	F
THTR	535	Technical Direction and Theatre Safety	3	Sp
THTR	536	Production Planning	3	Sp
THTR	538	Law and the Arts	3	F
THTR	539	Labor and Employee Relations	3	F
THTR	540	Production Management	3	Sp
THTR	543	Dramatic Literature I	3	F
THTR	544	Dramatic Literature II	3	Sp
THTR	548	History of Design: 1800 to Present	3	Sp
THTR	549	Commercial and Regional Theatre	3	Sp
THTR	565	Seminar: Collaboration in Production	3	F
THTR	566	Seminar: Personnel Issues in the Arts	3	Sp
THTR	571	Collaboration Practicum	3	Sp
THTR	572	Stage Management Practicum I	3	Sp
THTR	573	Stage Management Practicum II	3	F
THTR	695	Final M.F.A. Project	3	Sp

Total Credit Hours**66****C. Technical Theatre**

ART	510	CADD	3	Sp
POL	531	Public Policy in the Arts	3	Sp
THTR	522	Acting and Directing for Nonperformers	3	F
THTR	523	Drafting for the Theatre	3	F
THTR	535	Technical Direction and Theatre Safety	3	Sp
THTR	538	Law and the Arts	3	F
THTR	543	Dramatic Literature I	3	F
THTR	544	Dramatic Literature II	3	Sp
THTR	547	History of Design: 400 B.C. to A.D. 1800	3	F
THTR	548	History of Design 1800 to Present	3	Sp
THTR	565	Seminar: Collaboration in Production	3	F
THTR	571	Collaboration Practicum	3	Sp
THTR	577	Internship/Residency in Technical Theatre	6	F

THTR	592*	Production Assignment	0	F, Sp
THTR	612	Professional Theatre Production I	3	F
THTR	613	Professional Theatre Production II	3	Sp
THTR	623	Advanced Technical Drafting for the Theatre	3	F
THTR	624	Structural Design for the Stage	3	F
THTR	642	Production Practicum I	3	Sp
THTR	643	Production Practicum II	6	Sp
THTR	695	Final M.F.A. Project	3	Sp

*Taken twice, different focus

Total Credit Hours **66**

Women's Studies

Mary Ball Howkins

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 356	Psychology of Women	4	F, Sp
SWRK 350*	Topics Course	3	
SOC 202	The Family	3	F, Sp, Su
SOC 342	Women, Crime, and Justice	3	As needed
SOC 350*	Topics Course	3	

TWO ADDITIONAL COURSES from the humanities category or the science, mathematics, social and behavioral sciences category above, with consent of director 6-7

*When on women's studies topic.

Cognates

ANY ACADEMIC MINOR

18-20

Total Credit Hours

52-56

COURSE REQUIREMENTS FOR MINOR IN WOMEN'S STUDIES

The minor in women's studies consists of a minimum of 18 credit hours (six courses), as follows: Women's Studies 200; two approved courses from the humanities; two approved courses from science, mathematics, social and behavioral sciences; and Women's Studies 360 or one additional course from the above two areas.



PROGRAMS OF STUDY

**FEINSTEIN SCHOOL OF EDUCATION
AND HUMAN DEVELOPMENT**

UNDERGRADUATE PROGRAMS OF STUDY

JULIE E. WOLLMAN-BONILLA, INTERIM DEAN

MIRANDO S. OBACH, INTERIM ASSOCIATE DEAN OF UNDERGRADUATE STUDIES

JUDITH H. BERG, ASSOCIATE DEAN OF GRADUATE STUDIES

SUSAN SCHENCK, DIRECTOR OF SCHOOL PARTNERSHIPS AND FIELD PLACEMENTS

CURRICULUM	DEGREE	MAJOR
Career and Technical Education	B.S.	Career and Technical Education
Elementary Education—Generalized† or Elementary Education—Early Childhood‡:	B.A.	Biology
	B.A.	Chemistry
	B.A.	Economics
	B.A.	*English
	B.A.	*French
	B.A.	*General Science
	B.A.	*Geography
	B.A.	*History
	B.A.	*Mathematics
	B.A.	Physics
	B.A.	*Political Science
	B.A.	*Social Studies
	B.A.	*Spanish
	B.A.	*Theatre
	B.S.	**Special Education— Elementary/Middle School
	B.S.	**Special Education— Middle/Secondary
	B.S.	**Special Education— Severe/Profound
Health Education	B.S.	Health Education
	B.S.	Community Health
Physical Education	B.S.	Physical Education
Secondary Education	B.A.	Anthropology
	B.A.	Biology
	B.A.	Chemistry
	B.A.	English
	B.A.	French
	B.A.	General Science

CURRICULUM	DEGREE	MAJOR
	B.A.	Geography
	B.A.	History
	B.A.	Mathematics
	B.A.	Physics
	B.A.	Political Science
	B.A.	Social Science
	B.A.	Sociology
	B.A.	Spanish
Technology Education	B.S.	Technology Education

*Content major.

**Teaching concentration.

†Honors programs are offered in these disciplines.

Note: A specialization program is available in adapted physical education. Endorsement programs are available in bilingual-bicultural education and middle school education.

Also 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, (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	C.A.G.S.	No
Bilingual-Bicultural Education	M.Ed.	No
Counseling	M.A.	Agency Counseling Chemical Dependency Counseling School Counseling
	C.A.G.S.	Mental Health Counseling School Counseling
Education Doctoral Program	Ph.D.	No
Educational Leadership	M.Ed.	No
Elementary Education	M.A.T. and M.Ed.	Generalized
	M.Ed.	Early Childhood
	M.Ed.	Reading
Health Education	M.Ed.	Health Education
School Psychology	C.A.G.S.	No
Secondary Education	M.A.T.	English French History Mathematics Spanish
	M.Ed.	Biology Chemistry English French General Science History Mathematics Physics Spanish

MAJOR	DEGREE OR CERTIFICATE	CONCENTRATION
Special Education	M.Ed.	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 Urban Multicultural Special Education 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 may obtain application materials from the Department of Art or the Department of Music, Theatre, and Dance. Candidates for admission to the art or music education program should contact the department chair as soon as they are admitted to the College for specific information about the required courses in these programs and the prerequisites for admission. Candidates interested in special education programs apply for admission both in the Department of Special Education and either in the Department of Elementary Education or in the Department of Educational Studies (Secondary Education).

Most applicants acquire and complete the application materials prior to or while they are enrolled in Counseling and Educational Psychology 215: Educational Psychology. This course is a prerequisite 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 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. A minimum grade point average of 2.50 in all courses taken prior to admission to a teacher preparation program. Applicants must provide transcripts from *all* colleges and universities previously attended. Candidates who transfer to Rhode Island College from another school must meet this same requirement.
3. Completion of the Rhode Island College Writing and Mathematics Requirements.
4. Completion of Counseling and Educational Psychology 215 or equivalent, with a minimum grade of C, and submission of a performance-based artifact created from the course. Transfer students must also submit the artifact (instructions are available from the Department of Counseling and Educational Psychology).
5. Completion of an essay 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 preprofessional 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 from a college faculty member familiar with the candidate's academic performance, and the other must be from a professional person familiar with the candidate's preprofessional experience with children or youth.
8. Successful completion of all of the subtests of the Preprofessional 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. Alternatively, students may present scores from the Computer-Based Test (CBT) of the Praxis I Series from the Educational Testing Service (ETS).
9. Fulfillment of all the departmental admission requirements for a particular teacher preparation program. Information about these requirements is available in the teacher preparation department to which the candidate is applying 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 or secondary school teacher, students applying to a program in the Department of Special Education must *also* apply for admission to an elementary education or secondary education program. For these applicants, the application to an elementary education or secondary education program requires preparation of a standard application packet available in OASIS, the office of the dean of the Feinstein School of Education and Human Development, or departmental offices. The application to a special education program requires preparation of a separate and different application packet available in the Department of Special Education. Transfer students who wish to apply to a special education program should initiate applications to either an elementary education or secondary education program *and* a special education program as soon as they decide to become a student at Rhode Island College. Application packets may be acquired and preparation of the packet may begin prior to or simultaneous with application to the College. Students who decide they wish to apply to a special education program some time after admission to an elementary education or secondary education program must apply for separate admission to the Department of Special Education. Following department action, the second application packet and the department recommendation are forwarded to the associate dean of the Feinstein School of Education and Human Development.

The associate dean reviews the recommendation of the department. If the associate dean and the department committee concur, a letter is sent informing the applicant of their decision. If the associate dean does not concur with the recommendation of the department, the associate dean and the departmental committee confer to resolve the disagreement and the applicant is then informed of the result in writing. If the decision is negative, the applicant may reapply to the department by submitting a new application. The student may request a personal interview with the Department Admission and Retention Committee. The departmental recommendation for admission based on reapplication is forwarded to the associate dean who reviews the application and informs the applicant of the decision.

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

Appeal Process

The applicant may appeal a decision for admission or re-admission to a teacher preparation program to the dean of the Feinstein School of Education and Human Development on the basis of policy or procedure. Any applicant initiating an appeal must provide additional and substantiating evidence to support the appeal. Subsequent appeals should follow College policy for student appeals (see the Rhode Island College *Student Handbook*).

Community Service Requirement

The Feinstein School of Education and Human Development requires all students in 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.

Title II Report

Rhode Island College's teacher preparation programs, housed in the Feinstein School of Education and Human Development, are approved by the Rhode Island Department of Education and accredited by the National Council for Accreditation of Teacher Education. For the 2001–2002 academic year, 88 percent of Rhode Island College graduates seeking initial certification in Rhode Island met or exceeded the state's pass rate on the Core Battery of the National Teacher's Examination (NTE) or the Principles of Learning and Teaching Tests (PLT); the state's average NTE/PLT pass rate for 2001–2002 graduates from all Rhode Island teacher preparation programs was 87 percent. None of the teacher preparation programs in Rhode Island was designated as low performing for the 2001–2002 academic year.

One thousand one hundred fifty-three students admitted to one or more Feinstein School of Education and Human Development teacher preparation programs were enrolled in one or more education courses during 2001–2002. Of that number, 436 individuals completed supervised student teaching, working 450 hours in an assigned classroom(s) during a fifteen-week period. Rhode Island College student teaching supervisors were assigned an average of nine student teachers during the 2001–2002 academic year.

Administration

Department of Educational Studies

Professors: *Holland, Panofsky*

Associate Professors: *Ambrogi, Berg, Brell Jr., Davis, Tiskus (chair)*

C.A.G.S. IN SCHOOL ADMINISTRATION

Successful completion of this program leads to a Certificate of Advanced Graduate Study and certification as a superintendent in the state of Rhode Island.

Admission Requirements

1. A completed application form accompanied by a thirty-five dollar 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 a school principal concurrent with pursuit of the C.A.G.S.
3. A minimum of 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. Three letters of recommendation, at least one from a school administrator with whom you currently work.
7. A plan of study approved by the advisor and appropriate dean.
8. An interview with a professor in the program before or concurrent with the application process.

Course Requirements

Course No.	Course Title	Credit Hours	Offered
<i>Professional Education Component</i>			
ADMN 618*	Technology for Administrators	1	Su
ADMN 651**	The Superintendency: Theories, Skills, and Practices	4	F
ADMN 655	School Facilities Planning	3	Su
ADMN 661	Seminar in Administrative Research	3	Sp
ADMN 668†	Advanced Administrative Internship I	2	F, Sp, Su
ADMN 669†	Advanced Administrative Internship II	2	F, Sp, Su
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

*Course may be waived if proficiency is demonstrated.

**Students who are accepted into the C.A.G.S. in school administration program must begin in the fall semester by enrolling in Administration 651.

†The internship (Administration 648 and 649) is a yearlong 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 advisor before registering for the internship.

<i>Electives</i>	6
<i>Comprehensive Assessment</i>	0
Total Credit Hours	32–33

Bilingual-Bicultural Education

Department of Educational Studies

Associate Professors: *Goodwin Gomez, Poole (coordinator), Tiskus (chair)*

M.ED. IN BILINGUAL-BICULTURAL EDUCATION

Admission Requirements

1. A completed application form accompanied by a thirty-five dollar 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
<i>Foundations Component</i>			
ELED 510	Research Methods, Analysis, and Applications	3	F, Sp, Su
FNED 502	Social Issues in Education	3	F, Sp, Su
FNED 520	Cultural Foundations of Education	3	F, Sp
ONE COURSE in instructional technology chosen with advisor's consent		3	
<i>Professional Education Component</i>			
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

<i>Related Disciplines Component</i>		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.			
<i>Capstone Course</i>			
BLBC	562 Seminar in Bilingual Education	3	F, Sp
<i>Comprehensive Assessment</i>		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.

Career and Technical Education

Department of Educational Studies

Associate Professors: *Farinella, 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 CAREER AND TECHNICAL EDUCATION

Course No.	Course Title	Credit Hours	Offered
<i>Credit for Trade Experience</i>		23	
Successful completion of appropriate NOCTI examination or equivalent			
<i>Professional Courses</i>			
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 346	Schooling in a Democratic Society	4	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
<i>Cognates</i>			
CSCI 101	Introduction to Computers	3	F, Sp, Su
MATH 181	Applied Basic Mathematics	3	F, Sp, Su
Total Credit Hours		66	

Counseling

Department of Counseling and Educational Psychology

Professor: *Perkins*

Associate Professor: *Obach (chair)*

Assistant Professors: *Boisvert, Reyland, Robertson*

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

Admission Requirements

1. A completed application form accompanied by a thirty-five dollar nonrefundable application fee.
2. Official transcripts of all undergraduate and graduate records.
3. A minimum of 6 credit hours of courses in psychology or a related field.
4. A minimum cumulative grade point average of 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 purpose.
7. Three letters of recommendation.
8. A plan of study approved by the advisor and appropriate dean.
9. A performance-based evaluation of professional work or volunteer experience.

Course Requirements

Course No.	Course Title	Credit Hours	Offered
CEP 531	Human Development across Cultures	3	F, Sp, Su
CEP 532	Theories and Methods of Counseling	3	F, Sp, Su
CEP 534	Quantitative Measurement and Test Interpretation	3	Sp, Su
CEP 535	Vocational Counseling and Placement	3	Sp, Su
CEP 536	Biological Perspectives in Mental Health	3	F, Su
CEP 537	Introduction to Group Counseling	3	F, Sp, Su
CEP 538	Clinical Practicum I	3	F, Sp, Su
CEP 539	Clinical Practicum II	3	F, Sp, Su
CEP 543	Clinical Assessment and Case Problems	3	Sp
CEP 554	Research Methods in Applied Settings	3	F, Su
<i>Elective</i>		3	
<i>Comprehensive Examination</i>		0	F, Sp
Total Credit Hours		33	

M.A. IN COUNSELING—WITH CONCENTRATION IN CHEMICAL DEPENDENCY COUNSELING**Admission Requirements**

1. A completed application form accompanied by a thirty-five dollar nonrefundable application fee.
2. Official transcripts of all undergraduate and graduate records.
3. A minimum of 6 credit hours of courses in psychology or a related field.
4. A minimum cumulative grade point average of 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 purpose.
7. Three letters of recommendation.
8. A plan of study approved by the advisor and appropriate dean.
9. A performance-based evaluation of professional work or volunteer experience.

Course Requirements

Course No.	Course Title	Credit Hours	Offered
CEP 531	Human Development across Cultures	3	F, Sp, Su
CEP 532	Theories and Methods of Counseling	3	F, Sp, Su
CEP 534	Quantitative Measurement and Test Interpretation	3	Sp, Su
CEP 535	Vocational Counseling and Placement	3	Sp, Su
CEP 536	Biological Perspectives in Mental Health	3	F, Su
CEP 537	Introduction to Group Counseling	3	F, Sp, Su
CEP 538	Clinical Practicum I	3	F, Sp, Su
CEP 539	Clinical Practicum II	3	F, Sp, Su
CEP 543	Clinical Assessment and Case Problems	3	Sp
CEP 546	Rehabilitation of the Chemically Dependent Person	3	F
CEP 547	Treatment of the Chemically Dependent Person	3	Sp
CEP 554	Research Methods in Applied Settings	3	F, Su
PSYC 510	Drugs and Behavior	3	F, Sp, Su
<i>Comprehensive Examination</i>		0	F, Sp
Total Credit Hours		39	

M.A. IN COUNSELING—WITH CONCENTRATION IN SCHOOL COUNSELING**Admission Requirements**

1. A completed application form accompanied by a thirty-five dollar nonrefundable application fee.
2. Teacher certification.
3. Official transcripts of all undergraduate and graduate records.
4. A minimum of 6 credit hours of courses in psychology or a related field.
5. A minimum cumulative grade point average of 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 purpose.
8. Three letters of recommendation.
9. A plan of study approved by the advisor and appropriate dean.
10. A performance-based evaluation of professional work or volunteer experience.

Course Requirements

Course No.	Course Title	Credit Hours	Offered
CEP 531	Human Development across Cultures	3	F, Sp, Su
CEP 532	Theories and Methods of Counseling	3	F, Sp, Su
CEP 534	Quantitative Measurement and Test Interpretation	3	Sp, Su
CEP 535	Vocational Counseling and Placement	3	Sp, Su
CEP 536	Biological Perspectives in Mental Health	3	F, Su
CEP 537	Introduction to Group Counseling	3	F, Sp, Su
CEP 538	Clinical Practicum I	3	F, Sp, Su
CEP 540	Clinical Practicum with Children in Schools	3	F
CEP 541	Clinical Internship I	3	F
CEP 542	Clinical Internship II	3	Sp
CEP 551	Behavioral Assessment and Intervention	3	Sp
CEP 554	Research Methods in Applied Settings	3	F, Su
FNED 520	Cultural Foundations of Education	3	F, Sp, Su
<i>Comprehensive Examination</i>		0	F, Sp
Total Credit Hours		39	

C.A.G.S. IN SCHOOL COUNSELING

Admission Requirements

1. A completed application form accompanied by a thirty-five dollar 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 (GPA) of B (3.00 on a 4.00 scale) in undergraduate course work, and a minimum GPA of 3.25 in previous graduate course work.
5. An official record of scores on the Graduate Record Examination (GRE) or Miller Analogies Test (MAT).
6. A written statement of purpose.
7. Three letters of recommendation.
8. A plan of study approved by the advisor and appropriate dean.
9. A performance-based evaluation of professional work or volunteer experience.

Course Requirements

Course No.	Course Title	Credit Hours	Offered
CEP 610	Advanced Clinical Internship I	6	F
CEP 611	Advanced Clinical Internship II	6	Sp
CEP 612	Cross-Cultural Counseling	3	As needed
<i>or</i>			
CEP 690	Independent Study	3	As needed
CEP 663	Seminar in Counselor Education: Research Design	3	F
CEP 675	Consultation and Collaboration in School and Community Settings	3	Sp
CEP 682	Advanced Theory and Practice of 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
<i>Electives</i>		3–6	
<i>Field Project</i>		0	
Total Credit Hours		36–39	

C.A.G.S. IN COUNSELING—WITH CONCENTRATION IN MENTAL HEALTH COUNSELING**Admission Requirements**

1. A completed application form accompanied by a thirty-five dollar nonrefundable application fee.
2. Official transcripts of all undergraduate and graduate records.
3. A minimum of 6 credit hours of undergraduate courses in psychology. Applicants who have not taken courses in counselor education must elect or complete eight courses in the field prior to entrance into the advanced program.
4. A minimum cumulative grade point average (GPA) of B (3.00 on a 4.00 scale) in undergraduate course work, and a minimum GPA of 3.25 in previous graduate course work.
5. An official record of scores on the Graduate Record Examination (GRE) or Miller Analogies Test (MAT).
6. A written statement of purpose.
7. Three letters of recommendation.
8. A plan of study approved by the advisor and appropriate dean.
9. A performance-based evaluation of professional work or volunteer experience.

Course Requirements

Course No.	Course Title	Credit Hours	Offered
CEP 531	Human Development across Cultures	3	F, Sp, Su
CEP 532	Theories and Methods of Counseling	3	F, Sp, Su
CEP 534	Quantitative Measurement and Test Interpretation	3	Sp, Su
CEP 535	Vocational Counseling and Placement	3	Sp, Su
CEP 536	Biological Perspectives in Mental Health	3	F, Su
CEP 537	Introduction to Group Counseling	3	F, Sp, Su
CEP 538	Clinical Practicum I	3	F, Sp, Su
CEP 539	Clinical Practicum II	3	F, Sp, Su
CEP 543	Clinical Assessment and Case Problems	3	Sp
CEP 610	Advanced Clinical Internship I	6	F
CEP 611	Advanced Clinical Internship II	6	Sp
CEP 612	Cross-Cultural Counseling	3	As needed
CEP 663	Seminar in Counselor Education: Research Design	3	F
CEP 675	Consultation and Collaboration in School and Community Settings	3	Sp
CEP 682	Advanced Theory and Practice of 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
<i>Elective</i>		3	
<i>Field Project</i>		0	
Total Credit Hours		66	

Education Doctoral Program

Professors: *Barton, Cordeiro, Dickson, Dufour, Fluehr-Lobban, Gleason (co-director), Holland, Kochanek, Medeiros-Landurand, Panofsky, Roemer, Rowell, Stieglitz, Wollman-Bonilla*

Associate Professors: *Berg, Brell Jr., Carey, Enos*

Adjunct Professors: *Boulmetis, Brady, Brand, Byrd, Eichinger, Feld, Felner, Heifetz, Horm, McKinney, Purnell, George Willis, Grant Willis, Young*

Adjunct Associate Professors: *Ballinger, Branch, Hicks, Kovarsky, Roush*

Adjunct Assistant Professors: *Adamy, Roy, Shim*

PH.D. IN EDUCATION

Admission Requirements

1. A completed application form received by the appropriate dean by February 10.
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
<i>Core Seminars</i>			
EDP 610–611	Core Seminar I: Issues and Problems in Educational Inquiry and Foundations	6	F, Sp
EDP 620–621	Core Seminar II: Issues and Problems in Human Development, Learning, and Teaching	6	F, Sp
EDP 630–631	Core Seminar III: Issues and Problems in Organizational Theory, Leadership, and Policy Analysis	6	F, Sp

Field-based Research Experiences

EDP	622	Community Service Learning	2	As needed
EDP	641	Field Research Seminar (taken six semesters)	6	F, Sp

Research Courses

EDP	615	Research Methodologies	3	Sp
EDP	625	Quantitative Analysis in Educational Research	3	As needed

Specialization Courses

12

Dissertation and Defense

EDP	699	Doctoral Dissertation Research	12	As needed
-----	-----	--------------------------------	----	-----------

Comprehensive Examination

0

Total Credit Hours**56**

Educational Leadership

Department of Educational Studies

Professors: *Holland, Panofsky*

Associate Professors: *Ambrogi, Berg, Brell Jr., Davis, Tiskus (chair)*

M.ED. IN EDUCATIONAL LEADERSHIP

Successful completion of this program leads to a master's degree and certification as a principal in the state of Rhode Island.

Admission Requirements

1. A completed application form accompanied by a thirty-five dollar nonrefundable application fee.
2. A bachelor's degree from an accredited college or university.
3. Official transcripts of all undergraduate and graduate records.
4. A minimum of 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) and 4.5 on the analytical writing component, or a minimum score of 45 on the Miller Analogies Test (MAT).
7. Three letters of recommendation, including one from a principal with whom you have worked.
8. A plan of study approved by the advisor and appropriate dean.
9. An interview with a professor of educational leadership before or concurrent with the application process.
10. An essay as described in the application packet.

Retention Requirements

In addition to all graduate policy requirements, any course in which a student earns a grade of C or lower must be retaken.

Course Requirements

Course No.	Course Title	Credit Hours	Offered
<i>Professional Education Component</i>			
ADMN 600*	Leadership Development and Practice through Inquiry	4	F
ADMN 601	The School Principal	3	Sp
ADMN 602	Curriculum and Instructional Leadership and Research	4	F
ADMN 612	Societal Forces and Educational Institutions	4	Sp
ADMN 618**	Technology for Administrators	1	Su
ADMN 632	School Finance: Allocating and Maximizing Resources	3	F
ADMN 634	Educational Law and Public Policy	3	Sp
ADMN 636	Human Resources Management in Education	3	Su
ADMN 638	Research Tools for Educational Leaders	3	Sp
ADMN 648†	Administrative Internship I	2	F, Sp, Su
ADMN 649†	Administrative Internship II	2	F, Sp, Su
<i>Comprehensive Assessment</i>		0	
Total Credit Hours		31–32	

*Students admitted to the M.Ed. in educational leadership program should plan to begin fall semester by enrolling in Administration 600. With consent of advisor, this course may be waived.

**Course may be waived if proficiency is demonstrated.

†The internship (Administration 648 and 649) is a yearlong 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 advisor before registering for the internship.

Elementary Education

Department of Elementary Education

Professors: *Barton, Betres, Cordeiro (chair), Kniseley, Nixon, Rowell, Rude, Stieglitz, Wollman-Bonilla*

Associate Professors: *Carey, Cotti, Henshaw*

Assistant Professors: *Capalbo, Goodrow, Kern, Lawrence, McGuire-Schwartz, Owen, Sciulli*

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. A minimum grade of C in all prerequisite courses offered in the Faculty of Arts and Sciences.
5. Students accepted into the Department of Special Education and the Department of Elementary Education must maintain concurrent retention in both departments.

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

B.A. and B.S. in Elementary Education

Students in elementary education follow one of two programs:

1. **Early childhood program**, for those who seek certification for infant programs through grade two.
2. **Elementary school program**, for those who seek certification for grades one through six.

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

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

Course No.	Course Title	Credit Hours	Offered
BIOL 109*	Fundamental Concepts of Biology	4	F, Sp, Su
MATH 143**	Mathematics for Elementary School Teachers I	3	F, Sp, Su
MATH 144**	Mathematics for Elementary School Teachers II	3	F, Sp, Su
PSCI 103*	Physical Science	4	F, Sp, Su
POL 201	Development of American Democracy	3	F, Sp, Su

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

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

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 346	Schooling in a Democratic Society	4	F, Sp, Su
MUSE 341	Methods and Materials in Music Education	2	F, Sp, Su
SPED 433*	Adaptation of Instruction for Inclusive Education	3	F, Sp
HED 346	Methods and Materials in Elementary School Health Education and Physical Education	3	F, Sp
<i>or</i>			
PED 346	Methods and Materials in Elementary School Health Education and Physical Education	3	F, Sp, Su

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

Choose category A or B below. See department for required sequence of courses.

A. Early Childhood Program

ELED 419	Early Childhood Education: Day Care for Children from Birth to Three	3	F, Sp
ELED 423	Developmental Reading: Prekindergarten through Grade Two, I	3	F, Sp
ELED 425	Developmental Reading: Prekindergarten through Grade Two, II	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 Program

ELED	422	Teaching Developmental Reading I	3	F, Sp
ELED	424	Teaching Developmental Reading II	3	F, Sp
ELED	435	Teaching Language Arts in the Elementary School	3	F, Sp
ELED	436	Teaching Elementary School Social Studies	3	F, Sp
ELED	437	Teaching Elementary School Science	3	F, Sp
ELED	438	Teaching Elementary School Mathematics	3	F, Sp

Total Credit Hours**65–66****Requirements for Students Electing a B.A. in Elementary Education**

Students must complete the required courses in elementary education listed on pages 248–249 and select a **content major** from one of the following: English, French, general science, geography, history, mathematics, political science, social studies, Spanish, or theatre.

Students who wish to elect majors that total more than 30 credits may select from: biology, chemistry, economics, or physics. These majors meet the following criteria: they are directly relevant to a subject area taught in prekindergarten through grade six and they provide appropriate depth and academic rigor in the content area.

Students who receive permission to elect majors that total more than 30 credits will need more than four years to complete the degree, which will total more than 120 credits.

Content Major in English

In addition to completing required courses in elementary education listed on pages 248–249, students electing a content major in English must complete the following courses:

- English 201, 202, 205, 210, 460
- FOUR COURSES in literature at the 300- or 400-level. *Note:* students seeking middle school endorsement must choose from English 301 (or 302 or 303), 326 (or 327), 336 as three of their four literature courses. English 212 and Secondary Education 445 are also required for middle school endorsement.

Total credit hours: 31

Content Major in French

In addition to completing required courses in elementary education listed on pages 248–249, students electing a content major in French must complete the following courses:

- French 201, 202, 323, 324, 330, 400, 420, and two additional French courses at the 300-level or above

Total credit hours: 29

Content Major in General Science

In addition to completing required courses in elementary education listed on pages 248–249, students electing a content major in general science must complete the following courses:

- Biology 111; Chemistry 105; Physical Science 212, 357, 491 (or Biology 491, or Chemistry 491, or Physics 491); Physics 101
- ONE COURSE from Biology 112; Chemistry 106; Physical Science 210, 214, 217; Physics 102
- TWO COURSES from Biology 318, 321, 324, 329, 353, 354; Chemistry 404; Physical Science 340

Total credit hours: 30–32

Content Major in Geography

In addition to completing required courses in elementary education listed on pages 248–249, students electing a content major in geography must complete the following courses:

- Geography 100, 101, 205, 400
- SIX COURSES from Geography 301, 305, 306, 312, 313, 320, 337, 338, 339, 407, 408

Total credit hours: 30

Content Major in History

In addition to completing required courses in elementary education listed on pages 248–249, students electing a content major in history must complete the following courses:

- History 200, 201, 202, 331, 362, 381
- ONE COURSE from Western History (See page 167)
- ONE COURSE from Non-Western History (See page 167)
- TWO COURSES from A, B, or C below:
 - A. Western History (See page 167)
 - B. Non-Western History (See page 167)
 - C. U.S. History (See page 166)

Total credit hours: 30

Note: No courses may be double counted.

Content Major in Mathematics

In addition to completing required courses in elementary education listed on pages 248–249, students electing a content major in mathematics must complete the following courses:

- Mathematics 200, 209, 212 (or 247), 240, 324, 409, 431
- ONE COURSE from Computer Science 101, 102, 201; Mathematics 210. (Students seeking middle school endorsement in mathematics MUST select Mathematics 210.)
- ONE COURSE from Mathematics 418, 436, 445

Total credit hours: 30–31

Content Major in Political Science

In addition to completing required courses in elementary education listed on pages 248–249, students electing a content major in political science must complete the following courses:

- Political Science 202, 203, 204 (or 316), 208, 306, 308, 332, 357, 358

Total credit hours: 29

Content Major in Social Studies

In addition to completing required courses in elementary education listed on pages 248–249, students electing a content major in social studies must complete the following courses:

- Anthropology 101 (or Economics 200); Geography 400; History 200 (or Sociology 302), 201, 202, 331; Political Science 202, 316 (or History 316 or Geography 337)
- ONE COURSE from History 340, 341, 342, 344, 345, 346, 347, 348, 349
- ONE COURSE from History 307, 308, 310, 314, 352, 353

Total credit hours: 31

Content Major in Spanish

In addition to completing required courses in elementary education listed on pages 248–249, students electing a content major in Spanish must complete the following courses:

- Spanish 201, 202, 310, 311, 312, 313, 400, 420, and one additional Spanish course at the 300-level or above

Total credit hours: 29

Content Major in Theatre

In addition to completing required courses in elementary education listed on pages 248–249, students electing a content major in theatre must complete the following courses:

- Theatre 105, 110, 222, 425, 430, 435
- ONE COURSE from Theatre 440, 441, 442
- THREE ADDITIONAL COURSES in theatre

Total credit hours: 30

Requirements for Students Electing a B.S. in Elementary Education with a Teaching Concentration in Special Education

Students must complete the required courses in elementary education listed on pages 248–249 and the required courses in special education, which can be found on page 281.

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. Students must complete the required courses in elementary education listed on pages 248–249 and the requirements listed below.

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 a content major from the following list: English, French, general science, mathematics, social studies, Spanish.

Section III

Complete three courses in a discipline different from your content major. Choose category A, B, C, D, E, or F below.

Category A—English

English 201, 212 (or Secondary Education 444); Secondary Education 445

Total Credit Hours: 10

Category B—French

French 201, 202, 330

Total Credit Hours: 11

Category C—Mathematics

Mathematics 209 (or 212 or 247), 240, 324 (or 409 or 431)

Total Credit Hours: 9–11

Category D—Science

Biology 101; Chemistry 103; Physical Science 212

Total Credit Hours: 12

Category E—Social Studies

Geography 400; History 201, 202

Total Credit Hours: 9

Category F—Spanish

Spanish 201, 202, 310 (or 311 or 312 or 313)

Total Credit Hours: 11

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

1. A completed application form accompanied by a thirty-five dollar nonrefundable application fee.
2. Official transcripts of all undergraduate and graduate records.
3. A minimum cumulative grade point average of B (3.00 on a 4.00 scale) in undergraduate course work.
4. An official report of scores on the Graduate Record Examination (GRE) or Miller Analogies Test (MAT), with a minimum score of 43 on the MAT, or a minimum combined score of 1000 on the verbal and quantitative sections of the GRE and a minimum score of four on the analytical writing section of the GRE.
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
<i>Foundations Component</i>			
CEP 552	Psychological Perspectives on Learning and Teaching	3	F, Sp, Su
FNED 546	Contexts of Schooling	4	F, Sp, Su
<i>Professional Courses</i>			
ELED 500	Reflections: The Art and Science of Teaching	3	F, Sp
ELED 524	Developmental Reading: M.A.T. Practicum II	3	Sp
ELED 559	Student Teaching in the Elementary School	9	F, Sp
SPED 531	Instructional Approaches to Children with Special Needs in Regular Classes	3	F, Sp, Su
FIVE COURSES from the following. At least two must be practicum courses.			
ELED 504	Mathematics in the Elementary School	3	F, Sp, Su
<i>or</i>			
ELED 538	Mathematics M.A.T. Practicum	3	F, Sp
ELED 508	Language Arts in the Elementary School	3	F, Sp, Su
<i>or</i>			
ELED 527	Language Arts M.A.T. Practicum	3	F
ELED 518	Science in the Elementary School	3	F, Sp, Su
<i>or</i>			
ELED 537	Science M.A.T. Practicum	3	F, Sp
ELED 522	Developmental Reading: M.A.T. Practicum I	3	F, Sp
<i>or</i>			
ELED 534	Developmental Reading: Prekindergarten through Grade Eight	3	F, Sp, Su

ELED 528	Social Studies in the Elementary School	3	F, Sp, Su
<i>or</i>			
ELED 536	Social Studies M.A.T. Practicum	3	F

Total Credit Hours **40**

M.ED. IN ELEMENTARY EDUCATION

Admission Requirements

1. A completed application form accompanied by a thirty-five dollar nonrefundable application fee.
2. Official transcripts of all undergraduate and graduate records.
3. Teacher certification in elementary education or an appropriate field.
4. A minimum cumulative grade point average of 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
<i>Foundations Component</i>			
ELED 510	Research Methods, Analysis, and Applications	3	F, Sp, Su
FNED 502	Social Issues in Education	3	F, Sp, Su
<i>Professional Education Component</i>			
ELED 605	Elementary School Curriculum	3	Sp, Su
FOUR COURSES from			
ELED 504	Mathematics in the Elementary School	3	F, Sp, Su
ELED 508	Language Arts in the Elementary School	3	F, Sp, Su
ELED 518	Science in the Elementary School	3	F, Sp, Su
ELED 528	Social Studies in the Elementary School	3	F, Sp, Su
ELED 534	Developmental Reading: Prekindergarten through Grade Eight	3	F, Sp, Su
<i>Related Disciplines Component</i>			
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	
<i>or</i>			
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 Assessment

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 thirty-five dollar nonrefundable application fee.
2. Official transcripts of all undergraduate and graduate records.
3. Teacher certification in elementary education or an appropriate field.
4. A minimum cumulative grade point average of 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
<i>Foundations Component</i>			
FNED 520	Cultural Foundations of Education	3	F, Sp, Su
PSYC 400	Issues in Child Growth and Development	3	F, Sp, Su
<i>Professional Education Component</i>			
ELED 502	Curriculum and Methods in Early Childhood Education	3	F
ELED 503	Infants/Toddlers in Group Care	3	Su
ELED 506	Programs and Models in Early Education	3	Sp, Su (as needed)
ELED 511	Play and Inquiry across Early Childhood Curricula	3	Sp
ELED 580	Workshop (<i>Only with consent of advisor</i>)	3	
<i>or</i>			
ELED 661	Seminar in Education: Designing and Directing Preschool and Day Care Programs	3	Sp (as needed)
ELED 662	Seminar in Early Childhood Education Research	3	F

FOUR COURSES from

ARTE	421	Art in the Elementary School	3	As needed
ELED	504	Mathematics in the Elementary School	3	F, Sp, Su
ELED	508	Language Arts in the Elementary School	3	F, Sp, Su
ELED	509	Emergent Literacy—Infants through Grade Two	3	Su
ELED	515	Literature in the Elementary School	3	F
ELED	518	Science in the Elementary School	3	F, Sp, Su
ELED	528	Social Studies in the Elementary School	3	F, Sp, Su
ELED	534	Developmental Reading: Prekindergarten through Grade Eight	3	F, Sp, Su
ELED	605	Elementary School Curriculum	3	Sp, Su
ELED	685	Diagnosis of Reading Difficulties	3	F
ELED	686	Treatment of Reading Difficulties	3	Sp

<i>Comprehensive Assessment</i>			0	
---------------------------------	--	--	---	--

Total Credit Hours			36	
---------------------------	--	--	-----------	--

M.ED. IN READING**Admission Requirements**

1. A completed application form accompanied by a thirty-five dollar nonrefundable application fee.
2. Teacher certification.
3. One year of professional teaching experience.
4. Official transcripts of all undergraduate and graduate records.
5. A minimum cumulative grade point average of 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 (one from a professor).
8. A plan of study approved by the advisor and appropriate dean.
9. An interview.

Course Requirements

Course No.	Course Title	Credit Hours	Offered	
<i>Foundations Component</i>				
ELED	510	Research Methods, Analysis, and Applications	3	F, Sp, Su
FNED	502	Social Issues in Education	3	F, Sp, Su

Professional Education Component

ELED	501	Reading in the Content Areas	3	F, Sp, Su
ELED	534	Developmental Reading: Prekindergarten through Grade Eight	3	F, Sp, Su
ELED	629	Remedial Reading Clinic	6	Su
ELED	641	Administration of Reading Programs	3	Sp
ELED	663	Seminar in Education: Review of Research in Reading	3	F
ELED	685	Diagnosis of Reading Difficulties	3	F
ELED	686	Treatment of Reading Difficulties	3	Sp

Electives

SIX CREDIT HOURS OF COURSES, chosen with advisor's consent	6
--	---

Comprehensive Assessment

0

Total Credit Hours**36**

Health Education

Department of Health and Physical Education

Professor: *Lombardo*

Associate Professors: *Ainley, Castagno (chair), Rauhe*

Assistant Professors: *Auld, 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.

Retention Requirements for B.S. in Health Education

1. A minimum overall grade point average of 2.50 each semester.
2. A minimum grade of C+ in Health Education 300 and 418, and a recommendation to continue from the instructors of each course.
3. A minimum grade of C in all other required professional and cognate courses.
4. Completion of the Professional Service Retention Requirement prior to enrolling in Health Education 427.

COURSE REQUIREMENTS FOR B.S. IN HEALTH EDUCATION

Course No.	Course Title	Credit Hours	Offered
HED 101	Human Sexuality	3	F, Sp, Su
HED 102	Personal Health	3	F, Sp, Su
HED 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, Sp
HED 233	Social Perspectives of Health	3	Sp
HED 303	Community Health	3	Sp
HED 307	Dynamics and Determinants of Disease	3	F
HED 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	346	Schooling in a Democratic Society	4	F, Sp, Su
HED	300	Concepts of Teaching	4	Sp
HED	418	Practicum in Health Education	4	F
HED	427	Student Teaching in Health Education	5 or 9	F, Sp
HED	428	Student Teaching Seminar in Health and Physical Education	1	F, Sp
SPED	433	Adaptation of Instruction for Inclusive Education	3	F, Sp

Cognates

BIOL	108	Basic Principles of Biology	4	F, Sp, Su
BIOL	231	Human Anatomy	4	F, Sp, Su
BIOL	335	Human Physiology	4	F, Sp, Su
BIOL	348	Microbiology	4	F, Sp, Su
PSYC	110	Introduction to Psychology	3	F, Sp, Su
PSYC	230	Human Development	4	F, Sp, Su

Total Credit Hours**77–81****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	Sp
HED 303	Community Health	3	Sp
HED 307	Dynamics and Determinants of Disease	3	F
HED 418	Practicum in Health Education	4	F
TWELVE ADDITIONAL CREDIT HOURS OF COURSES in health education, chosen with consent of community health advisor		12	
<i>Professional Courses</i>			
COMM 208	Public Speaking	3	F, Sp
CEP 215	Educational Psychology	4	F, Sp, Su
HED 419	Practicum in Community Health	3	F
HED 426	Community Health: Field Placement	9	Once annually
<i>Cognates</i>			
BIOL 108	Basic Principles of Biology	4	F, Sp, Su
BIOL 231	Human Anatomy	4	F, Sp, Su
BIOL 335	Human Physiology	4	F, Sp, Su
PSYC 110	Introduction to Psychology	3	F, Sp, Su
ONE COURSE from			
CIS 251	Computers in Management	3	F, Sp, Su
CSCI 101	Introduction to Computers	3	F, Sp, Su
SSCI 102	Introduction to Computer Use in the Social Sciences	3	As needed
Total Credit Hours		80	

M.ED. IN HEALTH EDUCATION

Admission Requirements

1. A completed application form accompanied by a thirty-five dollar nonrefundable application fee.
2. Teacher certification.
3. Official transcripts of all undergraduate and graduate records.
4. Completion of courses in psychology, human physiology or human biology, and sociology or anthropology, and in critical areas of health science.
5. A minimum cumulative grade point average of 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
<i>Foundations Component</i>			
ELED 510	Research Methods, Analysis, and Applications	3	F, Sp, Su
FNED 502	Social Issues in Education	3	F, Sp, Su
<i>Related Disciplines Component</i>			
SPED 531*	Instructional Approaches to Children with Special Needs in Regular Classes	0–3	F, Sp, Su
*If its equivalent has not been taken at the undergraduate or graduate level.			
<i>Professional Education Component</i>			
HED 500	Introduction to Health Education and Health Promotion	3	Sp
HED 501	Curriculum Design in Health Education	3	F
HED 505	Principles of Program Development in Health Education	3	Sp
HED 507	Epidemiology and Biostatistics	3	Sp
HED 562	Seminar in Health Education	3	F
THREE COURSES from			
HED 410	Stress Management	3	F or Sp
HED 450*	Topics in Health Education	3	As needed
HED 480*	Workshop in Health Education	3	As needed
HED 530	Family Life and Sexuality Education	3	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

*With consent of advisor.

Electives

3–6

Courses should be health related or health education courses. Some students may have to take an additional foundations of education course as one of

these electives.

<i>Comprehensive Assessment</i>	0
Total Credit Hours	33-36

Physical Education

Department of Health and Physical Education

Professor: *Lombardo*

Associate Professors: *Ainley, Castagno (chair), Rauhe*

Assistant Professors: *Auld, 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.

Retention Requirements for B.S. in Physical Education

1. A minimum overall grade point average of 2.50 each semester.
2. A minimum grade of C+ in Physical Education 302, 413, and 414; and a recommendation to continue from the instructors of each course.
3. A minimum grade of C in all other required professional and cognate courses.
4. Completion of the Professional Service Retention Requirement prior to enrolling in Physical Education 426.

COURSE REQUIREMENTS FOR B.S. IN PHYSICAL EDUCATION

Course No.	Course Title	Credit Hours	Offered
HED 102	Personal Health	3	F, Sp, Su
PED 140	Introduction to Movement Sciences	3	F, Sp
PED 206	Fundamental Movement and Its Analysis	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: Prekindergarten through Grade Twelve	2	Sp
PED 420	Physiological Aspects of Exercise	3	F, Sp

TEN CREDIT HOURS OF COURSES in activities, including

PED	123	Outdoor Activities—Summer	1	F, Sp
PED	132	Beginning Gymnastics	2	F, Sp
PED	147	Rhythmic Activities	1	Sp
PED	205	Conditioning for Personal Fitness	2	F, Sp
PED	207	Motor Skill Development for Lifetime Wellness I	2	F, Sp
PED	208	Motor Skill Development for Lifetime Wellness II	2	F, Sp

Note: Students must also demonstrate basic-level competency in aquatics by providing evidence of satisfactory completion of an entry-level or higher swimming course or its equivalent prior to student teaching. Materials explaining ways to fulfill this requirement are available in the Department of Health and Physical Education.

Professional Courses

CEP	215	Educational Psychology	4	F, Sp, Su
FNED	346	Schooling in a Democratic Society	4	F, Sp, Su
PED	302	Practicum in Team Activities	3	Sp
PED	413	Creative Rhythms and Dance	3	F
PED	414	Practicum in Individual and Dual Activities	3	Sp
PED	426	Student Teaching in Physical Education	9	F, Sp
PED	428	Student Teaching Seminar in Health and Physical Education	1	F, Sp

Cognates

BIOL	108*	Basic Principles of Biology	4	F, Sp, Su
BIOL	231**	Human Anatomy	4	F, Sp, Su
BIOL	335	Human Physiology	4	F, Sp, Su
SPED	300	Introduction to the Characteristics and Education of Children and Youth with Disabilities	4	F, Sp, Su

*Students in the physical education curriculum who complete Biology 108 shall be considered to have fulfilled the Laboratory Science Category of General Education.

**Students in the physical education curriculum who complete Biology 231 shall be considered to have fulfilled the Science and Mathematics Category of General Education.

Total Credit Hours

81

Specialization in Adapted Physical Education

Students who anticipate working with special populations must meet the following additional requirements:

1. A minimum grade of B in each of the following courses: Physical Education 302, 409, 413, 414, 415; and Special Education 300, 525.
2. Additional laboratory experiences with children with disabilities in Physical Education 409 and 415.
3. A minimum of forty-five documented hours of experience with kindergarten-through-grade-twelve schoolchildren in an adapted setting.

School Psychology

Department of Counseling and Educational Psychology

Professor: *Perkins*

Associate Professor: *Obach (chair)*

Assistant Professors: *Boisvert, Reyland, Robertson*

M.A. IN COUNSELING—WITH CONCENTRATION IN EDUCATIONAL PSYCHOLOGY/C.A.G.S. IN SCHOOL PSYCHOLOGY

Admission Requirements

1. A completed application form accompanied by a nonrefundable thirty-five dollar application fee.
2. Official transcripts of all undergraduate and graduate records.
3. A minimum of three courses in psychology, including child or adolescent development, personality, and abnormal psychology.
4. A minimum cumulative grade point average (GPA) of B (3.00 on a 4.00 scale) in undergraduate course work, and a minimum GPA of 3.25 in previous graduate course work.
5. An official record of scores on the Graduate Record Examination (GRE) or Miller Analogies Test (MAT).
6. A written statement of professional work or volunteer experience, and a written statement of purpose.
7. Three letters of recommendation.
8. An integrated and sequential plan of study approved by the advisor and appropriate dean. The plan of study will take into consideration previous graduate course work by students with a master's degree in psychology, counseling, or a related field, who seek admission into the school psychology program.
9. An interview.

COURSE REQUIREMENTS

Course No.	Course Title	Credit Hours	Offered
<i>Foundations Component</i>			
CEP 531	Human Development across Cultures	3	F, Sp, Su
CEP 532	Theories and Methods of Counseling	3	F, Sp, Su
CEP 533	Psychology of Students with Exceptionalities	3	F

CEP	536	Biological Perspectives in Mental Health	3	Sp, Su
CEP	552	Psychological Perspectives on Learning and Teaching	3	F, Sp, Su
ELED	534	Developmental Reading: Prekindergarten through Grade Eight	3	F, Sp, Su
or				
SPED	531	Instructional Approaches to Children with Special Needs in Regular Classes	3	F, Sp, Su
CEP	544	Family Counseling Theory and Practice	3	F
or				
SPED	534	Involvement of Parents and Families Who Have Children with Disabilities	3	F, Sp
<hr/>				
<i>Interventions/Problem-Solving Component</i>				
CEP	537	Introduction to Group Counseling	3	F, Sp, Su
CEP	538	Clinical Practicum I	3	F, Sp, Su
CEP	551	Behavioral Assessment and Intervention	3	Sp
CEP	602	Social-Emotional Assessment	3	F
CEP	675	Consultation and Collaboration in School and Community Settings	3	Sp
<hr/>				
<i>Research and Evaluation Component</i>				
CEP	534	Quantitative Measurement and Test Interpretation	3	Sp, Su
CEP	554	Research Methods in Applied Settings	3	F, Su
<hr/>				
<i>Professional School Psychology Component</i>				
CEP	601	Cognitive Assessment	3	F
CEP	603	Professional School Psychology	3	Sp
CEP	604	Psychoeducational Assessment and Interventions	3	Sp
CEP	605	School Psychology Practicum	6	F, Sp
CEP	629	Internship in School Psychology	12	F, Sp
<hr/>				
<i>Comprehensive Examination (Master of Arts)</i>			0	F, Sp
<hr/>				
<i>National School Psychology Examination (C.A.G.S.)</i>			0	F, Sp
<hr/>				
Total Credit Hours			69	

M.A. in Counseling—with Concentration in Educational Psychology

The M.A. in counseling (educational psychology concentration) is awarded when the student has completed at least 30 credit hours (CEP 531, 532, 533, 534, 536, 537, 538, 551, 552, 554) and satisfactorily passed a written examination prepared and administered by the Department of Counseling and Educational Psychology. The examination is based on the student's knowledge of human development, counseling approaches, and intervention strategies. *The M.A. in counseling with concentration in educational psychology is not a terminal degree and does not meet requirements for certification as a school psychologist.*

C.A.G.S. in School Psychology

1. An additional 27 credit hours of graduate course work beyond the master's level as specified in the student's integrated and sequential plan of study.
2. A one-year, 1200-hour, 12-credit internship in a cooperating school system.
3. A passing score (as determined by the Department of Counseling and Educational Psychology) on the National School Psychology Examination administered by the Educational Testing Service (ETS/PRAXIS II #10400).
4. A performance portfolio at the conclusion of the internship.

The C.A.G.S. in school psychology meets state certification requirements in school psychology from the Rhode Island Department of Education.

Secondary Education

Department of Educational Studies

Professors: *Hogan, King, Panofsky, Stone, M. Sullivan*

Associate Professors: *Benziger, Bigler, Brell Jr., J. Brown, Cvornyek, Davis, Goodwin Gomez, LaFerla-Morgan, McLaughlin Jr., Poole, Tiskus (chair)*

Assistant Professors: *Cook, Niska, Özcan, Patterson, Weston-Gil*

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

Retention Requirements for B.A. in Secondary Education

1. A minimum overall grade point average (GPA) of 2.50 each semester.
2. A minimum grade of B- in all teacher education courses (except Counseling and Educational Psychology 215 or equivalent).
3. A satisfactory GPA in the major area.
4. Positive recommendations from all education instructors based on academic work, fieldwork, and professional behavior.

If a student's overall GPA falls below the minimum 2.50, or if the required GPA in the major falls below the minimum, the student will be put on probation, which means the student cannot continue to take courses in the professional education sequence until the probationary status is removed. If either the overall GPA or the required GPA in the major falls below the minimum for two consecutive semesters, the student may be suspended or dismissed from the secondary education program.

B.A. in Secondary Education

Undergraduates planning to teach in the secondary school—grades seven through twelve—major in one of the following areas: anthropology, biology, chemistry, English, French, general science, geography, history, mathematics, physics, political science, social science, sociology, and Spanish. See course requirements for these majors on the following pages. A teaching concentration in special education may be chosen in addition to one of these majors. See course requirements for the teaching concentration in special education in the section titled Special Education.

COURSE REQUIREMENTS FOR B.A. IN SECONDARY EDUCATION

Course No.	Course Title	Credit Hours	Offered
CEP 215	Educational Psychology	4	F, Sp, Su
FNED 346	Schooling in a Democratic Society	4	F, Sp, Su
SED 405	Dimensions of Secondary Education	4	F, Sp, Su
SED 410	Practicum in Secondary Education	5	F, Sp
SED 421	Student Teaching in the Secondary School	9	F, Sp
SED 422	Student Teaching Seminar in Secondary Education	2	F, Sp
SPED 433*	Adaptation of Instruction for Inclusive Education	3	F, Sp

*Students electing a teaching concentration in special education are not required to take Special Education 433.

Total Credit Hours **31**

Additional Course Requirements in the Major**Major in Anthropology**

Along with completing required secondary education courses listed above, students majoring in anthropology must fulfill the following requirements to obtain social studies and history certification:

- Anthropology 101, 103, and either 102 or 104
- Geography 400
- History 200 (or an approved social science methods course), 362
- ONE COURSE from Anthropology 319, 322, 325, 327, 424
- ONE COURSE from Anthropology 311, 312, 313, 314, 319, 322, 325, 327, 424
- ONE COURSE from African and African American Studies 200, Anthropology 205, History 334, Sociology 208
- ONE COURSE from Anthropology 301, 336, 424, 461; History 314, 330, 333; Political Science 309, 317, 336; Secondary Education 461; Social Science 418, 461; Sociology 312, 317; or an appropriate course at the 300- or 400-level approved by the advisor and department chair

History Component

- History 201, 202
- ONE COURSE from A, B, and C below:
 - A. History 320, 321, 322, 323, 324, 325, 326, 327, 330, 331, 332, 333, 334
 - B. History 308, 309, 310, 311, 313, 314
 - C. History 340, 341, 342, 344, 345, 346, 347, 348, 349
- (History elective, if needed, to complete 24-credit-hour requirement)

Social Studies Component

- Economics 214
- Political Science 202
- ONE COURSE from Geography 337; Political Science 208, 337, 357, 358

(Total Credit Hours: 56)

Note: To enroll in Secondary Education 410, students must have completed at least 24 credit hours in the Social Studies and History Components, including Economics 214, Geography 400, History 201 and 202, and Political Science 202. Students are also required to maintain a minimum grade point average of 2.75 in all courses in the program.

Major in Biology

Along with completing required secondary education courses listed on page 269, students majoring in biology must fulfill the following requirements:

- Biology 111, 112, 221, 318, 320, 335, 348, 491
- Chemistry 103, 104, 205, 206
- Mathematics 209, 240
- Physical Science 212, 357
- Physics 101 or 200
- ONE COURSE from Biology 300, 321, 324, 329, 353, 354

(Total Credit Hours: 67)

Note: To enroll in Secondary Education 410, students must have completed at least 55 credit hours of required and cognate courses in the major or have the consent of the program advisor. Prior to enrolling in Secondary Education 421, students must have completed all program and content area requirements. Also, students must have maintained a minimum grade point average of 2.50 in all science and mathematics courses, with a minimum grade of C in these courses.

Major in Chemistry

Along with completing required secondary education courses listed on page 269, students majoring in chemistry must fulfill the following requirements:

- Biology 111
- Chemistry 103, 104, 205, 206, 403, 404, 405, 406, 407, 408, 410, 491
- Mathematics 212, 213, 314
- Physical Science 212, 357
- Physics 200 and 201 (In unusual circumstances Physics 202 may be substituted for Physics 201, and Physics 101 and 102 may be substituted for Physics 200 and 201, with consent of department chair.)

(Total Credit Hours: 66)

Note: To enroll in Secondary Education 410, students must have completed at least 55 credit hours of required and cognate courses in the major or have the consent of the program advisor. Prior to enrolling in Secondary Education 421, students must have completed all program and content area requirements. Also, students must have maintained a minimum grade point average of 2.50 in all science and mathematics courses, with a minimum grade of C in these courses.

Major in English

Along with completing required secondary education courses listed on page 269, students majoring in English must fulfill the following requirements:

- English 201, 202, 212, 326 (or 327), 336, 345 (or 346), 432 (or 433), 460
- Secondary Education 445 (or equivalent)
- ONE COURSE from English 205, 344, 347, 348, 351, 352, 356, 357, 358
- ONE COURSE from English 206, 329, 340, 342, 343
- ONE COURSE from English 207, 301, 302
- ONE COURSE in nonprint media or English 325

(Total Credit Hours: 42–45)

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 269, students majoring in French must fulfill the following requirements:

- French 201, 202, 323, 324, 330, 400, 420, 460
- TWO COURSES in French at the 200-level or above

(Total Credit Hours: 32)

Note: A minor in French that is specifically tailored to secondary education consists of 20 credit hours (six courses), as follows: French 201, 202, 330, 400, and two additional French courses at the 300-level or above

Note: To enroll in Secondary Education 410, students must have completed seven of the required courses in the major, including French 201, 202, 323, 324, 330, 400, and 420. Also, students must have maintained a minimum grade point average of 3.00 in all French courses.

Major in General Science

Along with completing required secondary education courses listed on page 269, students majoring in general science must fulfill the following requirements:

- Biology 111, 112
- Chemistry 103, 104
- Mathematics 209, 212, 240
- Physical Science 212, 217, 357
- Physics 101 and 102 (or Physics 200 and either 201 or 202)
- THREE COURSES at the 300-level or above from the following four areas: biology, chemistry, physical science, and physics (two courses must be in the same area)
- ONE RESEARCH COURSE from Biology 491, Chemistry 491, Physical Science 491, Physics 491, chosen from the same area as the two courses that were chosen from the same area above

(Total Credit Hours: 56–59)

Note: To enroll in Secondary Education 410, students must have completed at least 55 credit hours of required and cognate courses in the major or have the consent of the program advisor. Prior to Secondary Education 421, students must have completed all program and content area requirements. Also, students must have maintained a minimum grade point average of 2.50 in all science and mathematics courses, with a minimum grade of C in these courses.

Major in Geography

Along with completing required secondary education courses listed on page 269, students majoring in geography must fulfill the following requirements to obtain social studies and history certification:

- Geography 101, 205, 306, 337 (or Political Science 337), 400
- History 200 (or an approved social science methods course), 362
- ONE COURSE in geography at the 300- or 400-level
- ONE COURSE from Anthropology 301, 336, 424, 461; History 314, 330, 333; Political Science 309, 317, 336; Secondary Education 461; Social Science 418, 461; Sociology 312, 317; or an appropriate course at the 300- or 400-level approved by the advisor and department chair
- ONE COURSE from History 323, 324, 325, 326, 327, 330, 331, 332, 333, 334

History Component

- History 201, 202
- ONE COURSE from History 308, 309, 310, 311, 313, 314
- ONE COURSE from History 340, 341, 342, 344, 345, 346, 347, 348, 349
- (History elective, if needed, to complete 24-credit-hour requirement)

Social Studies Component

- Economics 214
- Political Science 202
- One course from African and African American Studies 200, Anthropology 205, History 334, Sociology 208

(Total Credit Hours: 53)

Note: To enroll in Secondary Education 410, students must have completed at least 24 credit hours in the Social Studies and History Components, including Economics 214, Geography 400, History 201 and 202, and Political Science 202. Students are also required to maintain a minimum grade point average of 2.75 in all courses in the program.

Major in History

Along with completing required secondary education courses listed on page 269, students majoring in history must fulfill the following requirements:

- History 200, 201, 202, 362
- ONE COURSE from U.S. History at the 300-level: (See page 166)
- ONE COURSE from Western History I: History 300, 301, 302, 303, 304, 305, 306, 307, 312, 315, 352
- ONE COURSE from Western History II: History 308, 309, 310, 311, 313, 316, 317, 353
- ONE COURSE from Non-Western History: (See page 167)
- TWO ADDITIONAL COURSES from U.S., Western (I or II), or Non-Western History

Note: To enroll in Secondary Education 410, students must have completed at least 24 credit hours of courses in social science/history, including Economics 214, Geography 400, History 201 and 202, and Political Science 202. Students must have completed History 200 and one 300-level course in Non-Western History, Western History, and U.S. History. (General Education courses may be counted to meet this requirement.) Also, students must have maintained a minimum grade point average of 2.75 in all required courses in the program.

Certification Courses

To be certified to teach history in Rhode Island secondary schools, students must also complete seven of the certification courses listed below. If students complete the certification courses, they may be eligible for Rhode Island endorsement to teach 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 269, students majoring in mathematics must fulfill the following requirements:

- Computer Science 201
- Mathematics 212, 213, 240, 300, 314, 315, 324, 418 (or 436), 431, 432, 441, 458
- Physics 200

(Total Credit Hours: 46)

Note: To enroll in Secondary Education 410, students must have completed the calculus sequence: Mathematics 212, 213, 314; in addition to Mathematics 240, 300, 315, 324; and at least concurrent enrollment in Mathematics 432. Also, students must have maintained a minimum grade point average (GPA) of 2.50 in all required mathematics courses. Prior to enrollment in Secondary Education 421 and 422, students must have completed all other program and mathematics major requirements and maintained a minimum GPA of 2.50 in all required mathematics courses.

Major in Physics

Along with completing required secondary education courses listed on page 269, students majoring in physics must fulfill the following requirements:

- Biology 111
- Chemistry 103, 104
- Mathematics 212, 213, 314, 416
- Physical Science 212, 357
- Physics 200, 201, 202, 300, 312, 401, 403, 407, 413, 491

(Total Credit Hours: 67)

Note: To enroll in Secondary Education 410, students must have completed at least 55 credit hours of required and cognate courses in the major or have the consent of the program advisor. Prior to enrollment in Secondary Education 421, students must have completed all program and content area requirements. Also, students must have maintained a minimum grade point average of 2.50 in all science and mathematics courses, with a minimum grade of C in these courses.

Major in Political Science

Along with completing the required secondary education courses listed on page 269, students majoring in political science must fulfill the following requirements to obtain social studies and history certification:

- History 200 (or an approved social science methods course), 362
- Political Science 202, 203, 208
- ONE COURSE from African and African American Studies 200, Anthropology 205, Sociology 208
- ONE COURSE from Anthropology 301, 336, 424, 461; History 314, 330, 333; Political Science 309, 317, 336; Secondary Education 461; Social Science 418, 461; Sociology 312, 317; or an appropriate 300- or 400-level course approved by the student's major advisor and department chair
- ONE COURSE from History 320, 321, 322, 323, 324, 325, 326, 327, 330, 331, 332, 333, 334
- TWO COURSES in political science at the 300- or 400-level

History Component

- History 201, 202
- ONE COURSE from History 308, 309, 310, 311, 313, 314
- ONE COURSE from History 340, 341, 342, 344, 345, 346, 347, 348, 349
- (History elective, if needed, to complete 24-credit-hour requirement)

Social Studies Component

- Economics 214
- Geography 400
- ONE COURSE from Anthropology 101; Economics 215; Geography 101; Sociology 200

(Total Credit Hours: 53–55)

Note: To enroll in Secondary Education 410, students must have completed at least 24 credit hours in the Social Studies and History Components, including Economics 214, Geography 400, History 201 and 202, and Political Science 202. Students are also required to maintain a minimum grade point average of 2.75 in all courses in the program.

Major in Social Science

Along with completing required secondary education courses listed on page 269, students majoring in social science must fulfill the following requirements to obtain social studies and history certification:

- Anthropology 101
- Economics 214
- Geography 400
- History 200 (or an approved social science methods course)
- Political Science 202
- ONE COURSE from Anthropology 311, 312, 313, 314, 319, 322, 325, 327, 424 (or one course from Social Science 310, 311, 312)

- ONE COURSE from History 308, 309, 310
- ONE COURSE from History 340, 341, 342, 344, 345, 346, 347, 348, 349
- ONE COURSE from Political Science 203, 208, 337; Geography 337
- ONE COURSE from Political Science 341, 342, 343

History Component

- History 201, 202, 362
- ONE COURSE from History 320, 321, 322, 323, 324, 325, 326, 327, 330, 331, 332, 333, 334
- (History elective, if needed, to complete 24-credit-hour requirement)

Social Studies Component

- ONE COURSE from African and African American Studies 200, Anthropology 205, History 334, Sociology 208
- ONE COURSE from Geography 337; Political Science 208, 337, 357, 358
- ONE COURSE from Anthropology 301, 336, 424; History 314, 330, 333; Political Science 309, 317, 336; Sociology 312, 317
- ONE COURSE from Anthropology 461; Secondary Education 461; Social Science 418, 461

(Total Credit Hours: 55)

Note: To enroll in Secondary Education 410, students must have completed at least 24 credit hours in the Social Studies and History Components, including Economics 214, Geography 400, History 201 and 202, and Political Science 202. Students are also required to maintain a minimum grade point average of 2.75 in all courses in the program.

Major in Sociology

Along with completing the required secondary education courses listed on page 269, students majoring in sociology must fulfill the following requirements to obtain social studies and history certification:

- History 200 (or an approved social science methods course), 362
- Sociology 200, 208, 300
- ONE COURSE from History 320, 321, 322, 323, 324, 325, 326, 327, 330, 331, 332, 333, 334
- ONE COURSE from Anthropology 301, 336, 424, 461; History 314, 330, 333; Political Science 309, 317, 336; Secondary Education 461; Social Science 418, 461; Sociology 312, 317; or an appropriate 300- or 400-level course approved by the student's major advisor and department chair
- TWO COURSES in sociology at the 300- or 400-level

History Component

- History 201, 202
- ONE COURSE from History 308, 309, 310, 311, 313, 314
- ONE COURSE from History 340, 341, 342, 344, 345, 346, 347, 348, 349
- (History elective, if needed, to complete 24-credit-hour requirement)

Social Studies Component

- Economics 214
- Geography 400
- Political Science 202
- ONE COURSE from Geography 337; Political Science 208, 337, 357, 358

(Total Credits: 54–56)

Note: To enroll in Secondary Education 410, students must have completed at least 24 credit hours in the Social Studies and History Components, including Economics 214, Geography 400, History 201 and 202, and Political Science 202. Students are also required to maintain a minimum grade point average of 2.75 in all courses in the program.

Major in Spanish

Along with completing required secondary education courses listed on page 269, students majoring in Spanish must fulfill the following requirements:

- Spanish 201 and 202 (Spanish 200 may be substituted for either of the two), 310, 311, 312, 313, 400, 420, 460
- ONE COURSE in Spanish at the 300-level or above

Note: A minor in Spanish specifically tailored to the secondary education program is available. The requirements consist of 20 credit hours (six courses), as follows: Spanish 201 and 202, 310 (or 311), 312 (or 313), 400, and one additional Spanish course at the 300-level or above.

Note: To enroll in Secondary Education 410, students must have completed seven required courses in the program and in the major, including Spanish 201 and 202 (Spanish 200 may be substituted for either of the two), 310 (or 311), 312 (or 313), 400, and 420. Also students must have maintained a minimum grade point average of 3.00 in the major.

Teaching Concentration in Special Education

A teaching concentration in special education may be chosen in addition to one of the majors that are listed above. Students must complete required secondary education courses, required courses in the major, and special education courses (see Special Education on page 282).

MIDDLE SCHOOL ENDORSEMENT

The endorsement program in middle level education is for students who wish to teach in a middle school. Students seeking **middle school endorsement** must be enrolled in a secondary education certification-granting program and must complete the requirements listed below.

Course Requirements for Middle School Endorsement

Complete sections I, II, and III.

Section I

Complete 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, French, general science, mathematics, social studies, or Spanish.

Section III

Complete three courses in a discipline different from your secondary education major. Choose category A, B, C, D, E, or F below.

Category A—English

English 201, 212 (or Secondary Education 444); Secondary Education 445

Total Credit Hours: 10

Category B—French

French 201, 202, 330

Total Credit Hours: 11

Category C—Mathematics

Mathematics 209 (or 212 or 247), 240, 324 (or 409 or 431)

Total Credit Hours: 9–10

Category D—Science

Biology 111; Chemistry 103; Physical Science 212

Total Credit Hours: 12

Category E—Social Studies

Geography 400; History 201, 202

Total Credit Hours: 9

Category F—Spanish

Spanish 201, 202, 310 (or 311 or 312 or 313)

Total Credit Hours: 11

M.A.T. IN SECONDARY EDUCATION

Admission Requirements

1. A completed application form accompanied by a thirty-five dollar nonrefundable application fee.
2. A baccalaureate degree in one of the following areas: English, French, history, mathematics, or Spanish.
3. Official transcripts of all undergraduate and graduate records.
4. A minimum cumulative grade point average of B (3.00 on a 4.00 scale) in undergraduate course work.
5. An assessment of content-area knowledge. See appropriate academic department for details.
6. Three letters of recommendation.
7. A plan of study approved by the advisor and appropriate dean.
8. An interview.

Course Requirements

Course No.	Course Title	Credit Hours	Offered
<i>Foundations Component</i>			
CEP 552	Psychological Perspectives on Learning and Teaching	3	F, Sp, Su
FNED 546	Contexts of Schooling	4	F, Sp, Su
<i>Professional Education Component</i>			
SED 405	Dimensions of Secondary Education	4	F, Sp, Su
SED 410	Practicum in Secondary Education	5	F, Sp
SED 421	Student Teaching in the Secondary School	9	F, Sp
SED 422	Student Teaching Seminar in Secondary Education	2	F, Sp
SPED 531	Instructional Approaches to Children with Special Needs in Regular Classes	3	F, Sp, Su
<i>Academic Disciplines Component</i>		15	
FIFTEEN CREDIT HOURS OF COURSES at the graduate level in the academic field in which certification is sought. Students should contact the department that provides course work in the anticipated area of certification.			
<i>Capstone Course</i>			
The capstone experience is incorporated into SED 422 (student teaching seminar)			
Total Credit Hours		45	

M.ED. IN SECONDARY EDUCATION

Admission Requirements

1. A completed application form accompanied by a thirty-five dollar nonrefundable application fee.
2. Teacher certification in one of the following areas: biology, chemistry, English, French, general science, history, mathematics, physics, social studies, 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
<i>Foundations Component</i>			
FNED 502	Social Issues in Education	3	F, Sp, Su
<i>or</i>			
FNED 520	Cultural Foundations of Education	3	F, Sp
SPED 531	Instructional Approaches to Children with Special Needs in Regular Classes	3	F, Sp, Su
<hr/>			
<i>Professional Education Component</i>			
SED 514	Secondary School Curriculum	3	Sp (even years)
SED 531	Models of Instruction	3	Sp
ONE APPROVED RESEARCH COURSE		3	
<hr/>			
<i>Academic Disciplines Component</i>		15	
FIFTEEN CREDIT HOURS OF COURSES at the graduate level in the academic field in which certification is held. Students should contact the department that provides course work in the area of certification.			
<hr/>			
<i>Elective</i>		3	
<hr/>			
<i>Capstone Course</i>			
ONE COURSE appropriate to your teaching discipline			
SED 527	Foreign Languages in the Schools	3	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	As needed

Comprehensive Assessment

0

Total Credit Hours**36**

Special Education

Department of Special Education

Professors: *Antosh, Cloud, Dickson (chair), J. H. DiMeo, Gleason, Imber, Kochanek, McCormick, Medeiros-Landurand*

Associate Professor: *J. F. DiMeo*

Assistant Professors: *Dalton, Dell*

Students are responsible for meeting all graduation requirements; therefore, it is important that students consult with their advisor before registering for courses. Students in the Department of Special Education must also meet the admission and retention requirements of either the elementary education or secondary education program. Once teaching concentration requirements in special education and in elementary and secondary education are completed, students are eligible for a provisional teaching certificate in special education in Rhode Island.

Application and Admission Requirements

1. A completed application form.
2. Transcripts of all institutions of higher education attended over the last ten years.
3. A minimum cumulative grade point average of 2.50 in all college course work for the last ten years.
4. A minimum grade of C in CEP 215 (or equivalent), and a minimum grade of B- in SPED 300 (or its equivalent).
5. Educational Testing Service (ETS) reports of acceptable scores on the reading, writing, and mathematics subtests of the Pre-professional Skills Test of the Praxis I or the Computer-Based Test of Basic Skills (CBT) of Praxis I.
6. A personal statement describing the applicant's interest in teaching persons with disabilities.
7. A professional letter of recommendation documenting the applicant's experience and interest in teaching persons with disabilities.
8. If available, a copy of the letter of acceptance to the elementary or secondary education teacher preparation program or a letter from the chair of the Department of Special Education.

Retention Requirements

1. A minimum cumulative grade point average of 2.50 at Rhode Island College.
2. Minimum grades in the education curriculum and the academic major, and/or the teaching concentration courses.
3. A minimum grade of B- in SPED 300, and a minimum grade of C+ in all other required special education courses.
4. Completion of admission and retention requirements in an elementary or secondary education teacher preparation program.

COURSE REQUIREMENTS FOR SPECIAL EDUCATION OF STUDENTS WITH MILD/MODERATE DISABILITIES, ELEMENTARY THROUGH MIDDLE SCHOOL LEVEL

Course No.	Course Title	Credit Hours	Offered
<i>OPEN ONLY TO STUDENTS IN THE ELEMENTARY EDUCATION CURRICULA</i>			
SPED 300	Introduction to the Characteristics and Education of Children and Youth with Disabilities	4	F, Sp, Su
SPED 310	Principles and Procedures of Behavior Management for Children and Youth with Disabilities	4	F, Sp, Su
SPED 311	Language Development and Communication Problems of Children	3	F, Sp
SPED 312	Assessment Procedures of Children and Youth with Disabilities	4	F, Sp, 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
<i>OPEN TO STUDENTS IN THE ELEMENTARY OR SECONDARY EDUCATION CURRICULA</i>			
SPED 300	Introduction to the Characteristics and Education of Children and Youth with Disabilities	4	F, Sp, Su
SPED 310	Principles and Procedures of Behavior Management for Children and Youth with Disabilities	4	F, Sp, Su
SPED 311	Language Development and Communication Problems of Children	3	F, Sp
SPED 312	Assessment Procedures of Children and Youth with Disabilities	4	F, Sp, 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
Total Credit Hours		30-33	

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.

COURSE REQUIREMENTS FOR SPECIAL EDUCATION OF CHILDREN AND YOUNG ADULTS WITH SEVERE/PROFOUND DISABILITIES, AGES THREE TO TWENTY-ONE

Course No.	Course Title	Credit Hours	Offered
<i>OPEN ONLY TO STUDENTS IN THE ELEMENTARY EDUCATION CURRICULA</i>			
SPED 300	Introduction to the Characteristics and Education of Children and Youth with Disabilities	4	F, Sp, Su
SPED 310	Principles and Procedures of Behavior Management for Children and Youth with Disabilities	4	F, Sp, Su
SPED 311	Language Development and Communication Problems of Children	3	F, Sp
SPED 312	Assessment Procedures for Children and Youth with Disabilities	4	F, Sp, Su
SPED 435	Assessment and Instruction of Children with Severe/Profound Disabilities	4	F
SPED 436	Assessment and Instructional Alternatives for Adolescents and Young Adults with Severe/Profound Disabilities	4	Sp
SPED 437	Student Teaching in the School Program for Students with Severe/Profound Disabilities	5	F, Sp
SPED 438	Student Teaching Seminar: Special Class for Students with Severe/Profound Disabilities	1	F, Sp
Total Credit Hours		29	

Note: Students completing any one of the teaching concentrations described above and an elementary education program or a secondary education program are eligible for a Rhode Island provisional certificate in special education.

ADMISSION REQUIREMENTS FOR ALL M.ED. IN SPECIAL EDUCATION PROGRAMS

1. A completed application form accompanied by a thirty-five dollar 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 through kindergarten 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. Eligibility for Rhode Island certification in *special* education, if candidate is applying to the urban multicultural special education program or consent of department chair.
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.
10. Evidence of study of a second language or proficiency in English and another language, if applying for endorsement in bilingual-bicultural education or English as a second language based on Rhode Island certification or equivalent.

**M.ED. IN SPECIAL EDUCATION—WITH CONCENTRATION IN EARLY CHILDHOOD,
BIRTH—KINDERGARTEN**

Course Requirements

Course No.	Course Title	Credit Hours	Offered
<i>Foundations Component</i>			
	ONE COURSE in research methods, chosen with advisor's consent	3	
	ONE COURSE in multicultural perspectives, chosen with advisor's consent	3	
<i>Professional Education Component</i>			
SPED 513	Orientation to the Education of Young Children with Special Needs	3	F
SPED 515	Multidisciplinary Assessment and Planning for Infants and Preschool Children with Special Needs and Students with Severe/Profound Disabilities	3	F
SPED 516	Organization and Implementation of Programs for Infants and Preschool Children	3	Sp
SPED 517	Medical Aspects of Developmental Disabilities	3	Sp
SPED 525	Development of Communication and Movement	3	F
SPED 544	Families in Early Intervention Programs: Essential Roles	3	Sp
SPED 668	Internship in Early Childhood Special Education	6	F, Sp, Su
	<i>Comprehensive Assessment</i>	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
<i>Foundations Component</i>			
	ONE COURSE in research methods, chosen with advisor's consent	3	
	ONE COURSE in multicultural perspectives, chosen with advisor's consent	3	
<i>Professional Education Component</i>			
SPED 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
<i>Comprehensive Assessment</i>		0	
Total Credit Hours		30	

M.ED. IN SPECIAL EDUCATION—WITH CONCENTRATION IN ELEMENTARY SPECIAL NEEDS—FOCUS ON LEARNING DISABILITIES

Course Requirements

Course No.	Course Title	Credit Hours	Offered
<i>Foundations Component</i>			
	ONE COURSE in research methods, chosen with advisor's consent	3	
	ONE COURSE in multicultural perspectives, chosen with advisor's consent	3	
<i>Professional Education Component</i>			
SPED 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
	<i>Comprehensive Assessment</i>	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
<i>Foundations Component</i>			
	ONE COURSE in research methods, chosen with advisor's consent	3	
	ONE COURSE in multicultural perspectives, chosen with advisor's consent	3	
<i>Professional Education Component</i>			
SPED 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 504	Psycho-Educational Procedures for Children and Youth with Learning and Behavioral Problems	3	Sp
<i>or</i>			
SPED 518	Modification of Reading Instruction for Children with Mild/Moderate Disabilities	3	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
<i>Comprehensive Assessment</i>		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
<i>Foundations Component</i>			
	ONE COURSE in research methods, chosen with advisor's consent	3	
	ONE COURSE in multicultural perspectives, chosen with advisor's consent	3	
<i>Professional Education Component</i>			
SPED 435	Assessment and Instruction of Children with Severe/Profound Disabilities	4	F
SPED 436	Assessment and Instructional Alternatives for Adolescents and Young Adults with Severe/Profound Disabilities	4	Sp
SPED 513	Orientation to the Education of Young Children with Special Needs	3	Su
<i>or</i>			
SPED 520	Orientation to the Education of Youth and Young Adults in Nonschool Settings with Severe/Profound Disabilities	3	Su
SPED 515	Multidisciplinary Assessment and Planning for Infants and Preschool Children with Special Needs and Students with Severe/Profound Disabilities	3	F
SPED 525	Development of Communication and Movement	3	F
SPED 526	Assessment, Curriculum, Methods for Children with Multiple Disabilities	3	Sp
SPED 534	Involvement of Parents and Families Who Have Children with Disabilities	3	F, Sp
SPED 665	Internship in the Special Class for Students with Severe/Profound Disabilities	6	F, Sp
<i>Comprehensive Assessment</i>		0	
Total Credit Hours		35	

M.ED. IN SPECIAL EDUCATION—WITH CONCENTRATION IN URBAN MULTICULTURAL SPECIAL EDUCATION

Course Requirements

Course No.	Course Title	Credit Hours	Offered
<i>Foundations Component</i>			
ONE COURSE in research methods, chosen with advisor's consent		3	
SPED 551	Urban Multicultural Special Education	3	F
<i>Professional Education Component</i>			
BLBC 415*	Bilingual Education Issues	3	Sp
<i>or</i>			
SPED 534	Involvement of Parents and Families Who Have Children with Disabilities	3	F, Sp
SPED 552	Dual Language Development and Intervention	3	F
SPED 553	Content-Based ESL Instruction for Exceptional Students	3	F
BLBC 416*	Methods and Materials in Bilingual-Bicultural Education	3	F
<i>or</i>			
SPED 554	Curriculum Design for Exceptional Bilingual Students	3	Sp
SPED 555	Literacy for English Language Learners with Disabilities	3	Sp
SPED 557	Assessing English Language Learners with Disabilities	3	Sp
SPED 651	Language Development Practicum—Exceptional Bilingual Students	1	F
SPED 652	Literacy Practicum—Exceptional Bilingual Students	1	Sp
SPED 653	Assessment Practicum—Exceptional Bilingual Students	1	Sp
SPED 654	Internship in Urban Multicultural Special Education	3	F, Sp
<i>or</i>			
TESL 552	Applied Research and Teaching in ESL	3	F, Sp
*Required for those seeking bilingual-bicultural endorsement			
Students must also demonstrate proficiency in English and a second language and/or study of a second language and culture as required for endorsement as a bilingual-bicultural or English-as-a-second-language educator.			
<i>Comprehensive Assessment</i>		0	
Total Credit Hours		30	

C.A.G.S. IN SPECIAL EDUCATION—WITH CONCENTRATION IN ADMINISTRATION**Admission Requirements**

1. A completed application form accompanied by a thirty-five dollar 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: 3 credit hours of courses pertinent to the education of children with disabilities, 3 credit hours of courses pertinent to the psychology of children with disabilities, and 6 credit hours of courses pertinent to educational methods for children with disabilities.
6. A minimum of 6 credit hours of courses in administration as follows: 3 credit hours of courses in school supervision and 3 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
<i>Professional Education Component</i>			
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	
<i>Related Disciplines Component</i>			
CURR 543	Leadership in Curriculum	4	F
<i>or</i>			
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	
<i>Field Project</i>		0	
Total Credit Hours		31–37	

Note: As an exit requirement, students must have a minimum of 6 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: *Goodwin Gomez, Poole (coordinator), Tiskus (chair)*

M.ED. IN TEACHING ENGLISH AS A SECOND LANGUAGE

Admission Requirements

1. A completed application form accompanied by a thirty-five dollar 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
<i>Foundations Component</i>			
ELED 510	Research Methods, Analysis, and Applications	3	F, Sp, Su
FNED 502	Social Issues in Education	3	F, Sp, Su
ONE COURSE in instructional technology, with consent of advisor		3	
<i>Professional Education Component</i>			
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
<i>or</i>				
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.

Capstone Course

TESL	552*	Applied Research and Teaching in ESL	3	F, Sp
------	------	--------------------------------------	---	-------

*Candidates seeking ESL endorsement in the state of Rhode Island must complete this course.

Comprehensive Assessment

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 thirty-five dollar nonrefundable application fee.
2. Official transcripts of all undergraduate and graduate records.
3. A minimum cumulative grade point average of B (3.00 on a 4.00 scale) in undergraduate course work.
4. 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
<i>Foundations Component</i>			
CEP 552	Psychological Perspectives on Learning and Teaching	3	F, Sp, Su
FNED 546	Contexts of Schooling	4	F, Sp, Su
SPED 531	Instructional Approaches to Children with Special Needs in Regular Classes	3	F, Sp, Su
<i>Professional Education Component</i>			
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
<i>Capstone Course</i>			
TESL 552	Applied Research and Teaching in ESL	3	F, Sp
<i>Comprehensive Assessment</i>			
		0	
Total Credit Hours		49	

Technology Education

Department of Educational Studies

Associate Professors: *Farinella, McLaughlin Jr., Tiskus (chair)*

Assistant Professor: *Patterson*

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

COURSE REQUIREMENTS FOR B.S. IN TECHNOLOGY EDUCATION

Students must maintain a minimum grade point average of 2.75 in all technology education courses.

Course No.	Course Title	Credit Hours	Offered
TECH 200	Introduction to Technological Systems	3	F, Sp
TECH 202	Design in Technology Education	3	F
TECH 204	Energy and Control Systems	3	Sp
TECH 205	Production Processes	3	Sp
TECH 216	Computer-Aided Design	3	As needed
TECH 300	Orientation to Technology Education	3	F, Sp
TECH 326	Communication Systems	3	F
TECH 327	Construction Systems	3	Sp
TECH 328	Manufacturing Systems	3	Sp
TECH 329	Transportation Systems	3	F, Su

ONE COURSE EACH from A and B below

A. Graphic Communication

COMM 232	Introduction to Graphic Communication Technology	3	F, Sp
COMM 434	Electronic Publishing	3	F, Sp, Su

B. Technology Education

TECH 310	Historic Innovation and Invention	3	Sp
TECH 325	Technology Assessment	3	F, Sp, Su
TECH 400	Technological Enterprise	3	F, Sp, Su

Professional Courses

CEP	215	Educational Psychology	4	F, Sp, Su
FNED	346	Schooling in a Democratic Society	4	F, Sp, Su
SPED	433	Adaptation of Instruction for Inclusive Education	3	F, Sp, Su
TECH	406	Methods in Technology Education	4	F, Sp
TECH	407	Practicum in Elementary Technology Education (Grades K through Six)	4	F, Sp
TECH	408	Practicum in Technology Education (Grades Seven through Twelve)	4	F, Sp
TECH	421	Student Teaching in Technology Education	9	F, Sp
TECH	422	Student Teaching Seminar in Technology Education	1	F, Sp

Cognates

CHEM	103	General Chemistry I	4	F, Sp, Su
MATH	181*	Applied Basic Mathematics	3	F, Sp, Su
MATH	209	Precalculus Mathematics	3	F, Sp, Su
PSCI	103	Physical Science	4	F, Sp, Su

*Students enrolled at the Community College of Rhode Island must take both Mathematics 1700 and 1710 at the community college for Mathematics 181 credit. Students enrolled at Rhode Island College must take both Mathematics 181 and 209 at Rhode Island College for program credit. Students may not take one mathematics course at one institution and the other mathematics course at the other institution.


Total Credit Hours
84

M.ED. IN TECHNOLOGY EDUCATION**Admission Requirements**

1. A completed application form accompanied by a thirty-five dollar nonrefundable application fee.
2. A baccalaureate 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
<i>Foundations Component</i>		6–8	
TWO COURSES, chosen with advisor's consent			
<i>Professional Education Component</i>			
TECH 450	Topics Course on Technology Education	3	As needed
TECH 480	Workshop on Technology Education	3	As needed
TECH 510	Analysis and Implementation of Objectives for Technology Education	3	As needed
TECH 520	Curriculum Models in Technology Education	3	As needed
TECH 561	Seminar on Technology Education Research	3	As needed
<i>Related Disciplines Component</i>		6	
TWO COURSES, chosen with advisor's consent			
<i>Comprehensive Assessment</i>		0	
Total Credit Hours		27–29	



**PROGRAMS OF STUDY
SCHOOL OF MANAGEMENT
AND TECHNOLOGY**

UNDERGRADUATE PROGRAMS OF STUDY

JAMES A. SCHWEIKART, DEAN

MAJOR	MINOR	CONCENTRATION	DEGREE
Accounting*	Yes	No	B.S.
Computer Information Systems*	Yes	No	B.S.
Economics*	Yes	No	B.A.
Finance	No	No	B.S.
Management*	Yes	General Management	B.S.
	No	Human Resource Management	B.S.
	No	International Management	B.S.
	No	Operations Management	B.S.
Marketing*	Yes	No	B.S.

*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, (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
Professional Accountancy	M.P.Ac.	Accounting Information Systems Personal Financial Planning

General Information

The School of 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 School of 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 School of 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 (GPA) of 2.00.
3. Satisfactory completion (i.e., passing grade) of the following general education requirements:
 - a. Core Requirement courses.
 - b. Nine credit hours of Distribution Requirement courses.
4. Satisfactory completion (i.e., passing grade and a cumulative GPA of 2.00) of the following required courses:
 - a. Accounting 201, 202;
 - b. Computer Information Systems 251;
 - c. Economics 214, 215;
 - d. English 230;
 - e. Mathematics 177, 238, 248.

The appropriate department within the School of Management 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 School of 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. Preregistration course reservations will be canceled for any student who has been notified that he or she no longer meets the retention standards.

Accounting

Department of Accounting and Computer Information Systems

Professor: *Schweikart*

Associate Professors: *Church, Snow Jr., Sylvestre*

Assistant Professors: *Filipek (chair), Przybyla*

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 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	422	Cost Management II	3	Sp
ACCT	432	Advanced Studies in Taxation	3	F
ACCT	451	Advanced Financial Accounting	3	F, Sp
CIS	351	Advanced Office Applications for Business	3	F, Sp
CIS	353	Systems Analysis and Design	3	F, Sp
FIN	432	Investments	3	F, Sp
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.

**Fulfills the Additional Science or Mathematics Category of General Education.

Total Credit Hours

78

COURSE REQUIREMENTS FOR MINOR IN ACCOUNTING

The minor in accounting consists of a minimum of 21 credit hours (seven courses), as follows: Accounting 201, 202, 310, 311, 321, 331; and Computer Information Systems 251.

Computer Information Systems

Department of Accounting and Computer Information Systems

Professors: *Costa, Harman*

Assistant Professors: *Filipek (chair), Hayden, Perreault*

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

COURSE REQUIREMENTS FOR B.S. IN COMPUTER INFORMATION SYSTEMS

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
CIS 421	Networks and Telecommunications	3	F, Sp
CIS 453	Systems Analysis and Design	3	F, Sp
CIS 455	Database Programming	3	F, Sp
CIS 462	Applied Software Development Project	3	F, Sp
ECON 214	Principles of Microeconomics	3	F, Sp, Su
ECON 215	Principles of Macroeconomics	3	F, Sp, Su
FIN 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

TWO COURSES from the following:

CIS	255	Introduction to Java in Business	3	As needed
CIS	256	Introduction to COBOL Programming	3	F, Sp
CIS	257	Introduction to Visual Basic in Business	3	As needed
CIS	355	Advanced Business Applications in Java	3	As needed
CIS	357	Advanced Business Applications in Visual Basic	3	As needed
CSCI	310	Introduction to File Processing	3	F, Sp

TWO ADDITIONAL COURSES in computer information systems
or computer science at the 300-level or above 6

Cognates

ENGL	230	Business Writing	3	F, Sp, Su
MATH	177*	Quantitative Business Analysis I	3	F, Sp, Su
MATH	238	Quantitative Business Analysis II	3	F, Sp, Su
MATH	248**	Business Statistics I	3	F, Sp, Su

*Fulfills the Mathematics Category of General Education.

**Fulfills the Additional Science or Mathematics Category of General Education.

Total Credit Hours 75

COURSE REQUIREMENTS FOR MINOR IN COMPUTER INFORMATION SYSTEMS

A minor in computer information systems consists of a minimum of 21 credit hours (seven courses), as follows:

Computer Information Systems 251, 352, 453; one course from Computer Information Systems 255, 256, 257, 258, Computer Science 201; and three additional courses from computer information systems at the 300-level or above.

Economics

Department of Economics and Finance

Professors: *Harman, Marks, Moore*

Associate Professors: *Blais, Karim (chair)*

Assistant Professors: *Kayakachoian, A. Wilson*

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

COURSE REQUIREMENTS FOR B.A. IN ECONOMICS

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
<i>Cognates</i>			
CIS 251	Computers in Management	3	F, Sp, Su
ENGL 230	Business Writing	3	F, Sp, Su
MGT 249	Business Statistics II	3	F, Sp, Su
MATH 177*	Quantitative Business Analysis I	3	F, Sp, Su

MATH 238	Quantitative Business Analysis II	3	F, Sp, Su
MATH 248**	Business Statistics I	3	F, Sp, Su

*Fulfills the Mathematics Category of General Education.

**Fulfills the Additional Science or Mathematics Category of General Education.

Total Credit Hours

48

COURSE REQUIREMENTS FOR MINOR IN ECONOMICS

The minor in economics consists of a minimum of 18 credit hours (six courses), as follows: Economics 214, 215, 314 (or 315); and any three additional courses in economics, except Economics 200.

Finance

Department of Economics and Finance

Professor: *Marks*

Associate Professors: *Karim (chair), Kazemi*

Assistant Professors: *Kayakachoian, A. Wilson*

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

COURSE REQUIREMENTS FOR B.S. IN FINANCE

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
<i>Cognates</i>			
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.

**Fulfills the Additional Science or Mathematics Category of General Education.

Total Credit Hours

69

Management

Department of Management and Technology

Professor: *Copur*

Associate Professors: *Casey, Blanchette (chair), DeSimone, McGuire, Pamental, Sahba*

Assistant Professors: *Carter, 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
<i>Cognates</i>			
ENGL 230	Business Writing	3	F, Sp, Su
MATH 177*	Quantitative Business Analysis I	3	F, Sp, Su
MATH 238	Quantitative Business Analysis II	3	F, Sp, Su
MATH 248**	Business Statistics I	3	F, Sp, Su

*Fulfills the Mathematics Category of General Education.

**Fulfills the Additional Science or Mathematics Category of General Education.

Choose concentration A, B, C, or D below

A. General Management

ECON	313	Managerial Economics	3	Sp
<i>or</i>				
ECON	314	Intermediate Microeconomic Theory and Applications	3	F
MGT	320	Human Resource Management	3	F, Sp, Su
MGT	322	Organizational Behavior	3	F, Sp
MGT	329	Organizational Management: A Macro Perspective	3	F, Sp

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

Total Credit Hours 72

B. Human Resource Management

MGT	320	Human Resource Management	3	F, Sp, Su
MGT	322	Organizational Behavior	3	F, Sp
MGT	423	Compensation and Benefits Administration	3	F
MGT	424	Labor Relations	3	F
MGT	425	Recruitment and Selection	3	Sp
MGT	428	Human Resource Development	3	Sp

TWO COURSES from

ECON	431	Labor Economics	3	As needed
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
PSYC	346	Psychological Testing	4	F, Sp, Su
A course approved by advisor			3	

Total Credit Hours 75-76

C. International Management

FIN	434	International Financial Management	3	As needed
MGT	342	Comparative Management	3	F
MGT	345	International Business	3	Sp
MKT	329	Global Marketing	3	F

Area Studies

TWO COURSES from the following (no more than one course may be taken from any one specific field of study):

ANTH	303†	Comparative Law and Justice	3	As needed
ANTH	319–27	Regional Studies in Cultural Anthropology	3	As needed
ANTH	339	Culture Change	3	As needed
ANTH	410	Language and Culture	3	As needed
ECON	421	International Economics	3	As needed
ECON	422	Economics of Developing Countries	3	As needed
GEOG	400	Regional Geography	3	F, Sp
HIST	313	The Soviet Union and After	3	As needed
HIST	342	Islam and Politics in Modern History	3	As needed
HIST	345	History of China in Modern Times	3	As needed
HIST	346	History of Japan in Modern Times	3	As needed
HIST	347	Foreign Relations of East Asia in Modern Times	3	As needed
HIST	349	History of Contemporary Africa	3	As needed
HIST	353	Modern Latin America	3	As needed
POL	303	International Law and Organization	3	As needed
POL	315*	Western Legal Systems	3	As needed
POL	316*	Modern Western Political Thought	3	F
POL	317*†	Politics and Society	3	Sp
POL	343	The Politics of Western Democracies	4	As needed
SSCI	310	Africa	3	As needed
SSCI	311	Latin America	3	As needed
SSCI	312	The Middle East	3	As needed

TWO COURSES in modern languages numbered 113 and 114 in French, German, Italian, Portuguese, Spanish, or the equivalent in Arabic, Chinese, Japanese, or Russian, or proficiency as evidenced by successful completion of placement examinations. See department for details.

*This course is also offered by the Department of History.

†This course is also offered by the Department of Sociology.

Total Credit Hours

75–76

D. Operations Management

MGT	335	Process Analysis	3	As needed
MGT*	347	Supply Chain Management	3	As needed
MGT	355	Quality Assurance	3	As needed
MGT	455	Strategic Operations Management	3	As needed

*Or Marketing 347: Supply Chain Management.

THREE COURSES from

ECON	449	Applied Forecasting Techniques	3	F
MGT	203	Computer-Aided Design and Drafting (CADD) I	3	F
MGT	204	Computer-Aided Design and Drafting (CADD) II	3	Sp
MGT	315	Computer Integrated Manufacturing Management	3	As needed
MGT	331	Occupational and Environmental Safety Management	3	As needed
MGT	349	Service Operations Management	3	As needed
MGT	359	Current Topics in Service Operations Management	3	As needed
MGT	467	Internship in Management	3	F, Sp, Su
MKT	310	Product Design and Development	3	As needed
MKT	322	Services Marketing	3	As needed

Total Credit Hours**72****COURSE REQUIREMENTS FOR MINOR IN MANAGEMENT**

The minor in management is not available to students selecting any major in the School of Management and Technology, except for those students majoring in economics. The minor in management consists of a minimum of 21 credit hours (seven courses), as follows: Accounting 201, Economics 200 (or 214 and 215), Management 301, Marketing 301, and three additional management courses at the 300-level or above.

Marketing

Department of Management and 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 322	Organizational Behavior	3	F, Sp, Su
MGT 341	Business, Government, and Society	3	F, Sp, Su
MGT 348	Operations Management	3	F, Sp, Su
MGT 461	Seminar in Strategic Management	3	F, Sp, 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

*Fulfills the Mathematics Category of General Education.

**Fulfills the Additional Science or Mathematics Category of General Education.

Total Credit Hours

75

COURSE REQUIREMENTS FOR MINOR IN MARKETING

The minor in marketing is not available to students selecting any major in the School of Management and Technology, except for those students majoring in economics. The marketing minor consists of a minimum of 21 credit hours (seven courses), as follows: Economics 200 (or both 214 and 215); Management 301; Marketing 301, 329, 334; and two additional 300-level marketing courses.

Professional Accountancy

Department of Accounting and Computer Information Systems

Professors: *Costa, Harman, Schweikart*

Associate Professors: *Church, Snow Jr., Sylvestre*

Assistant Professors: *Filipek (chair), Hayden, Perreault, Przybyla*

M.P.Ac. Admission Requirements

1. Completed application form accompanied by a thirty-five dollar nonrefundable application fee.
2. A bachelor's degree from an accredited college or university.
3. Two courses in principles of accounting or equivalent.
4. Official transcripts of all undergraduate and graduate records.
5. Completion of the Graduate Management Admissions Test (GMAT), unless the applicant is a CPA or has passed a state bar examination. Applicants will also be exempt from the GMAT if they have earned a B.S. degree in accounting from Rhode Island College or the University of Rhode Island, with a 3.00 grade point average in the major.

MASTER OF PROFESSIONAL ACCOUNTANCY—WITH CONCENTRATION IN ACCOUNTING INFORMATION SYSTEMS

Course Requirements

Course No.	Course Title	Credit Hours	Offered
<i>Foundations Component</i>			
ACCT 510	Advanced AIS: Systems Modeling	3	As needed
ACCT 552	Topics in Assurance: Risk Assessment	1.5	As needed
ACCT 553	Topics in Assurance: Electronic Commerce	1.5	As needed
CIS 421	Networks and Telecommunications	3	As needed
CIS 453	Systems Analysis and Design	3	F, Sp
CIS 535	Data Management	3	As needed
<i>Electives</i>			
SIX CREDIT HOURS OF COURSES at the graduate level in accounting		6	
SIX CREDIT HOURS OF COURSES at the graduate level, with consent		6	
THREE CREDIT HOURS OF COURSES at the graduate level in computer information systems		3	
Total Credit Hours		30	

MASTER OF PROFESSIONAL ACCOUNTANCY—WITH CONCENTRATION IN PERSONAL FINANCIAL PLANNING

Course Requirements

Course No.	Course Title	Credit Hours	Offered
<i>Foundations Component</i>			
ACCT 661	Financial Planning Capstone Course	3	F
FIVE COURSES from			
ACCT 533	Fundamentals of Financial Planning	3	Once annually
ACCT 543	Personal Income Tax Planning	3	Sp
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
<i>Electives</i>			
SIX CREDIT HOURS OF COURSES at the graduate level in accounting appropriate to career plans		6	
SIX CREDIT HOURS OF COURSES at the graduate level appropriate to course of study		6	
Total Credit Hours		30	



**PROGRAMS OF STUDY
SCHOOL OF SOCIAL WORK**

Bachelor of Social Work

TO BE APPOINTED

DEAN, SCHOOL OF SOCIAL WORK

Professor: *Weisman*

Associate Professor: *Bates (chair)*

Assistant Professors: *Becker, Martell, Mueller*

The B.S.W. program is accredited by the Council on Social Work Education.

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 fifty-hour-or-more case management fieldwork experience in one of the program's approved human service agencies. Certification in case management consists of 16 credit hours (eight courses), as follows: *First Semester*: English 010; Social Work 010, 110, 111, 120. *Second Semester*: Social Work 220, 230, 260.

Bachelor of Social Work

The social work major prepares beginning-level generalist social workers.

Admission Requirements

1. **Enrollment in Social Work 326**, completing all course prerequisites.
2. **A completed application form** during the first semester of the junior year, before enrolling in Social Work 327.
3. **A minimum grade point average (GPA) of 2.00 at the College level and a minimum GPA of 2.67 in 300-level social work courses.**
4. **Evidence of personal qualities** considered essential to professional social work practice, such as responsiveness and sensitivity in relationships, values compatible with the values of the social work profession, the ability to understand and carry out the ethical obligations of a social worker, commitment to improving social conditions, and the ability to function collectively with others.

Transfer students must also comply with these requirements. Specific information about application procedures may be obtained from assigned faculty advisors, the chair of the B.S.W. department, or his/her designee.

Retention Requirements

1. **A minimum grade point average (GPA) of 2.00 at the College level and a minimum GPA of 2.67 in all 300-level social work courses.** No student will be allowed to enter a senior year field placement (Social Work 436) if their GPA falls below these standards.
2. **Students who receive an F in any required social work course or a C- or less in any two required social work courses will be dismissed from the major.** A copy of the Bachelor of Social Work Academic Standing Policy, including appeal procedures, is distributed to students in the department.

Fieldwork

Social work majors enroll in fieldwork in both the junior and senior years. The first B.S.W. fieldwork experience takes place during the spring semester of the junior year. In the senior year, students have a choice for fulfilling their field requirement of 480 hours. They may take Social Work 436 in the fall semester (minimum of 4 credit hours) and Social Work 437 in the spring semester (minimum of 4 credit hours). Credits are calculated on the basis of 4 hours per week for each credit hour; students are in field for 16 hours per week over the two semesters (total 480 hours). The “extended field option” is to begin senior year field by taking Social Work 445 in the summer (120 field hours plus 16 hours of seminar, for 3 credit hours), Social Work 446 in the fall semester (180 hours of fieldwork: 12 hours per week for 3 credit hours), and Social Work 447 in the spring semester (180 hours of fieldwork: 12 hours per week for 3 credit hours). The summer option (Social Work 445, 446, and 447) will be offered at the discretion of the department.

Honors

A Departmental Honors program is offered in social work. See the chapter titled Honors and Awards in the General Information—Undergraduate section of this catalog.

Course Requirements for B.S.W.

Course No.	Course Title	Credit Hours	Offered
<i>First and Second Semesters</i>			
BIOL 103	Human Biology	3	F, Sp, Su
ECON 200	Introduction to Economics	3	F, Sp, Su
POL 202	American Government	3	F, Sp, Su
PSYC 215	Social Psychology	3	F, Sp
SWRK 240	Introduction to Social Work	3	F, Sp
ONE COURSE	in sociology at the 200-level	3	
<i>Third Semester</i>			
PSYC 230	Human Development	4	F, Sp, Su
SWRK 324	Human Behavior in the Social Environment: Individual, Family, and Small Group	3	F, Sp

Fourth Semester

SWRK	325	Human Behavior in the Social Environment: Social System, Institution, and Organization	3	F, Sp
------	-----	--	---	-------

Fifth Semester

SWRK	320	Policy Analysis	3	F, Sp
SWRK	326	Generalist Social Work Practice	3	F

Sixth Semester

SWRK	302	Social Work Practice Evaluation and Research	3	Sp
SWRK	327	The Helping Process	3	Sp
SWRK	338	Introduction to Fieldwork	2	Sp

Summer Semester

SWRK	445	Summer Extended Fieldwork (Optional)	3	Su
------	-----	---	---	----

Seventh Semester

SWRK	426	Creating Change through Social Work Practice I	3	F
SWRK	436*	Fieldwork	4–7	F
SWRK	446*	Fall Extended Fieldwork (Optional)	3	F
SWRK	463	Fieldwork Seminar	3	F

*Students cannot receive credit for both SWRK 436 and 446.

Eighth Semester

SWRK	427	Creating Change through Social Work Practice II	3	Sp
SWRK	437*	Advanced Fieldwork	4–7	Sp
SWRK	447*	Spring Extended Fieldwork (Optional)	3	Sp
SWRK	464	Senior Seminar in Social Work	3	Sp

*Students cannot receive credit for both SWRK 437 and 447.

Total Credit Hours

62–68

Master of Social Work

TO BE APPOINTED

DEAN, SCHOOL OF SOCIAL WORK

Professors: *Bromley, Olsen (chair), Reamer, Siegel*

Associate Professors: *Evans, Mumm, Nimmagadda, Pearlmutter*

Assistant Professors: *Cowan, Ghindia*

The M.S.W. program is accredited by the Council on Social Work Education.

Admission Requirements

Admission to the Master of Social Work program is on a selective basis and is determined by the quality of the total application. Certain admission requirements may be waived under special circumstances if the applicant demonstrates sufficient cause.

1. **Baccalaureate degree** from a regionally accredited institution of higher education. Students who have completed all but their last semester of baccalaureate work may also apply; however, their degree must be granted by August 15.
2. **Evidence of the intellectual capacity to participate successfully in academic work at the graduate level.** A diverse academic background with a liberal arts perspective that includes course work in the human biological sciences, 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 anthropology, economics, political science, psychology, and sociology;
 - c. Course work in human biology; and
 - d. Course content in the humanities.
3. **Evidence of a combination of personal qualities considered essential to professional social work practice,** such as responsiveness and sensitivity in relationships, commitment to improving social conditions, and the ability to function both independently and collectively with others.
4. **A commitment to social work as a profession,** based in part on personal experience in the field. This experience may have been attained in a variety of ways, such as through volunteer work, fieldwork experience in conjunction with course work, life experiences, etc.

Admission Procedures

The School of Social Work has two admission deadlines: early decision and regular decision. Early decision applications must be received by December 1 and will be reviewed by January 15. Only applicants with a baccalaureate degree by December 1 are eligible for early admission. These applicants will either be admitted or deferred.

Applicants who are deferred will be considered along with applicants who submit their applications by the regular deadline, February 15. Application materials may be obtained from the School of Social Work or may be downloaded from the School of Social Work Web page (www.ric.edu/socwk).

1. **A completed application form accompanied by a nonrefundable thirty-five dollar application fee** payable to Rhode Island College.
2. **Official transcripts.** It is the responsibility of the applicant to request official transcripts from all undergraduate and graduate programs previously attended, including community colleges, and have them sent directly to the School of Social Work. Even if the student transferred into RIC or into another college, transcripts must be requested from the previous college. The School of Social Work will obtain official transcripts for all work completed at Rhode Island College.
3. **Three letters of recommendation.** More than three *required* recommendations may be provided if the applicant wishes. Applicants must provide referees with the proper guidelines for completing letters of recommendation. (Guidelines are included with the application.) Advanced standing applicants must submit a fourth reference on a form included with the M.S.W. application package.
4. **A personal statement.** Typically six to eight double-spaced typewritten pages, the personal statement will aid the Admission Committee in assessing the applicant's qualifications for professional social work practice. Among these qualifications are: the ability to think analytically and conceptually; clarity in self-expression; responsiveness and sensitivity in minority and culturally diverse relationships; the ability to develop professional self-awareness and self-evaluation; commitment to improving social conditions; and the ability to function creatively, responsibly, and independently.

Admission Decisions

Notice of acceptance will occur on or about January 15 and April 15 for study beginning the following September. There are no midyear admissions. Within ten days of receiving notification, accepted applicants must confirm in writing their intention to enroll in the program. Confirmation of acceptance should be addressed to the M.S.W. Department, School of Social Work. Upon accepting a place in the full-time, part-time, or advanced standing program, the student is required to provide a nonrefundable one hundred dollar deposit, which will be applied against tuition charges for the first semester. Admitted applicants should also inform the program of any change of address.

Health Requirements

After being accepted, candidates are provided with an Admission Physical Examination form, which must be completed and signed by a physician and returned directly to College Health Services before the candidate enrolls. As required by Rhode Island state law, all new entering students must present to College Health Services a certificate signed by a physician, attesting to their immunity to measles and rubella (German measles).

Advanced Standing Program

A limited number of students possessing a B.S.W. from a program accredited by the Council on Social Work Education will be exempt from 18 credit hours of the professional foundation. Students granted advanced standing will be required to complete 43 credit hours. These students will begin the program in the spring semester. 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. Early in the spring semester, prior to going into the concentration year(s), students will meet with their advisor and develop a plan of study listing the required courses in the concentration(s), cluster course(s), and electives. All students must file a signed (by advisor) plan of study by March 15 preceding completion of the foundation year. Additional academic aids are available through College resources and/or special programs.

Grade Requirements

All students must have a minimum grade point average (GPA) of 3.00 at the end of the first year and an evaluation of Satisfactory or better in field education. Students who do not have the minimum 3.00 GPA may not continue in the program. No course in which the student earns a grade below a C may be accepted for M.S.W. credit.

Residency Requirements

To achieve full-time status in either year, a student must register for field instruction and three courses each semester. Students who are admitted full-time are expected to complete the program in two years.

Part-Time Program

A limited number of part-time students will be admitted. Admission requirements and procedures are the same as those for full-time study. Part-time students are normally expected to take a minimum of two courses during the academic year. A field placement will occur in a public or private nonprofit agency after the completion of 11 credit hours of course work. Degree requirements must be met within four years. Students may switch from part-time to full-time study after completing the first year on a part-time basis, thereby completing the program in three years instead of four.

Fieldwork

All students, except those in the advanced standing program, are required to complete Social Work 500 (240 hours), 501 (240 hours), 600 (300 hours), and 601 (300 hours) for a total of 1,080 hours. For full-time and part-time students, this is accomplished over two academic years. Students in the advanced standing program complete Social Work 501 (240 hours), 600 (300 hours), and 601 (300 hours) for a total of 840 hours.

All students must take the first-year placement concurrently with Social Work 520, 531, 532, and 533. It is possible to do one year of fieldwork in the student's place of employment, provided that the placement meets all the criteria for supervision and placement settings. Plans to do a placement in a student's place of employment need to be discussed with and approved by the director of field education. For all continuing students, this approval must be obtained no later than April 1 for field placements to begin in September. For all incoming full-time students, this approval must be obtained no later than July 1 for placements to begin in September.

Graduate Fees (2004–2005)

The fees described below are for the 2004–2005 academic year and are subject to change in the academic year 2005–2006. Because of rising costs, the Board of Governors for Higher Education reserves the right to change fees without notice as conditions necessitate.

Tuition (Full Time)

\$2,850 per semester (in-state students)

\$4,837.50 per semester (out-of-state students)

Tuition (Part Time)

\$210 per credit hour (in-state students)

\$446 per credit hour (out-of-state students)

Registration Fee

\$58 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

\$40 per semester (full time)

\$4 per credit hour (part time)

Fine Arts Fee (Degree Candidates Only)

\$20 per semester (full time)

\$2 per credit hour (part time)

Application Fee

\$35

Course Requirements for M.S.W. Full-Time Program—Single Concentration

Course No.	Course Title	Credit Hours	Offered
<i>First Semester</i>			
SWRK 500	Field Education and Seminar I	3	F
SWRK 520	Human Behavior, Diversity, and Oppression I	3	F
SWRK 530	Generalist Foundation and Skills: Policy and Organizing I	3	F
SWRK 532	Generalist Foundation and Skills: Direct Practice I	3	F
SWRK 541	Social Work Research and Evaluation I	3	F
<i>Second Semester</i>			
SWRK 501	Field Education and Seminar II	3	Sp
SWRK 522	Human Behavior, Diversity, and Oppression II	3	Sp
SWRK 531	Generalist Foundation and Skills: Policy and Organizing II	3	Sp
SWRK 533	Generalist Foundation and Skills: Direct Practice II	3	Sp
SWRK 542	Social Work Research and Evaluation II	2	Sp
<i>Third Semester</i>			
SWRK 600	Field Education and Seminar III	4	F
SWRK 642	Integrative Project: Research and Policy I	3	F
ONE REQUIRED CONCENTRATION COURSE from			
SWRK 612	Leadership and Management	3	F
SWRK 614	Advanced Policy Practice	3	F
SWRK 619	Clinical Social Work Practice I	3	F
ONE CONCENTRATION ELECTIVE, that is: ONE COURSE from the list of clinical electives for students in the clinical concentration; or ONE COURSE from the list of administration electives for students in the administration concentration; or ONE COURSE from the list of organizing and policy electives for students in the organizing and policy concentration.		3	F
ELECTIVE (If the concentration elective above is being taken in the spring, then take two of these electives)		3	F
<i>Fourth Semester</i>			
SWRK 601	Field Education and Seminar IV	4	Sp
SWRK 643	Integrative Project: Research and Policy II	3	Sp
ONE REQUIRED CONCENTRATION COURSE from			
SWRK 613	Program Planning and Development	3	Sp
SWRK 615	Leadership for Progressive Change	3	Sp
SWRK 623	Clinical Practice II: Health and Mental Health	3	Sp
SWRK 624	Clinical Practice II: Children and Families	3	Sp

ONE CONCENTRATION ELECTIVE, that is: ONE COURSE from the list of clinical electives for students in the clinical concentration; or ONE COURSE from the list of administration electives for students in the administration concentration; or ONE COURSE from the list of organizing and policy electives for students in the organizing and policy concentration.

3

Sp

ELECTIVE (If the concentration elective above was taken in the fall, then take two of these electives)

3

Sp

Total Credit Hours**61****Course Requirements for M.S.W. Part-Time Program**

Course No.	Course Title	Credit Hours	Offered
<i>First Semester</i>			
SWRK 520	Human Behavior, Diversity, and Oppression I	3	F
SWRK 541	Social Work Research and Evaluation I	3	F
<i>Second Semester</i>			
SWRK 522	Human Behavior, Diversity, and Oppression II	3	Sp
SWRK 542	Social Work Research and Evaluation II	2	Sp
<i>Third Semester</i>			
SWRK 500	Field Education and Seminar I	3	F
SWRK 530	Generalist Foundation and Skills: Policy and Organizing I	3	F
SWRK 532	Generalist Foundation and Skills: Direct Practice I	3	F
<i>Fourth Semester</i>			
SWRK 501	Field Education and Seminar II	3	Sp
SWRK 531	Generalist Foundation and Skills: Policy and Organizing II	3	Sp
SWRK 533	Generalist Foundation and Skills: Direct Practice II	3	Sp

SINGLE CONCENTRATION STUDENTS

Fifth Semester (Single Concentration Students)

SWRK 600	Field Education and Seminar III	4	F
SWRK 642	Integrative Project: Research and Policy I	3	F
ONE COURSE from			
SWRK 612	Leadership and Management	3	F
SWRK 614	Advanced Policy Practice	3	F
SWRK 619	Clinical Social Work Practice I	3	F

Sixth Semester (Single Concentration Students)

SWRK 601	Field Education and Seminar IV	4	Sp
SWRK 643	Integrative Project: Research and Policy II	3	Sp
ONE COURSE from			
SWRK 613	Program Planning and Development	3	Sp
SWRK 615	Leadership for Progressive Change	3	Sp
SWRK 623	Clinical Practice II: Health and Mental Health	3	Sp
SWRK 624	Clinical Practice II: Children and Families	3	Sp

Seventh Semester (Single Concentration Students)

ONE CONCENTRATION ELECTIVE, that is: ONE COURSE from the list of clinical electives for students in the clinical concentration; or ONE COURSE from the list of administration electives for students in the administration concentration; or ONE COURSE from the list of organizing and policy electives for students in the organizing and policy concentration.

ELECTIVE (If the concentration elective above has already been taken, then take two of these electives) 3

Eighth Semester (Single Concentration Students)

ONE CONCENTRATION ELECTIVE, that is: ONE COURSE from the list of clinical electives for students in the clinical concentration; or ONE COURSE from the list of administration electives for students in the administration concentration; or ONE COURSE from the list of organizing and policy electives for students in the organizing and policy concentration.

ELECTIVE (If the concentration elective above has already been taken, then take two of these electives) 3

Total Credit Hours**61****DUAL CONCENTRATION STUDENTS****Fifth Semester (Dual Concentration Students)**

SWRK 600	Field Education and Seminar III	4	F
TWO COURSES from			
SWRK 612	Leadership and Management	3	F
SWRK 614	Advanced Policy Practice	3	F
SWRK 619	Clinical Social Work Practice I	3	F

Sixth Semester (Dual Concentration Students)

SWRK 601 Field Instruction and Seminar IV 4 Sp

THREE COURSES: Continue your two concentration courses from among the following: SWRK 613 and either 623 or 624; or SWRK 615 and either 623 or 624; or SWRK 613 and 615. 9 Sp

Seventh Semester (Dual Concentration Students)

SWRK 642 Integrative Project: Research and Policy I 3 F

ONE CONCENTRATION ELECTIVE that corresponds with the two concentrations chosen, that is: ONE COURSE from the list of clinical electives for students in the clinical concentration; ONE COURSE from the list of administration electives for students in the administration concentration; or ONE COURSE from the list of organizing and policy electives for students in the organizing and policy concentration. 3

Eighth Semester (Dual Concentration Students)

SWRK 643 Integrative Project: Research and Policy II 3 Sp

ONE CONCENTRATION ELECTIVE not taken the previous semester, that is: ONE COURSE remaining from the list of clinical electives for students in the clinical concentration; or the ONE COURSE remaining from the list of administration electives for students in the administration concentration; or the ONE COURSE remaining from the list of organizing and policy electives for students in the organizing and policy concentration. 3

Total Credit Hours**61**



**RHODE ISLAND COLLEGE
COURSE DESCRIPTIONS**

Course Descriptions—General Information

Course Numbering System

Courses Numbered 000–009 = noncredit courses.

Courses Numbered 100–199 = introductory and General Education courses normally taken during the freshman and sophomore years.

Courses Numbered 200–299 = other lower-division courses and General Education courses.

Courses Numbered 300–399 = courses taken by undergraduate students who have met the prerequisite(s); not accepted for credit toward graduate degrees.

Courses Numbered 400–499 = courses normally taken in the junior and senior years; open to graduate students for credit toward graduate degrees. The number of credits acceptable in a graduate program is limited by graduate program policies.

Courses Numbered 500–599 = courses open to graduate students. Normally these courses require a bachelor's degree as a prerequisite. In certain circumstances, qualified undergraduate students who have earned at least 90 credit hours may be admitted, with documented consent of the instructor and the appropriate dean.

Courses Numbered 600–699 = courses open to graduate and doctoral students only.

Courses Numbered 700–799 = courses open to graduate and doctoral students only.

In general, when the middle digit of a course number is 6, the course is a seminar or a general education core course; 8, a workshop; 9, directed study.

Courses with Variable Content

Most departments offer a variety of topic courses (X50), seminar courses (X60), and workshop courses (X80), for which the content and credit hours are announced each semester. Departments may offer independent study courses (X9Y). The level of study, for example, 19Y, 29Y, 39Y, etc., will depend on what is appropriate in terms of the project and the student. These courses may be repeated for credit with a change in content.

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	INST	Instructional Technology
ADMN	Administration	ITAL	Italian
AFAM	African and African American Studies	JSTD	Justice Studies
ANTH	Anthropology	LAS	Latin American Studies
ARBC	Arabic	LATN	Latin
ART	Art	LBRS	Labor Studies
ARTE	Art Education	MATH	Mathematics
BIOL	Biology	MEDT	Medical Technology
BLBC	Bilingual-Bicultural Education	MGT	Management
CEP	Counseling and Educational Psychology	MKT	Marketing
CHEM	Chemistry	MLAN	Modern Languages
CIS	Computer Information Systems	MLED	Middle Level Education
COLL	College Course	MUS	Music
COMM	Communications	MUSE	Music Education
COMG	Communications/Graphic	NURS	Nursing
CSCI	Computer Science	PBAD	Public Administration
CTE	Career and Technical Education	PED	Physical Education
CURR	Curriculum	PFA	Performing Arts
DANC	Dance	PHIL	Philosophy
ECON	Economics	PHYS	Physics
EDP	Education Doctoral Program	POL	Political Science
ELED	Elementary Education	PORT	Portuguese
ENGL	English	PSCI	Physical Science
ESL	English as a Second Language	PSYC	Psychology
FILM	Film Studies	RECR	Recreation
FIN	Finance	SED	Secondary Education
FNED	Foundations of Education	SOC	Sociology
FREN	French	SPAN	Spanish
GEN	General Education	SPED	Special Education
GEOG	Geography	SSCI	Social Science
GRMN	German	SWRK	Social Work
GRTL	Gerontology	TECH	Technology Education
HED	Health Education	TESL	Teaching English as a Second Language
HIST	History	THTR	Theatre
HONR	Honors	WMST	Women's Studies
		WRTG	Writing

Course Descriptions

Accounting (ACCT)

Junior standing is a prerequisite for all 300-level accounting courses.

ACCT 201: Principles of Accounting I: Financial

The identification, measurement, and reporting of the financial effects of economic events on enterprises are examined. Lecture and laboratory.

(4) 3 credit hours. Offered fall, spring, summer.

ACCT 202: Principles of Accounting II: Managerial

A continuation of Accounting 201, topics include accounting for corporations, liabilities, cash flow statements, cost accounting in a manufacturing environment, budgeting, and profit analysis for decision making. Lecture and laboratory.

(4) 3 credit hours. Prerequisite: ACCT 201. Offered fall, spring, summer.

ACCT 310: Accounting Systems and Concepts

Accounting systems are introduced, with emphasis on the accounting cycle through the preparation of statements. Students work with general ledger software and spreadsheet applications. Lecture and laboratory.

(4) 3 credit hours. Prerequisite: ACCT 201 and CIS 251. Offered fall and spring.

ACCT 311: External Reporting I

Accounting concepts, standards, principles, and practices in financial reporting for business entities are studied. Topics include assets, liabilities, and stockholder equity. Lecture and laboratory. (Formerly Intermediate Accounting I.)

(4) 3 credit hours. Prerequisite: ACCT 310. Offered 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, and offered summer (as needed).

ACCT 331: Taxes for Business Decisions

Federal income tax law for individuals, corporations, and other entities is introduced. Emphasis is on the continuing concepts of tax law and tax research and planning. (Formerly Federal Tax I.)

(4) 3 credit hours. Prerequisite: ACCT 201 or consent of department chair. Offered fall, 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 202. Offered spring.

ACCT 422: Cost Management II

The use of internal accounting data and reporting in the management decision-making process is examined. Lecture and laboratory. (Formerly Internal Reporting II.)

(4) 3 credit hours. Prerequisite: ACCT 321. Offered spring.

ACCT 432: Advanced Studies in Taxation

The coverage of choice of an entity and the uses of the life-cycle approach to study these entities are expanded upon. Lecture and laboratory. (Formerly Federal Tax II.)

(4) 3 credit hours. Prerequisite: ACCT 331. Offered fall.

ACCT 441: Auditing

Current audit theory and practice are surveyed. A cycle approach is used to demonstrate audit procedures. Topics may include legal liability, ethical standards, audit planning and reporting, and audit risk.

3 credit hours. Prerequisite: ACCT 311 and CIS 352. Offered fall and spring.

ACCT 451: Advanced Financial Accounting

Emphasis is on business consolidations and the external reporting of consolidated financial information in the published financial statements of large publicly owned corporations.

3 credit hours. Prerequisite: ACCT 311. Offered fall and spring.

ACCT 461: Seminar in Accounting Theory and Practice

The development of accounting theory, major influences on accounting theory, and the application of accounting theory in the resolution of reporting issues are explored.

3 credit hours. Prerequisite: ACCT 312, 321, 331; FIN 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 1 credit hour for every four hours of work. A two-hour biweekly seminar is included.

3–9 credit hours. Prerequisite: junior standing, a major or minor in a School of Management 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 prenuptial planning, marriage breakdown, separation, and divorce are considered. Focus is on the state and federal tax aspects of separation, divorce, and child care.

3 credit hours. Prerequisite: consent of instructor. Offered as needed.

ACCT 543: Personal Income Tax Planning

Students examine the role of state and federal tax regulations in creating a successful financial plan for the client. Emphasis is on developing strategies that minimize the tax burden on the client through proper planning.

3 credit hours. Prerequisite: consent of instructor. Offered spring.

ACCT 548: Controllership

Students examine the role of the chief accounting officer of an organization within the contemporary business environment. Also explored are the responsibilities and duties of the controller as strategic information officer.

3 credit hours. Prerequisite: consent of instructor. Offered as needed.

ACCT 549: Advanced Topics in Cost Management

Emerging topics and techniques in cost management are discussed, along with the issues involved with their implementation. Topics include activity-based costing, total quality management, the survival triplet, and just-in-time.

3 credit hours. Prerequisite: consent of instructor. Offered as needed.

ACCT 552: Topics in Assurance: Risk Assessment

Techniques for identifying and measuring business risk are presented. A framework is also developed for evaluating the organization's risk assessment process and for determining its particular risk profile.

1.5 credit hours. Prerequisite: consent of instructor. Offered as needed.

ACCT 553: Topics in Assurance: Electronic Commerce

The role of accountants in an electronic, Internet-oriented, commercial operation is discussed. Students also engage in the analysis of information exchange and sharing and the processing of electronic sales transactions.

1.5 credit hours. Prerequisite: consent of instructor. Offered as needed.

ACCT 554: Estate Planning

Students examine the role of state and federal tax codes when advising clients about the ultimate preservation of their estate. The client's legal, marital, and medical situation is incorporated into an action plan to achieve the goals of the client. *3 credit hours. Prerequisite: consent of instructor. Offered 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 fall.*

Administration (ADMN)**ADMN 600: Leadership Development and Practice through Inquiry**

The nature and value of effective leadership, which provide the foundation for effective practices, are explored. A fifteen-hour, field-based project is required. *4 credit hours. Prerequisite: admission to the M.Ed. in educational leadership program or consent of department chair. Offered fall.*

ADMN 601: The School Principal

The roles and responsibilities of elementary, middle, and secondary school principals are explored in light of current issues in student diversity, school reform, and the "standards movement" in American schools. *3 credit hours. Prerequisite: ADMN 600 or consent of department chair. Offered spring.*

ADMN 602: Curriculum and Instructional Leadership and Research

Current curricular and instructional issues related to school improvement, curriculum development, supervision, and instructional leadership and research are examined. A fifteen-hour, field-based project is required. *4 credit hours. Prerequisite: ADMN 600 or consent of department chair. Offered fall.*

ADMN 612: Societal Forces and Educational Institutions

The interactions between educational organizations and the societal forces impacting the achievement of a school's mission are explored. Focus is on family, community, and public relations issues. *4 credit hours. Prerequisite: ADMN 600 or consent of department chair. Offered spring.*

ADMN 618: Technology for Administrators

Various technology to assist school leaders is applied, such as the Internet as a research tool, Power Point for presentations, and budgeting and management software. *(2) 1 credit hour. Prerequisite: ADMN 601 or consent of department chair. Offered summer.*

ADMN 632: School Finance: Allocating and Maximizing Resources

Students are introduced to school finance and budgeting and expenditure management. Topics include financing and accounting in Rhode Island. (Formerly Administration 532: Fiscal Planning and Management.) *3 credit hours. Prerequisite: ADMN 618 or consent of department chair. Offered fall.*

ADMN 634: Educational Law and Public Policy

Topics include public schooling and the law, what constitutes an adequate education, the legal rights of educators, tort liability, and educating persons with disabilities. (Formerly Administration 534: Law and Educational Policy.) *3 credit hours. Prerequisite: ADMN 600 or consent of department chair. Offered spring.*

ADMN 636: Human Resources Management in Education

Techniques are provided for improving work relationships with all categories of staff. Topics include group interpersonal skills, organizational behavior, and recruitment. (Formerly Administration 536: Personnel Management and Labor Relations.) *3 credit hours. Prerequisite: ADMN 600 or consent of department chair. Offered summer.*

ADMN 638: Research Tools for Educational Leaders

The theory and practice of program evaluation and basic research principles are introduced. Included are practical approaches to evaluation of programs, curriculum, and staff. (Formerly 538: Program Evaluation and Research.)

3 credit hours. Prerequisite: ADMN 600 or consent of department chair. Offered spring.

ADMN 648: Administrative Internship I

Skills in school management are developed under the joint supervision of a principal and faculty member. This is a 150-hour, field-based experience. (Formerly Administration 548: Internship in Administration I.)

(10) 2 credit hours. Prerequisite: completion of all course work or consent of department chair. Offered fall, spring, summer.

ADMN 649: Administrative Internship II

A continuation of Administration 648, this is a 150-hour field-based experience. (Formerly Administration 549: Internship in Administration II.)

(10) 2 credit hours. Prerequisite: completion of all course work or consent of department chair. Offered fall, spring, summer.

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 that 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. Offered spring.

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, spring, summer.

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 fall, spring, summer.

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 and African American Studies (AFAM)

AFAM 162: Non-Western Worlds

Selected cultures and historical traditions in regions of contemporary and ancient Africa and its diaspora are studied. Students comment critically, in written and oral form, upon African experiences and ideas. Sections are titled: (1) Cape Verde and Western Africa and (2) African Social/Economic Development

4 credit hours. Gen. Ed. Core 3. Offered fall and spring.

AFAM 200: Perspectives on African and African American Cultures

The background, significance, and context of African and African American cultures are examined. Focus is on the social, economic, psychological, political, and historical processes which are the foundations of African American culture.

3 credit hours. Gen. Ed. Category SB. Offered fall and spring, and offered summer (as needed).

AFAM 261: Bebop: African and African American Cultures and Aesthetics

Students examine the African origins of bebop; the American founders, Parker and Gillespie; the hard bop of the 1950s and 1960s; and bebop's resurgence in the 1980s and 1990s.

4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered fall, spring, summer.

AFAM 262: Cultural Issues in Contemporary Africa

Significant issues confronting contemporary Africa are examined. Connections and comparisons between African and Western traditions, values, and practices are emphasized. Sections include (1) The Borders of Africa, (2) Childhood in the African and African American Experience, and (3) The Francophone African World.

4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered fall and spring.

AFAM 310: Martin Luther King and the Civil Rights Era

The philosophy of Martin Luther King Jr. is examined. Emphasis is on King's context and contributions to the historical development of the meanings of freedom, equality, and respect for the individual and community.

3 credit hours. Prerequisite: AFAM 200 or consent of program director. Offered as needed.

AFAM 410: Seminar in Comparative Race Relations

The changing dynamics of race relations within a national and international framework are examined, including ideas about the causes and persistence of racism.

3 credit hours. Prerequisite: AFAM 200 or consent of program director. Offered as needed.

AFAM 420: Comparative Slave Systems

This is an integrative experience in the comparative study of slave systems. Emphasis is on the study of slavery in Africa and the New World.

3 credit hours. Prerequisite: AFAM 200 or consent of program director. Offered as needed.

AFAM 461: Seminar in African and African American Studies

This is the culminating experience for majors in the program.

3 credit hours. Prerequisite: AFAM 200 or consent of program director. Offered as needed.

AFAM 490: Directed Study

The student, working with a faculty member, selects a topic for study and researches it in depth. Students wishing to pursue a creative writing project should submit a portfolio of work with their application.

3 credit hours. Prerequisite: consent of instructor, program director, and dean. Offered as needed.

AFAM 491: Directed Study

This course is open to students whose topic in African and African American Studies 490 may be more fully realized by an additional semester's work.

3 credit hours. Prerequisite: AFAM 490; and consent of instructor, program director, and dean. Offered as needed.

Anthropology (ANTH)

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 paleo-anthropology.

(4) 3 credit hours. Gen. Ed. Category SM. Offered fall and spring.

ANTH 104: Introduction to Anthropological Linguistics

Language is examined as a uniquely human phenomenon, with emphasis on the systematic description and analysis of communication as a socially and culturally shaped process.

3 credit hours. Gen. Ed. Category SB. Offered fall (alternate years).

ANTH 162: Non-Western Worlds

Selected cultures and historical traditions that arose outside the Western experience are studied. Sections are titled:

African Worlds: Islamic Africa

Amazonia

Ancient Nile

Borneo

Caribbean "Others"

Encountering the "Other" in New Guinea

The Maya, Past and Future

Middle East

The Middle East: Women and Men in Non-Western Cultures

Native Americans in the Northeast

4 credit hours. Gen. Ed. Core 3. Offered fall, spring, summer.

ANTH 169: Music Cultures of Non-Western Worlds

Selected music cultures of the non-Western world are introduced in the contexts of sounds, concepts, social interactions, and materials of music. Students cannot receive credit for both Music 169 and Anthropology 169.

4 credit hours. Gen. Ed. Core 3. Offered fall and spring.

ANTH 204: Art, Society, and Culture

Primitive arts and artists from a sociocultural context are studied. Included are specific examples of visual arts, music, dance, and dramatic performance from non-Western societies.

3 credit hours. Gen. Ed. Category SB. Offered as needed.

ANTH 205: The Anthropology of Race and Racism

The concept of race as it has developed within the discipline of anthropology is examined. The related question of racism, the ideology of the superiority of one "race" over another, is explored in Western and non-Western societies.

3 credit hours. Gen. Ed. Category SB. Offered as needed.

ANTH 206: Oral Traditions

Various forms of spoken traditions are studied as cultural manifestations. These include myths, legends, folktales, parables, poetry, riddles, and games.

3 credit hours. Gen. Ed. Category SB. Offered as needed.

ANTH 261: Intercultural Encounters

The intersection of world cultures in historical and/or contemporary contexts is studied. Students cannot receive credit for both General Education 261 and Anthropology 261. Sections are titled:

Arab-Islamic Culture and the West

Judaism, Christianity, Islam

Tourists and Their Hosts

The West Encounters the "Other"

4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered fall, spring, summer.

ANTH 262: Indigenous Rights and the Global Environment

Issues of human rights and the global environment as they impact the world's remaining indigenous peoples are examined.

4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered as needed.

ANTH 263: Hunters and Gatherers: Designs for Living

Non-Western, small-scale societies are compared to Western, complex, post-industrial societies to reveal common elements in the solutions they have developed for "designs for living."

4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered as needed.

ANTH 264: Writing and Culture: Papyrus to Cyberspace

Various approaches are used to trace the origins, evolution, diversity, and significance of human notational and writing systems. Students cannot receive credit for both Anthropology 264 and English 264.

4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered as needed.

ANTH 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.

ANTH 303: Comparative Law and Justice

Systems of law and justice are examined in prestate and state societies to understand the operation of law and justice in cross-cultural contexts and the United States. Students cannot receive credit for both Sociology 304 and Anthropology 303.

3 credit hours. Prerequisite: any 100- or 200-level course in a social science. Offered as needed.

ANTH 304: Human Paleontology

Alternative models of human evolution from the earliest primates to the development of Homo sapiens are considered in light of both physical and cultural data.

3 credit hours. 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 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 319–327: Regional Studies in Cultural Anthropology

Selected societies of a major world area are examined as they relate to anthropological concerns and contribute to an understanding of the similarities and variations in cultures and societies. Regions include:

319 Africa

322 Caribbean

325 South American Indians

327 Other regions (may be repeated with a change in topic)

3 credit hours. 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 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 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.

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 are examined within a holistic framework: historical, theoretical, and/or methodological. Anthropology 460 may be taken twice for credit toward the major.

3 credit hours. Prerequisite: 18 credit hours of anthropology courses. Offered as needed.

ANTH 461: Latinos in the United States

The experiences and perspectives of Latinos in the United States are examined. Students may receive credit for only one of the following: Anthropology 461, Secondary Education 461, or Social Science 461.

3 credit hours. Prerequisite: 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 489: Field School in Archaeology

Local archaeological surveys and/or excavations are undertaken.

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 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 may receive credit for only one of the following: Anthropology 561, Secondary Education 461, and Social Science 561.

3 credit hours. Prerequisite: graduate status and any 300- or 400-level social or behavioral science course, or consent of department chair. Offered as needed.

Arabic (ARBC)

ARBC 101: Elementary Arabic I

Students learn to understand, speak, read, and write in basic Modern Standard Arabic and gain an understanding of the diversity of Arabic life.

4 credit hours. Offered fall.

ARBC 102: Elementary Arabic II

Four skills in Modern Standard Arabic: speaking, reading, writing, and listening comprehension are further developed within the context of Arabic-speaking cultures.

4 credit hours. ARBC 101 or equivalent. Offered spring.

Art (ART)

ART 101: Drawing I: General Drawing

The fundamentals and history of freehand drawing are explored. Observational analysis of forms and space, media characteristics, and pictorial organization approaches are stressed. Studio.

(6) 3 credit hours. Gen. Ed. Category A. Offered fall and spring.

ART 104: Design I: Two-Dimensional Design

Two-dimensional compositional strategies are applied through intuitive and logical organization of the visual elements. Students also develop basic problem-solving skills, while learning to think visually. Studio.

(6) 3 credit hours. Gen. Ed. Category A. Offered fall and spring.

ART 105: Drawing II

Drawing from the human figure is introduced, including basic anatomy, general nomenclature, and consideration of various artistic problems. Students work from live models, the skeleton, and anatomy texts. Studio.

(6) 3 credit hours. Prerequisite: ART 101. Offered fall and spring.

ART 114: Design II: Three-Dimensional Design

The sequential development of planar and volumetric forms in real space provide the basis for study of visual structure. The role that media, process, and problem solving have in the development of form are also covered. Studio.

(6) 3 credit hours. Prerequisite: ART 104. Offered fall and spring.

ART 162: Perspectives on Asian Art

The visual arts of India, China, and Japan are introduced in their historical and cultural contexts. Students view East Asian art as an expressive cultural practice. Students cannot receive credit for both Art 162 and Art 230.

4 credit hours. Gen. Ed. Core 3. Offered fall.

ART 201: Visual Arts in Society

Fine arts and crafts from various periods are introduced along with hands-on studio experience to foster visual understanding. Art forms are studied within the context of society. For nonart majors only. Lecture and studio.

(4) 3 credit hours. Gen. Ed. Category A. Offered fall and spring.

ART 202: Painting I

The techniques of oil painting are introduced. Color, value, line, form, texture, and compositional problems are explored by observing objects and nature. Studio.

(6) 3 credit hours. Prerequisite: ART 204 or 205. Offered fall and spring.

ART 204: Synthesis/Three-Dimensional Emphasis

Using drawing and three-dimensional techniques, a synthesis of the skills and concepts developed in the previous four foundation courses is realized. The interaction of two- and three-dimensional approaches is stressed. Includes woodshop lab. Studio.

(6) 3 credit hours. Prerequisite: ART 105 and 114. Offered fall and spring.

ART 205: Synthesis/Two-Dimensional Emphasis

Emphasis is on the synthesis of basic drawing language and fundamental design skills. Extended possibilities for the manipulation of materials and the conceptual aspects of image construction are stressed. Studio. (Formerly Drawing III.)

(6) 3 credit hours. Prerequisite: ART 105 and 114. Offered fall and spring.

ART 206: Ceramics I

Basic hand-building methods and simple direct decoration techniques are introduced. Students explore clay, glaze materials, and firing procedures at earthenware temperatures. Studio.

(6) 3 credit hours. Prerequisite: ART 204 or 205 is prerequisite for art department majors. Nonart department majors must have consent of department chair. Offered fall and spring.

ART 208: Printmaking: Intaglio and Monotype

The materials and techniques of monotype and intaglio printmaking are introduced, with emphasis on the aesthetic and conceptual possibilities of various approaches. Studio.

(6) 3 credit hours. Prerequisite: ART 204 or 205. Offered spring.

ART 217: Introduction to Photography

Emphasis is on the expressive potential of the medium through the creative use of theory, camera controls, and darkroom procedures. Print quality is stressed. Studio.

(6) 3 credit hours. Prerequisite: ART 204 or 205 is prerequisite for art department majors. Nonart department majors must have consent of department chair. Offered fall and spring.

ART 218: Printmaking: Lithography and Relief

The materials and techniques of relief and lithographic printmaking are introduced, with emphasis on the aesthetic and conceptual possibilities of various approaches. Studio.

(6) 3 credit hours. Prerequisite: ART 204 or 205. Offered fall.

ART 221: Metalsmithing and Jewelry: Basic Fabrication/Forming

Fabrication and forming processes are studied, with emphasis on the development of design concepts and skills in their application to the studio practice of metalsmithing and jewelry. Studio. (Formerly Metal I.)

(6) 3 credit hours. Prerequisite: ART 204 or 205 or consent of department chair. Offered fall and spring.

ART 223: Metalsmithing and Jewelry: Casting/Duplication Processes

Casting and its application in the design and production of jewelry and small art metal forms are studied, using a variety of waxes and techniques to develop models. Studio.

(6) 3 credit hours. Prerequisite: ART 204 or 205 or consent of department chair. Offered fall and spring.

ART 224: Graphic Design I

Students research concept, preliminary forms, analysis, and basic studio and computer skills. Included are conceptual and visual problem-solving and graphic design theory related to creative organization of space using typography and image. Studio.

(6) 3 credit hours. Prerequisite: ART 204 or 205 is prerequisite for art department majors. Nonart department majors must have consent of department chair. Offered fall and spring.

ART 225: Figurative Modeling

Elements that emphasize three-dimensional aspects of the figure and the development of figurative concepts are realized through modeling and drawing. Studio.

(6) 3 credit hours. Prerequisite: ART 105. Offered fall.

ART 226: Pixel-Based Digital Design

Technical and aesthetic aspects of digital art are studied, including photographic imagery, Web graphics, creative expression, design, conceptual development, and visual thinking. Studio.

(6) 3 credit hours. Prerequisite: Art 101 and 104. Offered fall.

ART 227: Vector-Based Digital Design

Technical and aesthetic aspects of digital art are studied, including typography and graphics, creative expression, information design, conceptual development, and visual thinking. Studio.

(6) 3 credit hours. Prerequisite: Art 101 and 104. Offered spring.

ART 230: A Survey of Far Eastern Art

The painting, architecture, sculpture, and minor arts of India, China, Korea, Japan, and Southeast Asia are introduced. Lecture. Students cannot receive credit for both Art 162 and Art 230.

3 credit hours. Gen. Ed. Category A. Offered as needed.

ART 231: Prehistoric to Renaissance Art

The fundamental concepts and functions of the history of art, visual analysis, and interpretation are introduced. Focus is on the painting, sculpture, and architecture of early Europe and the Near East. Lecture.

3 credit hours. Gen. Ed. Category A. Offered fall, spring, summer.

ART 232: Renaissance to Modern Art

Focusing on European painting, sculpture, architecture, and the minor arts of the past 500 years, the basic aims of Art 231 are developed further. Lecture.

3 credit hours. Gen. Ed. Category A. Offered fall, spring, summer.

ART 234: Sculpture: Wood and Alternate Materials

Students explore a variety of subject matter and develop a personalized vision, using wood fabrication skills introduced in class. Plastics, assemblage, and student-selected alternate materials are also explored. Studio.

(6) 3 credit hours. Prerequisite: ART 204 or 205. Offered spring.

ART 235: Sculpture: Metal Casting and Fabrication

Traditional and contemporary approaches to sculptural form are explored, using metal-working techniques, including welding, cold fabrication, forging, and casting. Studio.

(6) 3 credit hours. Prerequisite: ART 204 or 205. Offered fall.

ART 262: Picturing Ourselves: The Art of Japan and the West

Selected visual images from Edo Japan and the West are introduced and critical comparative studies made of social relations depicted in those images.

4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered fall.

ART 302: Painting II

Focusing on the figure, this course continues the development of concepts begun in Art 202. Students are encouraged to explore individual concepts, with emphasis on style, technique, and materials. Studio.

(6) 3 credit hours. Prerequisite: ART 202. Offered fall and spring.

ART 306: Ceramics II

Emphasis is on the use of the potter's wheel and on firing at stoneware temperatures. Stress is on developing greater sensitivity to clay and glazes, experimentation, and skill. Studio.

(6) 3 credit hours. Prerequisite: ART 206 is prerequisite for art department majors. Nonart department majors must have consent of department chair. Offered fall and spring.

ART 324: Graphic Design II

Students investigate conceptual and visual problem solving through expanded graphic design projects. Emphasis is on the development of ideas, the manipulation of typography, image, and graphic design principles. Studio.

(6) 3 credit hours. Prerequisite: ART 224. Offered fall and spring.

ART 331: Greek and Roman Art

Greek and Roman art from the tenth century B.C. to the fourth century A.D. are studied. Focus is on the differing character and functions of this art and on its importance for the development of Western art. Lecture.

3 credit hours. Prerequisite: ART 231 and 232. Offered spring.

ART 332: Renaissance Art

Focusing on the concept of the Renaissance from the fourteenth to the sixteenth centuries, this course surveys developments in painting, sculpture, and architecture in major European centers. Lecture.

3 credit hours. Prerequisite: ART 231 and 232. Offered fall.

ART 333: Baroque Art

Beginning with changes occurring in Rome around 1600, this course surveys seventeenth-century European art, with emphasis on Italian art. Lecture.

3 credit hours. Prerequisite: ART 231 and 232. Offered spring.

ART 334: American Art and Architecture

Painting, sculpture, and architecture from colonial times to the Armory Show of 1913 are examined, with particular attention given to problems of indigenous tradition. Lecture.

3 credit hours. Prerequisite: ART 231 and 232. Offered fall.

ART 336: Nineteenth-Century European Art

Beginning with the manifestation of romanticism and neoclassicism in late eighteenth-century European art, this course then follows the nineteenth-century developments of realism, naturalism, and symbolism. Lecture.

3 credit hours. Prerequisite: ART 231 and 232. Offered fall.

ART 337: Twentieth-Century Art

The development of modernism, dada, and surrealism in European centers, and American post-World War II and contemporary trends are traced through painting and sculpture. Lecture.

3 credit hours. Prerequisite: ART 231 and 232. Offered spring.

ART 338: History of Photography

Focus is on the origin and aesthetic evolution of fine art photography. Movements in theory and criticism relevant to photography are explored in relation to parallel developments in other visual arts. Lecture.

3 credit hours. Prerequisite: ART 231 and 232, or consent of instructor. Offered spring.

ART 347: Photography II

Focus is on advanced photographic theory, philosophy, and technique. Students are expected to develop a portfolio theme through mature sensitivity in handling the medium. Studio. (6) 3 credit hours. Prerequisite: ART 217. Offered fall and spring.

ART 400: Issues for the Studio Artist

Studio art majors engage in issues pertinent to their roles as professional visual artists, including the articulation of personal vision, the influences of social and formal issues, and the role of galleries, museums, and educational institutions. 4 credit hours. Prerequisite: ART 231, 232, and all foundations courses required of B.F.A. majors. Offered fall.

ART 460: Seminar in the Visual Arts

Various historical and theoretical topics in the visual arts are explored. Lecture. 3 credit hours. Prerequisite: consent of instructor. Offered as needed.

ART 461: Seminar in Art History

Through readings, discussions, and papers on selected topics, students explore 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 490: Problems in the Visual Arts

Students select, with approval, a specific area and medium for advanced investigation. Evidence of performance is presented in completed art work. A 6-credit-hour maximum for any single area of study. Studio. 1–6 credit hours. Prerequisite: completion of most advanced courses offered in area of study, upper-class standing, and consent of instructor and department chair. Offered as needed.

ART 491: Studio III: Topic

Students explore advanced involvement in specific studio concentrations, with emphasis on development of a personal direction. A professional attitude of self-regulation in developing ideas and executing work is expected. Studio. (2–12) 1–6 credit hours. Prerequisite: all 200- and 300-level courses in the topic area or consent of instructor. Offered fall and spring.

ART 492: Studio IV: Topic

A continuation of advanced studio studies, this course continues the in-depth development of a personal direction. Studio. (2–12) 1–6 credit hours. Prerequisite: ART 491 and consent of instructor. Offered fall and spring.

ART 493: Reading and Research in Art History

Working individually with the instructor, the student continues the exploration of Greek and Roman art, Renaissance art, baroque art, American art, or modern art. 3 credit hours. Prerequisite: lecture course in respective area and consent of instructor. Offered as needed.

ART 497: Senior Studio

This final course in advanced studio culminates in an exhibition. In-depth exploration, conceptual inquiry, and articulation skills are promoted in relation to each student's personal direction. Studio. (6) 1–6 credit hours. Prerequisite: ART 492 and consent of instructor. Offered fall and spring.

ART 510: CADD

Objects and space are designed electronically using 3-D software. Simple and complex objects are also placed in appropriate environments. Software, such as Photoshop and Illustrator, are used. 3 credit hours. Prerequisite: admission to the M.F.A. in the theatre program or consent of department chair. Offered spring.

ART 521: Electronic Media Production I

The fundamentals of multimedia production, including logical and intuitive approaches as applied to graphic design, photography, animation, audio, and video, are covered. Studio. (6) 4 credit hours. Offered fall.

ART 522: Electronic Media Production II

Study is made of the hypermedia environment as an interactive synthesis of diverse elements, including text, sound, moving and still photography, video, and animation. Students work with these elements and develop design strategies. Studio. (6) 4 credit hours. Prerequisite: ART 521. Offered spring.

ART 523: Digital Portfolio I

Students develop a personal vision and learn to conceive, design, and produce hypermedia projects. Various media models are tested against topics. Students also prepare their proposals for Art 524: Digital Portfolio II. Studio. (6) 4 credit hours. Prerequisite: ART 522. Offered fall.

ART 524: Digital Portfolio II

In this capstone course, students consolidate their skills, while focusing on a specific topic and format. A written proposal must be submitted and accepted in order to enroll in this course. Studio.

(6) 4 credit hours. Prerequisite: ART 523. Offered spring.

ART 560: Graduate Seminar in the Visual Arts

Focus is on current issues concerning philosophical, historical, and aesthetic problems in art. Structural concepts, relevant methods of inquiry, social and formal issues, and articulation of personal vision are examined.

3 credit hours. Prerequisite: consent of department chair. Offered spring.

ART 590: Directed Graduate Study

Students conduct independent research and/or studio exploration in the visual arts, under the supervision of a selected member of the department faculty.

4 credit hours. Prerequisite: consent of department chair. Open to candidates in the master's programs in art. Offered as needed.

ART 594: Graduate Studio: Topic

A professional level of work is required in both technique and attitude in this advanced study in the topic area. This course concludes with an Art Department Graduate Committee review. Studio.

(2–12) 1–6 credit hours. Prerequisite: 400-level course in the topic. Offered fall and spring.

ART 595: Graduate Studio: Topic

A continuation of Art 594, this course concludes with an Art Department Graduate Committee review. Studio.

(2–12) 1–6 credit hours. Prerequisite: ART 594 and consent of instructor. Offered fall and spring.

ART 596: Graduate Studio: Topic

Independent professional research is required, demonstrating continuity, integrity, and innovation in a particular area. This course concludes with an Art Department Graduate Committee review. Studio.

(2–12) 1–6 credit hours. Prerequisite: ART 595 and consent of instructor. Offered fall and spring.

ART 691: Thesis

Under the direction of the thesis advisor, the student researches and completes the thesis project. Credit for this course is contingent on final approval of the thesis.

4 credit hours. Prerequisite: acceptance of thesis proposal and consent of department chair. Offered as needed.

Art Education (ARTE)**ARTE 303: Introduction to Art Education**

Prospective art educators are oriented to the field of art as a discipline and to concepts of teaching and learning in art. Observational and studio experiences are included. (Formerly Art Education 203.)

(4) 3 credit hours. Prerequisite: Art 204 or 205. Offered fall and spring.

ARTE 340: Methods and Materials in Art Education

Children's artistic expression in relation to research and current approaches to art education are covered. Included are studio workshop experiences with art materials used in the elementary classroom. Not open to art education majors.

(3) 2 credit hours. Offered fall, spring, summer.

ARTE 404: Practicum in Art Education I

Teaching concepts, lesson plan development, and evaluation for secondary school art instruction are studied through readings, discussions, observations in secondary art classrooms, and introductory teaching experiences.

(4) 3 credit hours. Prerequisite: admission to the art education teacher preparation program, ARTE 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 technology competency requirement; completion of community service requirement; and negative result from the required tuberculin test. Offered fall and spring.

ARTE 464: Student Teaching Seminar in Art Education

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.

2 credit hours. Prerequisite: concurrent enrollment in ARTE 426. Offered fall and spring.

ARTE 503: Graduate Introduction to Art Education

Prospective art educators are oriented to the field of art as a discipline and to concepts of teaching and learning in art. Included are graduate-level research projects as well as observational and studio experiences.

3 credit hours. Prerequisite: application or acceptance into the M.A.T. in art education program. Offered fall and spring.

ARTE 504: Graduate Practicum in Art Education I

Teaching concepts, lesson plan development, and evaluation for secondary art instruction are studied through readings, discussions, observations in secondary school art classrooms, and introductory teaching experiences

(4) 3 credit hours. Prerequisite: CEP 552, preceding or concurrent enrollment in ARTE 563, and acceptance into the M.A.T. in art education program. Offered fall and spring.

ARTE 505: Graduate Practicum in Art Education II

Artistic development, teaching models, and curriculum development for elementary school art instruction are studied through readings, discussions, observations in elementary school art classrooms, and introductory teaching experiences.

(4) 3 credit hours. Prerequisite: ARTE 504. Offered fall and spring.

ARTE 515: Curriculum in Art Education

Curriculum theory and development of art programs at elementary and secondary schools are identified, analyzed, and critiqued. Initiatives for site-specific curriculum development or revision are begun. Seminar.

3 credit hours. Prerequisite: consent of department chair. Offered fall.

ARTE 525: Graduate Student Teaching in Art Education

Under supervision of College faculty and school-based art teachers, students teach and engage in extra-class responsibilities for five full days a week in both elementary and secondary schools.

9 credit hours. Prerequisite: ARTE 505; CEP 552; FNED 541, 546; concurrent enrollment in ARTE 562; cumulative GPA of 3.00 a full semester prior to student teaching; completion of technology competency requirement; completion of community service requirement; and 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.

2 credit hours. Prerequisite: concurrent enrollment in ARTE 525. Offered fall and spring.

ARTE 591: Readings and Research in Art Education

Under the supervision of a faculty advisor, each student selects a topic and undertakes concentrated research in art education.

3 credit hours. Prerequisite: consent of department chair. Offered as needed.

ARTE 613: Research and Evaluation in Art

Art research and evaluation are analyzed for design, methodology, and conceptual foundations. Emphasis is on interpreting, understanding, and critiquing original research or evaluation projects in art or art education.

3 credit hours. Prerequisite: consent of department chair. Offered as needed.

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: 6 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: 6 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: 6 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 517 and 547. Offered fall and spring.

Biology (BIOL)

BIOL 103: Human Biology

The fundamental principles and concepts of biology as they pertain to the human organism are introduced. This course is intended for students who are pursuing studies in areas other than the natural sciences. Lecture.

3 credit hours. Gen. Ed. Category SM. Offered fall, spring, summer.

BIOL 108: Basic Principles of Biology

Basic biological principles are introduced. This course prepares students for courses in anatomy, physiology, and microbiology. Lecture and laboratory (dissection included). Not open to biology majors.

(6) 4 credit hours. Gen. Ed. Category LS. Offered fall, spring, summer.

BIOL 109: Fundamental Concepts of Biology

Unifying concepts from various levels of biological organization are considered. This course is for students pursuing studies other than the natural sciences. Lecture and laboratory. Not open to biology and clinical laboratory science majors.

(6) 4 credit hours. Gen. Ed. Category LS. Offered fall, spring, summer.

BIOL 111: Introductory Biology I

Emphasis is on the molecular and cellular nature of living systems. This course is intended for science majors and any student with an interest in science. Lecture and laboratory. (Formerly Biology 101.)

(6) 4 credit hours. Gen. Ed. Category LS. Offered fall, spring, summer.

BIOL 112: Introductory Biology II

Emphasis is on organismal and ecological levels of organization. This course is intended for science majors and any student with an interest in science. Lecture and laboratory (dissection included). (Formerly Biology 102.)

(6) 4 credit hours. Gen. Ed. Category LS. Prerequisite: BIOL 111. Offered spring and summer.

BIOL 221: Genetics

A balanced treatment of classical Mendelian concepts, population topics, and the recent advances in molecular genetics are presented. Lecture and laboratory.

(6) 4 credit hours. Prerequisite: BIOL 111 and 112. Offered fall.

BIOL 231: Human Anatomy

By using a systematic approach, study is made of the human organism with respect to the histological and gross anatomy. Lecture and laboratory (dissection included). (Formerly Biology 331.)

(6) 4 credit hours. Prerequisite: BIOL 111 and 112, or 108. Offered fall, spring, summer.

BIOL 261: The World's Forests

Interactions between people and their native trees are explored from historical, biological/environmental, humanitarian/aesthetic, and socioeconomic perspectives. Emphasis is on how trees are perceived and used by diverse cultures.

4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered fall (odd years).

BIOL 300: Developmental Biology of Animals

A descriptive and experimental approach is applied to animal ontogeny, with consideration of cell fate determination, differentiation, morphogenesis, and pattern formation. Lecture and laboratory. (Formerly Developmental Biology.)

(6) 4 credit hours. Prerequisite: BIOL 111 and 112. Offered spring.

BIOL 318: Ecology

The ecosystem is introduced. Emphasis is on how the interaction of environmental factors has shaped, influenced, and controlled the distribution of biomes, communities, and populations. Lecture, laboratory, and field trips.

(6) 4 credit hours. Prerequisite: BIOL 111 and 112. Offered fall 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 111 and 112. 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 111 and 112. Offered fall (odd years).

BIOL 324: Vertebrate Zoology

The origin, evolution, life history, and adaptation of the sub-phylum vertebrata are studied. Local fauna is stressed in the laboratory. Lecture and laboratory.

(6) 4 credit hours. Prerequisite: BIOL 111 and 112. 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 111 and 112. Offered as needed.

BIOL 329: Comparative Vertebrate Anatomy

Comparison of the anatomy and functions of the vertebrates from the evolutionary point of view is presented. Included is detailed dissection of selected representatives from five classes of vertebrates. Lecture and laboratory.

(6) 4 credit hours. Prerequisite: BIOL 111 and 112. Offered as needed.

BIOL 335: Human Physiology

Basic principles of physiology are introduced, with emphasis on homeostatic mechanisms. Attention is given to the functions of organ systems and coordination in the whole human organism. (Formerly Vertebrate Physiology.)

(6) 4 credit hours. Prerequisite: BIOL 111 and 112, or 108 and 231. Offered fall, spring, summer.

BIOL 340: Histology

Structural characteristics of mammalian cells, tissues, and organs are examined in detail. At each of these levels of organization, functional correlates of microanatomical features are emphasized. Lecture and laboratory.

(6) 4 credit hours. Prerequisite: BIOL 111 and 112. Offered as needed.

BIOL 348: Microbiology

Microbial structure and metabolism, dynamics of microbial populations, disease causation, microbial genetics, and virology are presented. Lecture and laboratory.

(6) 4 credit hours. Prerequisite: BIOL 111 and 112, or 108. Offered fall, spring, summer.

BIOL 353: The Plant Kingdom

The major groups of plants are surveyed, with emphasis on evolutionary aspects, reproductive strategies, and ecological interrelationships. Structural features of plant cells, tissues, and organs are emphasized. Lecture and laboratory.

(6) 4 credit hours. Prerequisite: BIOL 111 and 112, or consent of instructor. Offered 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 111 and 112, or consent of instructor. Offered spring (even years).

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 423: Parasitology

The general biology, etiology, symptomatology, and epidemiology of parasites are examined, with emphasis on animal parasites of medical and veterinary importance. Lecture and laboratory.

(6) 4 credit hours. Prerequisite: BIOL 111 and 112. Offered as needed.

BIOL 429: Medical Microbiology

This is a study of medically important microorganisms, with emphasis on the molecular mechanisms of pathogenicity. (Formerly Advanced Microbiology.)

(6) 4 credit hours. Prerequisite: BIOL 348; CHEM 205, 206. Offered spring.

BIOL 431: Immunology

This is a study of animal immune responses, with emphasis on the properties of antigens and immunoglobulins, cellular communication, pathology, and the development and regulation of humoral and cellular immunity. Lecture.

3 credit hours. Prerequisite: BIOL 111, 112; CHEM 205, 206; or consent of department chair. Offered as needed.

BIOL 440: Evolution

An interdisciplinary approach is used to examine evolutionary trends of plants and animals, the origin of life, molecular evolution, and speciation. Lecture.

3 credit hours. Prerequisite: BIOL 221. Offered as needed.

BIOL 491–494: Problems in Biology

The experimental aspects and recent advances in different fields of biology are examined. Required are research projects and papers on the work accomplished. Not open to students enrolled in the M.A. program in biology.

1–4 credit hours. Prerequisite: two 300-level biology courses or consent of department chair. Offered fall, spring, summer.

BIOL 526: Molecular Cell Physiology

Topics may include solution chemistry, membrane structure, gene regulation, homeostasis, and cell organelle structure and function. Lecture. (Formerly Cell Morphology and Physiology.)

3 credit hours. Prerequisite: BIOL 320; CHEM 205, 206. Offered as needed.

BIOL 531: Mammalian Endocrinology

Topics include neuroendocrinology, hypothalamic-pituitary relationships, mechanisms of hormone action, endocrine aspects of reproduction, carbohydrate metabolism, calcium homeostasis, and water/electrolyte balance. Lecture.

3 credit hours. Prerequisite: two 300-level or above biology courses and consent of department chair. Offered as needed.

BIOL 532: Advanced Developmental Biology

The molecular regulation of development, differentiation, control of the cell cycle, and regeneration are examined, with emphasis on recent research. Lecture and laboratory.

(6) 4 credit hours. Prerequisite: BIOL 221, 300, 320, or equivalents. Offered as needed.

BIOL 560: Graduate Seminar

Students investigate a current biological topic using primary literature and develop skills that contribute to effective oral and written presentations in science.

1 credit hour. Prerequisite: graduate status. Open to undergraduates with consent of department chair. Offered fall.

BIOL 651–654: Advanced Topics in Biology

Individual study is provided under the direction of a faculty member of the biology department. Topics vary.

1–4 credit hours. Prerequisite: normally open only to students enrolled in the M.A. program in biology. Offered fall, spring, summer.

BIOL 691–696: Directed Research

Students investigate an experimental question in biology under the direction of an advisor. Open only to students enrolled in the M.A. program in biology.

1–6 credit hours. Prerequisite: consent of advisor and department chair. Offered fall, spring, summer.

Career and Technical Education (CTE)

These courses are open only to students enrolled in the career and technical education program.

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 minimum grade of C; minimum GPA of 2.50 in all previous courses; 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 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 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, 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 435: Pharmacology and Toxicology

The relationship between the chemical structure and biological activity of organic compounds is studied. Historical and current drug development and use are emphasized in relation to the biochemistry of disease.

3 credit hours. Prerequisite: CHEM 205 and 206 or consent of department chair. Offered as needed.

CHEM 467: Honors Colloquium in Chemistry

Advanced level topics in science are examined through participation in department colloquia with outside speakers and through a series of seminars. This course may be repeated for credit with a change in content. (Formerly Chemistry 367.)

0.5 credit hour. Prerequisite: CHEM 206 or consent of department chair. Offered annually.

CHEM 490: Independent Study in Chemistry

Students study under the guidance of a member of the chemistry faculty. The particular area of chemistry is selected on the basis of the interest of the student and instructor.

3 credit hours. Prerequisite: consent of department chair. Offered as needed.

CHEM 491, 492, 493: Research in Chemistry

The student conducts original research in an area selected after consultation with the instructor and prepares a report on the work. A maximum of 6 credit hours may be earned in these courses.

1–3 credit hours. Prerequisite: consent of department chair. Offered as needed.

College Course (COLL)**COLL 101: The College Experience**

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 162: East Asian Popular Cinema**

East Asian culture, identity, gender, and communication patterns are explored through the examination of different genres in popular films and documentaries from Japan, Korea, Taiwan, Hong Kong, and China.

4 credit hours. Gen. Ed. Core 3. Offered as needed.

COMM 200: Fundamentals of Research in Communications

Research and scholarship in communications are introduced. Included are basic concepts underlying historical, critical, content, survey, and experimental research. Bibliographic resources and writing styles are also reviewed.
3 credit hours. Offered fall, spring, summer.

COMM 208: Public Speaking

Students develop public-speaking skills through directed practice. Emphasis is on the selection and organization of material, the use of reasoning and evidence, speech construction, and methods of delivery.
3 credit hours. Offered fall and spring.

COMM 219: Vocal Improvement

Effective voice and articulation management are developed through theory and practice. Emphasis is on personal improvement for professional career objectives.
3 credit hours. Offered as needed.

COMM 220: Voice and Articulation

The fundamentals of voice production and diction are studied, including the physiological and phonetic bases of speech. Students work on vocal clarity, flexibility, range, force, and variety.
3 credit hours. Offered as needed.

COMM 223: Introduction to Sign Language

The basic vocabulary of Signed English and finger spelling are introduced. Discussion includes the needs and problems of the deaf community. A vocabulary of 600 signs should be attained at the completion of this course.
3 credit hours. Offered fall.

COMM 232: Introduction to Graphic Communications Technology

This is an introduction to the theory, concepts, processes, and careers in the printing and publishing field. Study includes digital photography, design and computer operation, imagesetter operation, and screen-process printing.
(6) 3 credit hours. Offered fall and spring.

COMM 240: Mass 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, and studio and control room operations and practice are presented. Included is a two-hour-per-week lab.
(5) 4 credit hours. Prerequisite: 9 credit hours of communications courses. Offered fall and spring.

COMM 254: Leadership and Management Communication

Organizational communication and methods for improving the communication of leaders and managers in organizations are studied. Simulations, role play, and case studies are used.
3 credit hours. Offered spring.

COMM 258: Interpersonal Communication

By participating in a series of communication experiences, students explore principles, skills, and techniques essential for effective face-to-face communication and how to apply them to their daily lives.
3 credit hours. Offered fall.

COMM 261: Critical Inquiry into Free Speech

This is a critical inquiry into the issues of free speech and free speech "crimes" in the United States and in certain non-Western countries.
4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered as needed.

COMM 301: Public Relations

The field of public relations is surveyed, with emphasis on the role of the communications specialist as a practitioner. Topics include public relations history, ethics, campaign design, and media use.
3 credit hours. Prerequisite: 45 credit hours of undergraduate courses, including COMM 200, or consent of instructor. Offered fall and spring.

COMM 305: Introduction to Communication Disorders

A variety of speech, language, and hearing problems that may exist in children and adults are examined. Normal processes, abnormalities, and treatment are also discussed.

3 credit hours. Prerequisite: COMM 200. Offered fall and spring.

COMM 311: Advanced Public Relations

Additional public relations skills are learned, with emphasis on writing. Formats and public relations methods are also reviewed and applied to case studies.

3 credit hours. Prerequisite: COMM 301. Offered fall.

COMM 319: Phonetics

Study is made of the production of speech sounds and the application of the International Phonetic Alphabet (IPA). Practice in dictation and phonetic transcription are included.

3 credit hours. Prerequisite: COMM 219 or 220. Offered fall.

COMM 320: Speech and Language Development

The theories and stages involved in the acquisition of speech and language skills from birth to adolescence are examined. Included are the subsystems of language and normal and abnormal speech and language development.

3 credit hours. Prerequisite: COMM 305. Offered fall.

COMM 321: Speech and Hearing Science

Technical issues regarding the production and perception of speech signals are examined, along with basic acoustics, acoustics of speech, speech and hearing physiology, speech perception, and laboratory instrumentation.

3 credit hours. Prerequisite: COMM 319. Offered spring.

COMM 323: Introduction to Audiology

Acoustics, anatomy, and physiology of the ear are introduced. Included are basic hearing tests, hearing disorders, and rehabilitation.

3 credit hours. Prerequisite: COMM 305. Offered fall.

COMM 325: Auditory and Speech Mechanisms

Topics include the anatomy and physiology of the speech and hearing mechanism, and neurological, skeletal, and muscular functions involved in speech and hearing.

3 credit hours. Prerequisite: COMM 305. Offered spring.

COMM 329: Clinical Observation

Twenty-five clock hours of clinical observation are required in speech/language pathology and audiology, including observation of manufactured videotaped sessions and on-site sessions in schools, hospitals, and clinics.

(1.5) 2 credit hours. Prerequisite: junior standing, minimum of six courses from the speech and hearing concentration, and minimum cumulative GPA of 3.00 in all courses. Offered as needed.

COMM 332: Gender and Communication

The differences and similarities of the communicative patterns and behaviors of women and men are studied.

3 credit hours. Prerequisite: COMM 258. Offered as needed.

COMM 333: Intercultural Communication

The communication problems, issues, and consequences that accompany interaction between people from diverse cultures are explored. Research dealing with intercultural communication is explored.

3 credit hours. Prerequisite: COMM 258. Offered as needed.

COMM 334: Presentation Techniques

Focus is on computer-driven techniques for design and production of presentations. Topics include audience analysis, learning theory, and other concepts that ensure a successful presentation.

(6) 3 credit hours. Prerequisite: COMM 232 or consent of department chair. Offered fall and spring.

COMM 338: Advertising

The key processes of modern advertising practice are introduced. Topics include production of effective advertising and media. Students cannot receive credit for both Communications 338 and Marketing 438.

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 434: Electronic Publishing

Students examine preflighting, problem-solving techniques, and font management, while mastering basic to advanced page layout techniques in the creation of products destined for printing.

(6) 3 credit hours. Prerequisite: COMM 232 or consent of department chair. Offered fall, spring, summer.

COMM 460: Seminar in Communications

A topic not previously studied in communications is 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

Students gain a more comprehensive understanding of communication fields through on-the-job training. This course may be repeated once for credit.

1–4 credit hours. Prerequisite: open to communications majors who have completed at least 75 credit hours of undergraduate courses, 18 of which are communications courses, and to graduate students, with consent of instructor. Application must be made during the semester prior to field experience. Additional requirements are set forth in the application form. Offered fall, spring, summer.

COMM 490: Independent Study in Communications

An area of concentrated study is selected under the supervision of a department faculty advisor. This course may be repeated once for credit with a change in content.

3 credit hours. Prerequisite: 18 credit hours of communications courses, including COMM 200, and consent of instructor. Offered as needed.

COMM 491: Special Problems in Communications

A practicum-oriented problem on which to concentrate for the semester is selected under the supervision of a faculty advisor. This course may be repeated once with a change in content.

3 credit hours. Prerequisite: 18 credit hours of communications courses, including COMM 200, and consent of instructor. Offered as needed.

COMM 541: Media Theory

A theoretical foundation for the analysis of communications media and its evolving technologies is provided. Emerging discourse models frame the history, philosophy, epistemology, and critical interpretation of electronic media.

4 credit hours. Prerequisite: senior standing and completion of minimum of six communications courses; or acceptance into the Master of Arts program in art, with a concentration in media studies; or consent of instructor. Offered spring.

COMM 579: Media Studies Internship

Students gain a more comprehensive understanding of communication media through on-the-job training. Instruction, supervision, and practice in professional careers and specialties are provided.

4 credit hours. Prerequisite: acceptance into the Master of Arts program in art, with a concentration in media studies. Offered as needed.

Communications/Graphic (COMG)**COMG 331: Offset Press I**

The photo offset method of printing in one and two colors is examined. Preparation to print includes electronic file preparation, imagesetter operation, and preparing printing plates. *(6) 3 credit hours. Prerequisite: COMM 232. Offered fall.*

COMG 337: Digital Photographic Reproduction

The changing nature of photographic reproduction in the printing industry is explored.

(6) 3 credit hours. Prerequisite: COMM 232. Offered as needed.

COMG 433: Offset Press II

Focus is on the printing of four-color images on a two-color press. Students troubleshoot and solve press problems, using national standards of quality control.

(6) 3 credit hours. Prerequisite: COMM 232 and COMG 331, or consent of department chair. Offered as needed.

COMG 435: Color Reproduction

Additive and subtractive theories of color reproduction are presented. Study includes spot color preparation, trapping, process color correction and separation, and scanning and proofing methods.

(6) 3 credit hours. Prerequisite: COMM 232 and COMG 331. Offered spring.

COMG 449: Color Correction and Control

Instruction is given in the preparation of images for printing, including color correction, sharpening, and silhouetting. Color management issues are also explored.

(6) 3 credit hours. Prerequisite: COMM 232; COMG 331, 435. Offered fall.

COMG 451: Current Trends and Techniques in Graphic Communications

This course is both experiential and lecture format. Included are cross-media topics, such as Web usability theory and practice, e-commerce, and PDF for Web and print. This course may be repeated once for credit with a change in content. (6) 3 credit hours. Prerequisite: COMM 232; COMG 331, 435; or consent of department chair. Offered spring.

Computer Information Systems (CIS)

Prior to enrolling in any 300-level computer information systems course, all students must have junior standing.

CIS 251: Computers in Management

This is an intensive hands-on experience with microcomputers and their use with spreadsheets, word processing, and presentation graphics software. 3 credit hours. Offered fall, spring, summer.

CIS 255: Introduction to Java in Business

Java programming language and application development are studied in the context of realistic, real-world business programming examples and case studies. 3 credit hours. Prerequisite: CIS 251. Offered as needed.

CIS 256: Introduction to COBOL Programming

Topics include COBOL syntax, input/output statements, logic and arithmetic statements, basic sequential, and file processing. Students cannot receive credit for both Computer Information Systems 256 and Computer Science 256. 3 credit hours. Prerequisite: CIS 251 or its equivalent or consent of department chair. Offered fall and spring.

CIS 257: Introduction to Visual Basic in Business

Business applications are designed and coded using a visual basic programming language. Emphasis is on object-oriented design and programming. (Formerly Object-Oriented Programming for Business.) 3 credit hours. Prerequisite: CIS 251 or its equivalent or consent of department chair. Offered as needed.

CIS 258: Introduction to Visual RPG Programming

Topics include RPG syntax, file creation and maintenance, and the generation of reports, using a visual RPG language. (Formerly RPG Programming.) 3 credit hours. Prerequisite: sophomore standing (25 credit hours minimum). Offered as needed.

CIS 320: Information Technology: Hardware and Software Systems

The evolution of the major subsystems of computer hardware, technical knowledge of the integration of hardware, and selected operating systems software are examined. 3 credit hours. Prerequisite: CIS 352 and one course from the following: CIS 255, 256, 257, or consent of department chair. Offered as needed.

CIS 324: Web Page Development

Students are introduced to the process of Web page development using rapid application software. Study includes HTML basics, the creation of Web objects, common Web page formats, and functions to create a personal Web page. 3 credit hours. Prerequisite: CIS 251 or its equivalent or consent of department chair. Offered as needed.

CIS 350: Special Topics

New courses are offered by faculty to present latest computer information materials. 3 credit hours. Prerequisite: CIS 251 or its equivalent or consent of department chair. Offered as needed.

CIS 351: Advanced Office Applications for Business

Advanced applications of office suite software are examined. Applications include database, spreadsheet, word processing, and presentation graphics. (Formerly Computer Information Systems 252: Microcomputer Applications for Management.) 3 credit hours. Prerequisite: CIS 251 or its equivalent or consent of department chair. Offered fall and spring.

CIS 352: Management Information Systems

The fundamentals of analysis, design, and the implementation of information systems for managerial decision making are examined, including use of the Internet. 3 credit hours. Prerequisite: CIS 251 or its equivalent or consent of department chair. Offered fall, spring, summer.

CIS 355: Advanced Business Applications in Java

Business applications using Java programming language are further developed. Topics include object-oriented design, object-oriented programming, and database connectivity. 3 credit hours. Prerequisite: CIS 255. Offered as needed.

CIS 356: Introduction to Expert Systems

The basic techniques and skills for developing knowledge-based information systems are provided. No prior knowledge or experience with expert systems or programming language is required. Lecture and laboratory.

3 credit hours. Prerequisite: CIS 352 and one course from the following: CIS 255, 256, 257, or consent of department chair. Offered as needed.

CIS 357: Advanced Business Applications in Visual Basic

Students are introduced to a variety of sophisticated programming components of Visual Basic. These components include variable arrays, database creation and management, activeX components, and class modules.

3 credit hours. Prerequisite: CIS 257. Offered as needed.

CIS 421: Networks and Telecommunications

Data communications and networking requirements are presented, including networking and telecommunications technologies, hardware, and software. Emphasis is on the analysis, design, and implementation of a network system.

3 credit hours. Prerequisite: CIS 352 or consent of department chair. Offered fall and spring.

CIS 453: Systems Analysis and Design

System design and analysis concepts that were introduced in prior courses are now applied. Topics include documentation, hardware/software selection, database development, system implementation, and post-implementation evaluation.

3 credit hours. Prerequisite: CIS 352 and one course from the following: CIS 255, 256, 257, or consent of department chair. Offered fall and spring.

CIS 455: Database Programming

The basic components of file and communications systems as they support information systems are surveyed. (Formerly Computer Information Systems 355.)

3 credit hours. Prerequisite: CIS 352 and one course from the following: CIS 255, 256, 257, 258, or consent of department chair. Offered fall and spring.

CIS 462: Applied Software Development Project

This is a practicum in the application of programming and systems-development concepts, resulting in a comprehensive systems-development project. (Formerly Computer Information Systems 362.)

3 credit hours. Prerequisite: CIS 453 and 455, or consent of department chair. Offered fall and spring.

CIS 467: Directed Internship

Students are assigned to a business, an industrial organization, or a not-for-profit organization and supervised by a mentor. Students receive 1 credit hour for every four hours of work. A two-hour biweekly seminar is included.

3–9 credit hours. Prerequisite: major in computer information systems and completion of at least 60 undergraduate credit hours. Offered fall, spring, summer.

CIS 535: Data Management

Various techniques are explored for the management of the design and development of database systems. Issues in the creation and use of logical data models, database administration, and concurrent processing are explored.

3 credit hours. Prerequisite: senior standing or consent of department chair. Offered as needed.

CIS 540: Issues in Computer Security

Evaluated are the various organizational and technological techniques employed to provide security for computer software, hardware, and the data itself. Also explored are controlling for error, natural disaster, and intentional attacks.

3 credit hours. Prerequisite: senior standing or consent of department chair. Offered as needed.

CIS 541: Legal Aspects of Information Technology

The legal environment within which an organization must conduct its electronic commerce is reviewed. Legal liability for data transmission and exchange is also explored.

3 credit hours. Prerequisite: senior standing or consent of department chair. Offered as needed.

CIS 542: Electronic Commerce

The systems and management challenges and the opportunities and successful strategies required to develop and maintain electronic commerce are examined. Marketing, strategy, infrastructure design, and server management are also covered.

3 credit hours. Prerequisite: senior standing or consent of department chair. Offered as needed.

CIS 543: Decision Support Systems

The decision-making process is examined, with emphasis on dealing with incomplete and inexact data, including unstructured environments. The use of data management, modeling, and simulation are explored.

3 credit hours. Prerequisite: senior standing or consent of department chair. Offered as needed.

Computer Science (CSCI)

Prior to enrolling in any computer science course, all students must have completed the College Mathematics Requirement.

CSCI 101: Introduction to Computers

Topics include an overview of computer systems, hardware and software, algorithms, computer history, applications, and the impact of computers on society. Hands-on computer work. *3 credit hours. Gen. Ed. Category SM. Offered fall, spring, summer.*

CSCI 102: Introduction to Visual BASIC Programming

This course introduces interactive Windows programming, using Visual BASIC. Topics include projects, form objects for user input/output, and text handling. *3 credit hours. Prerequisite: three units of college preparatory mathematics or one college mathematics course. Offered fall and spring.*

CSCI 201: Computer Programming I

The fundamentals of programming and algorithm development are examined, using a programming language such as Java. Topics include expressions, input/output, control structures, classes, methods, and arrays. 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

Students are introduced to file management, multi-dimensional arrays, subroutines, and VBScript. Students also compile programs to form executable programs and construct forms that can be processed through the Internet. *3 credit hours. Prerequisite: CSCI 102 or equivalent. Offered as needed.*

CSCI 221: Computer Programming II

A continuation of Computer Science 201, emphasis is on techniques needed to develop large programs. Topics include exception handling, strings, recursion, and input/output. Lecture and laboratory. *(4) 3 credit hours. Prerequisite: CSCI 201. Offered fall and spring.*

CSCI 256: Introduction to COBOL Programming

Topics include COBOL syntax, input/output statements, logic and arithmetic statements, and 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 301: Introduction to Java Programming

Java programming is introduced to students who are familiar with object-oriented programming. Both stand-alone applications and applets with graphical user interfaces are developed. *3 credit hours. Prerequisite: CSCI 221 or equivalent, or consent of department chair. Offered as needed.*

CSCI 302: C++ Programming

The fundamental concepts and constructs of the C++ programming language are examined. Topics include expressions, input/output, control structures, classes, inheritance, arrays, strings, and templates. *3 credit hours. Prerequisite: CSCI 221. Offered spring.*

CSCI 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

Students examine basic concepts of computer organization, architecture, and machine language programming. Topics include data representation, binary arithmetic, combinatorial circuits, sequential circuits, registers, and instruction sets. *3 credit hours. Prerequisite: CSCI 201 and either MATH 200 or 212. Offered spring.*

CSCI 313: Computer Organization and Architecture II

A continuation of Computer Science 312. Topics include the central processing unit, memory access, input/output, and floating point operations. *3 credit hours. Prerequisite: CSCI 221 and 312. Offered fall.*

CSCI 315: Information Structures

Data structures are presented for the efficient representation of information and relationships in computer programs. Topics include inheritance, polymorphism, hashing, templates, stacks, queues, trees, and heaps.

3 credit hours. Prerequisite: CSCI 201 and either MATH 200 or 212. Offered fall.

CSCI 325: Organization of Programming Languages

Programming language constructs are presented, with emphasis on the run-time behavior of programs. Topics include language definition, data types and structures, and run-time considerations.

3 credit hours. Prerequisite: CSCI 256 and 315. Offered spring.

CSCI 401: Software Engineering

The software development process is examined from initial requirements analysis to operation and maintenance. Student teams develop a software system from requirements to delivery, using disciplined techniques.

3 credit hours. Prerequisite: CSCI 315 or consent of department chair. Offered as needed.

CSCI 422: Introduction to Computation Theory

Computation theory concepts are introduced, including finite state automata, pushdown automata, and Turing machines. Also covered are the applications of these concepts to lexical analysis, parsing, and algorithms.

3 credit hours. Prerequisite: CSCI 315 and either MATH 200 or 436. Offered 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. Offered as needed.

CSCI 435: Operating Systems and Computer Architecture

Topics include instruction sets, I/O and interrupt structure, addressing schemes, memory management, process management, performance, and evaluation.

3 credit hours. Prerequisite: CSCI 313 and 315. Offered spring.

CSCI 437: Introduction to Data and Computer Communications

Data and computer communications are discussed through the topics of data transmission, data encoding, digital data communication techniques, data link control, multiplexing, and networking.

3 credit hours. Prerequisite: CSCI 315. Offered as needed.

CSCI 455: Introduction to Database Systems

Database structure, organization, languages, and implementation are introduced, including data modeling, relational and object-oriented systems, query languages, and query processing. (Formerly Database Programming.)

3 credit hours. Prerequisite: CSCI 315. Offered as needed.

Counseling and Educational Psychology (CEP)

CEP 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. Offered fall, spring, summer.

CEP 531: Human Development across Cultures

Focus is on human development theories across cultures as they relate to the field of human services and on life cycle stages, the exploration of child, adolescence, and adult issues. (Formerly Human Development in Counseling.)

3 credit hours. Prerequisite: graduate status. Offered fall, spring, summer.

CEP 532: Theories and Methods of Counseling

The nature of the counseling process and theories of counseling are considered. Included are techniques of interviewing and an examination of common and special counseling problems in various school and agency settings.

3 credit hours. Prerequisite: graduate status, 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 fall.*

CEP 534: Quantitative Measurement and Test Interpretation

Students develop techniques for the effective use of test results in counseling, including statistical and data analysis techniques. (Formerly Measurement and Test Interpretation in Counseling.)

3 credit hours. Prerequisite: graduate status and CEP 531, or consent of department chair. Offered spring and summer.

CEP 535: Vocational Counseling and Placement

Counseling theories are explored, including the assessment of individual aptitudes, interests, and abilities. Also examined are occupational information sources and opportunities.

3 credit hours. Prerequisite: CEP 531. Offered spring and summer.

CEP 536: Biological Perspectives in Mental Health

Counselors and school psychologists are introduced to the neuroscience perspective of studying human behavior, including the biology of mental illness and the role of psychopharmacology. (Formerly Medical Information for Counselors.)

3 credit hours. Prerequisite: CEP 531. Offered fall and summer.

CEP 537: Introduction to Group Counseling

The dynamics of group process, an analysis of current modalities, and the principles and techniques of group counseling are covered. Students participate in a time-limited group.

3 credit hours. Prerequisite: graduate status and CEP 532, or consent of department chair. Offered fall, spring, summer.

CEP 538: Clinical Practicum I

Counseling experience is offered under supervised laboratory conditions, with emphasis on observation and evaluation in a laboratory-seminar sequence. 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 540: Clinical Practicum with Children in Schools

Attention is given to developing skill in counseling children and youth, while working with clients under controlled supervisory conditions. Supervised school-based experiences are required.

3 credit hours. Prerequisite: CEP 538, with minimum grade of B. Offered fall.

CEP 541: Clinical Internship I

Students are placed in social and rehabilitation agencies for supervised clinical experience.

3 credit hours. Prerequisite: CEP 538. Offered fall.

CEP 542: Clinical Internship II

This is a continuation of Counseling and Educational Psychology 541.

3 credit hours. Prerequisite: CEP 541. Offered spring.

CEP 543: Clinical Assessment and Case Problems

This is an introduction to clinical decision making, diagnostic assessment, and treatment planning. Students also learn how to conduct intakes, mental status examinations, and to diagnose various psychiatric conditions.

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 lectures, demonstrations, and family simulations.

3 credit hours. Prerequisite: CEP 537 and 538. 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 551: Behavioral Assessment and Intervention

Current theory, research, and applications of behavioral assessment and intervention are reviewed. Emphasis is on behavioral approaches to school-related problems. (Formerly Behavior Modification in Social Settings.)

3 credit hours. Prerequisite: prior or concurrent enrollment in CEP 531 and 533. Offered spring.

CEP 552: Psychological Perspectives on Learning and Teaching

This is a systematic study of students and teachers and their interactions in classroom settings. Emphasis is on understanding typical and exceptional learners. A field component is required. (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 Level School

The physical, psychological, and social development needs of adolescents are addressed. Students cannot receive credit for both Counseling and Educational Psychology 553 and Middle Level Education 510. (Formerly Teaching and Learning in the Middle School.)

3 credit hours. Prerequisite: current elementary or secondary certification, or consent of Department of Educational Studies chair. Offered fall, spring, summer.

CEP 554: Research Methods in Applied Settings

Nonexperimental, experimental, and single-subject designs are explored, along with the use of inferential statistics. A research proposal relevant to human service settings is also developed. (Formerly Applied Educational Research.)

3 credit hours. Prerequisite: graduate status and a measurement and/or research course (CEP 534, PSYC 520, or equivalents). Offered fall and summer.

CEP 601: Cognitive Assessment

Lab experiences are provided in the administration, scoring, and interpretation of individual cognitive tests, with emphasis on the application of tests. Psychological report writing is also introduced. (Formerly Cognitive Assessment Practicum.)

3 credit hours. Prerequisite: CEP 534 and 603. Offered fall.

CEP 602: Social-Emotional Assessment

Objective and projective techniques in the assessment of child and adolescent personality are studied. Lab experiences are provided in test administration, scoring, and interpretation. (Formerly Social-Emotional Assessment Practicum.)

3 credit hours. Prerequisite: CEP 534 and 551. Offered fall.

CEP 603: Professional School Psychology

Designed for students in school psychology, this course covers the foundations of school psychology, roles and functions of psychologists in schools, professional standards and ethics, realities of practice, and vital issues for the profession.

3 credit hours. Prerequisite: matriculation in the school psychology program. Offered spring.

CEP 604: Psychoeducational Assessment and Interventions

The neuropsychological process in learning is reviewed, with lab work in the use of psychoeducational tests to identify learning problems. Remedial instructional strategies are also examined. (Formerly Psychoeducational Assessment Practicum.)

3 credit hours. Prerequisite: prior or concurrent enrollment in CEP 536 and 601. Offered spring.

CEP 605: School Psychology Practicum

This is a year-long, 400-hour practicum experience. Emphasis is on supervised practice in the problem-solving approach to school psychological service.

6 credit hours. Prerequisite: CEP 538 and 603, with minimum grade of B in both courses. Offered fall and spring.

CEP 610: Advanced Clinical Internship I

A work-setting placement is provided under the supervision of a field supervisor and department faculty member. Besides weekly meetings with the faculty member, the student logs fifty work-setting hours for each credit hour to be earned.

6 credit hours. Prerequisite: 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 1 credit hour earned.

6 credit hours. Prerequisite: CEP 610 and consent of department chair. Offered spring.

CEP 612: Cross-Cultural Counseling

Issues in counseling diverse groups are presented. Current counseling models are adapted to meet these groups' specific needs. (Formerly Counseling Minority Groups.)

3 credit hours. Prerequisite: CEP 538 and consent of department chair. Offered as needed.

CEP 615: Organization, Operation, and Administration of Counseling Services in Schools

The practice, concepts, and trends in the organization, operation, and administration of counseling services in schools are studied. (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 spring and summer.

CEP 629: Internship in School Psychology

This internship consists of a 1,200-hour, one-year placement in a cooperating school system under the supervision of a certified school psychologist and a College faculty member. A weekly seminar is required.

12 credit hours. Prerequisite: CEP 604 and 605. Offered fall and spring.

CEP 663: 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 and Collaboration in School and Community Settings

For graduate students in school psychology, school counselors, special educators, and administrators interested in collaboration. Emphasis is on direct and indirect support-service delivery in schools. (Formerly Consultation and Collaboration.)

3 credit hours. Prerequisite: graduate status. Offered spring.

CEP 682: Advanced Theory and Practice of Group Counseling

Theories of group counseling are presented and supervision is provided as students conduct requisite group counseling sessions in the field. (Formerly Advanced Clinical Practicum in Group Counseling.)

3 credit hours. Prerequisite: matriculation in a C.A.G.S. program, CEP 537, and consent of department chair. Offered spring.

CEP 683: Advanced Clinical Practicum in Counseling I

Students extend and deepen their clinical counseling skills. Audio and video resources are used.

3 credit hours. Prerequisite: matriculation in a C.A.G.S. program and consent of department chair. Offered fall.

CEP 684: Advanced Clinical Practicum in Counseling II

This is a continuation of Counseling and Educational Psychology 683.

3 credit hours. Prerequisite: CEP 683. 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 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 and FNED 351. Offered fall, spring, summer.

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 520: Curriculum and Organization of Middle Schools

The emergence and development of the middle school in America is examined. Students cannot receive credit for both Curriculum 520 and Middle Level Education 520. (Formerly Middle School Curriculum.)

3 credit hours. Prerequisite: current elementary or secondary certification, 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: 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 110: Introductory Ballet**

Ballet technique and the classical tradition in dance are introduced through an intensive studio experience, related readings, and attendance at ballet performances. (Formerly Dance 100: Fundamentals of Ballet.)

(4) 2 credit hours. Offered fall.

DANC 112: Introductory Jazz

The technique, rhythms, styles, and historical background of jazz dance are introduced through an intensive studio experience, related readings, and films. (Formerly Dance 101: Fundamentals of Jazz.)

(4) 2 credit hours. Offered fall.

DANC 114: Introductory Tap Dance

The technique, style, and vocabulary of tap dance are introduced through studio experience, related readings, and films. Emphasis is on the development of a strong fundamental technique.

(4) 2 credit hours. Offered fall (odd years).

DANC 116: Introductory Modern Dance

Studio experience is combined with a historical survey of the development of modern dance through studio classes and survey classes. (Formerly Dance 107: Beginning Modern Dance.)

(5) 3 credit hours. Gen. Ed. Category A. Offered fall and spring.

DANC 181: Dance Company I

Credit is available to all qualified students who participate for the full academic year.

1 credit hour. Prerequisite: membership in Rhode Island College Dance Company and consent of instructor. Offered spring.

DANC 210: Intermediate Ballet

Intermediate ballet technique and the classical tradition are studied through studio experience, related readings, and ballet performances. Emphasis is on the refinement of technique and elements of performance. (Formerly Dance 227: Ballet.)

(4) 2 credit hours. Prerequisite: DANC 110. Offered spring.

DANC 212: Intermediate Jazz

Intermediate jazz technique and the history of jazz dance are examined through studio experience, related readings, and films. Emphasis is on the refinement of technique and elements of performance. (Formerly Dance 237: Jazz Dance.)

(4) 2 credit hours. Prerequisite: DANC 112. Offered spring.

DANC 214: Intermediate Tap Dance

Intermediate tap technique and the history of tap dance are explored through studio experience, related readings, and films. Emphasis is on the refinement of technique and elements of performance.

(4) 2 credit hours. Prerequisite: DANC 114. Offered fall (even years).

DANC 216: Intermediate Modern Dance

Intermediate modern dance technique is provided in a studio experience. Emphasis is on the refinement of technique and elements of performance. (Formerly Dance 207.)

(4) 2 credit hours. Prerequisite: DANC 116. Offered fall.

DANC 281: Dance Company II

Credit is available to all qualified students who participate for the full academic year.

1 credit hour. Prerequisite: membership in Rhode Island College Dance Company and consent of instructor. Offered spring.

DANC 302: Musical Resources for Dance

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 twenty hours of laboratory work in a production is required. Lecture and laboratory.

(6) 3 credit hours. Offered as needed.

DANC 304: Choreography I

Binary and ternary dance forms are reviewed; rondo, theme and variations, sonata, and other forms are choreographed. Dance history is summarized and exemplary performing artists are introduced.

(5) 3 credit hours. Prerequisite: consent of instructor. Offered fall (even years).

DANC 306: Dance for Children

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 309: Dance History

The development of dance as a performing art in Europe, Russia, and America is examined. Attention is given to the cultural context of dance events. (Formerly Dance 319.)

3 credit hours. Offered spring (odd years).

DANC 316: Advanced Modern Dance

Advanced modern dance technique is provided in a studio experience. Emphasis is on the refinement of technique and elements of performance through the mastery of complex movement sequences. (Formerly Dance 307.)

(4) 2 credit hours. Prerequisite: DANC 116 and 216. Offered spring (even years).

DANC 320: Touring Dance

Students participate in all aspects of the creation of a touring program for children. Programming includes repertory selection, analysis, rehearsal, performance, script development, and assessment of and responsibility for technical support.

(6) 3 credit hours. Prerequisite: DANC 116 and 216. Offered spring (even years).

DANC 321: Dance for Musical Theatre

The performance of dance for musical theatre is studied in its theatrical context. Emphasis is on performance techniques and the characteristics of style. This course may be taken twice for credit.

(6) 3 credit hours. Prerequisite: 9 credit hours of dance technique courses and consent of department chair. Offered spring.

DANC 322: Repertory Performance

Performance and style is examined through repertory experience. New or existing dance works are prepared for formal and informal performances. This course may be taken twice for credit. (Formerly Dance 317: Dance Performance.)

(6) 3 credit hours. Prerequisite: 9 credit hours of dance technique courses and consent of department chair. Offered fall (odd years).

DANC 324: Improvisation/Performance

Students refine their facility for generating dance as a spontaneous response to movement structures and various stimuli. Included are frequent informal and occasional formal performances. This course may be taken twice for credit.

(4) 2 credit hours. Prerequisite: DANC 216. Offered as needed.

DANC 360: Seminar in Dance

This course builds on the student's experiences in dance. Topics are announced in advance and allow the student to pursue investigations into select theories and problems.

3 credit hours. Prerequisite: 6 credit hours of dance courses and consent of instructor. Offered as needed.

DANC 381: Dance Company III

Credit is available to all qualified students who participate for the full academic year.

1 credit hour. Prerequisite: membership in Rhode Island College Dance Company and consent of instructor. Offered spring.

DANC 405: Choreography II

Dancers apply the fundamentals of choreography to create examples of preclassical and modern dance. These dances are presented in a demonstration workshop at the end of the semester.

3 credit hours. Prerequisite: DANC 304. Offered as needed.

DANC 491: Independent Study in Dance

The student, working with a faculty advisor, selects a topic for study and researches the topic in depth.

1–3 credit hours. Prerequisite: demonstration of superior ability and initiative in previous dance courses; and consent of instructor, department chair, and dean. Offered as needed.

DANC 492: Independent Performance in Dance

The student, working with a faculty advisor, selects a specific form or style in dance to which the work is restricted. Evidence of performance is presented during the annual spring concert.

3 credit hours. Prerequisite: demonstration of superior ability and initiative in previous dance courses; and consent of instructor, department chair, and dean. Offered as needed.

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 College Mathematics Requirement. Offered fall, spring, summer.

ECON 215: Principles of Macroeconomics

The U.S. economy as a whole is considered and problems of inflation and recession are explored by examining aggregate demand, aggregate supply, national product and income, and the influence of money and interest rates on the economy.

3 credit hours. Prerequisite: ECON 214. Offered fall, spring, summer.

ECON 313: Managerial Economics

Economic analysis is applied to managerial decisions. Techniques for analyzing and estimating revenue, cost, and profit are studied, along with pricing and profit-maximizing strategies within different market structures.

3 credit hours. Prerequisite: ECON 214, MGT 249, and either MATH 240 or 248. Offered spring.

ECON 314: Intermediate Microeconomic Theory and Applications

Theoretical foundations covered in Economics 214 are expanded upon. Myriad applications of that theory are developed, using graphical and mathematical techniques. The role of microeconomics in managerial decision making is explored.

3 credit hours. Prerequisite: ECON 214, 215; MATH 238. Offered fall.

ECON 315: Intermediate Macroeconomic Theory and Analysis

Macroeconomic models are used to analyze economic growth, unemployment, and inflation. Also examined are the effectiveness of fiscal and monetary policies, using models depicting the interactions of product, resource, and financial markets.

3 credit hours. Prerequisite: ECON 214, 215; MATH 238. Offered spring.

ECON 390: Directed Study

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, and exchange rate.

3 credit hours. Prerequisite: ECON 214, 215; MATH 177. Offered as needed.

ECON 422: Economics of Developing Countries

The characteristics of developing countries and the process of economic development are examined. Topics include poverty, inequality, unemployment, capital formation in industry and agriculture, and the effects of foreign trade and aid.

3 credit hours. Prerequisite: ECON 214, 215; MATH 177. Offered as needed.

ECON 431: Labor Economics

The structures and operations of human resource markets are analyzed, including pricing and allocation of labor resources, wage differentials, income distribution, discrimination, and unemployment. (Formerly Human Resources Economics.)

3 credit hours. Prerequisite: ECON 214, 215; MATH 177. Offered as needed.

ECON 433: Economics of Government

The role of the public sector in the United States and its effect on the economy are studied. Also studied are the impacts of federal, state, and local government expenditure and revenue. (Formerly Public Finance.)

3 credit hours. Prerequisite: ECON 214, 215; MATH 177. Offered as needed.

ECON 434: Money and Banking

The structure and functions of financial institutions are examined along with the money creation process. Emphasis is on the role of commercial banks and the monetary policy actions of the Federal Reserve designed to stabilize the economy.

3 credit hours. Prerequisite: ECON 214, 215; MATH 177. Offered as needed.

ECON 435: Urban Economics

Economic analysis is applied to the development and problems of urban areas. Urban issues, such as poverty, housing, and transportation, are also analyzed, along with the market forces that determine why and where urban areas develop.

3 credit hours. Prerequisite: ECON 214, 215; MATH 177. Offered as needed.

ECON 436: Industrial Organization and Market Structure

The economics of industrial organization and the organization of firms and industries are analyzed, using microeconomic theories and empirical data. Public policy issues are assessed, including antitrust and regulatory mechanisms.

3 credit hours. Prerequisite: ECON 214, 215; MATH 177. Offered as needed.

ECON 449: Applied Forecasting Techniques

The quantitative methods used in testing theoretical propositions in economics and business are presented. Emphasis is on the use of regression, time-series models, and other econometric methods.

3 credit hours. Prerequisite: ECON 214, 215, 314; MGT 249; MATH 248. Offered fall.

ECON 453: History of Economic Thought

The development of economic thought from the time of the prescholastics 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. Research literature in microeconomics, macroeconomics, and specialized fields within the discipline is examined.

3 credit hours. Prerequisite: ECON 449 and 453. Offered spring.

Education Doctoral Program (EDP)

EDP 610–611: Core Seminar I: Issues and Problems in Educational Inquiry and Foundations

Issues and problems are presented related to the philosophical and historical aspects of educational thought and the role of the school in society. Emphasis is on empirical analysis of classroom settings.

6 credit hours. Prerequisite: admission to the RIC/URI Ph.D. in education program. EDP 610 is prerequisite to EDP 611. Offered fall and spring.

EDP 615: Research Methodologies

Four educational research methodologies—historical, qualitative, quantitative, and philosophical—are reviewed. Each methodology is examined for its contribution to the knowledge and understanding of teaching and learning.

3 credit hours. Prerequisite: concurrent enrollment in EDP 611 or consent of co-director. Offered spring.

EDP 620–621: Core Seminar II: Issues and Problems in Human Development, Learning, and Teaching

Issues and problems related to human development, curriculum, teaching, and learning are examined, with emphasis on the ways of gathering and evaluating evidence about school and curricula effectiveness.

6 credit hours. Prerequisite: EDP 610–611 and 615. EDP 620 is prerequisite to EDP 621. Offered fall and spring.

EDP 622: Community Service Learning

Focusing on the school, students examine theory and define problems related to community service and service learning. (Formerly Field Research II.)

2 credit hours. Prerequisite: EDP 610–611 and 615. Offered as needed.

EDP 625: Quantitative Analysis in Educational Research

Focus is on the statistical analysis and interpretation of data. Emphasis is on the General Linear Model and its application.

3 credit hours. Prerequisite: EDP 610–611 and 615, or consent of co-director. Offered as needed.

EDP 630–631: Core Seminar III: Issues and Problems in Organizational Theory, Leadership, and Policy Analysis

Issues and problems concerning educational applications of organizational theory, leadership theory, and policy analysis as they relate to district, statewide, and/or regional educational offices and agencies are presented.

6 credit hours. Prerequisite: EDP 620–621 and 625. EDP 630 is prerequisite to EDP 631. Offered fall and spring.

EDP 641: Field Research Seminar

Biweekly forums present first-, second-, and third-year students' research questions and empirical designs. Discussion and feedback refine their research plans. (Formerly Field Research).

1 credit hour. Prerequisite: admission to the RIC/URI Ph.D. in education program. Offered fall and spring.

EDP 661: Language and Thinking in Schools

Students consider language and thinking as they relate theoretically and practically to curricula in schools. Focus is on a variety of seminal perspectives in the professional literature.

3 credit hours. Prerequisite: EDP 610–611 and 615, or consent of co-director. Offered as needed.

EDP 662: Culture, Discourse, and Education

Students examine teaching and learning in relation to culture and discourse in social activity contexts of schools, classrooms, families, and community sites. Focus is on theories, methods, and findings of research.

3 credit hours. Prerequisite: EDP 610–611 and 615, or consent of co-director. Offered as needed.

EDP 699: Doctoral Dissertation Research

Under the direction of the instructor, students conduct a major research project and write a dissertation. A minimum of 12 credit hours in this course is required.

1–6 credit hours. Prerequisite: admission to the RIC/URI Ph.D. in education program and consent of the major professor and RIC co-director. Offered as needed.

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 are required. *(5) 3 credit hours. Prerequisite: CEP 215 or equivalent, with minimum grade of C; minimum GPA of 2.50 in all previous courses; 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.

(5) 3 credit hours. Prerequisite: ELED 300, with minimum grade of B-, or SED 405; admission to the elementary education teacher preparation program; or consent of department chair. Offered fall and spring.

ELED 419: Early Childhood Education: Day Care for Children from Birth to Three

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 minimum grade of B-; preceding or concurrent enrollment in ELED 429; admission to the early childhood education teacher preparation program; or consent of department chair. Offered fall and spring.

ELED 422: Teaching Developmental Reading I

This field-based experience is concerned with reading instruction from a developmental perspective. Instructional implications for teaching special populations are covered. Focus is on the elements of a balanced program in reading and writing.

(5) 3 credit hours. Prerequisite: ELED 300, with minimum grade of B-; admission to the elementary education teacher preparation program; or consent of department chair. Offered fall and spring.

ELED 423: Developmental Reading: Prekindergarten through Grade Two, I

In this field-based course, developmentally appropriate methods and materials for promoting essential reading skills, strategies, and attitudes for all young children are explored, along with different types of children's literature.

(5) 3 credit hours. Prerequisite: ELED 300, with minimum grade of B-; admission to the early childhood education teacher preparation program; or consent of department chair. Offered fall and spring.

ELED 424: Teaching Developmental Reading II

In this second elementary reading methods course, students investigate alternative teaching methods and materials for diverse populations and have additional responsibilities for managing and organizing a classroom for reading instruction.

(5) 3 credit hours. Prerequisite: ELED 300, with minimum grade of B-; ELED 422 and 435, each with minimum grade of C+; admission to the elementary education teacher preparation program; or consent of department chair. Offered fall and spring.

ELED 425: Developmental Reading: Prekindergarten through Grade Two, II

In this field-based course, students investigate how to promote emergent literacy with infants and preschoolers, including those with diverse needs. Study includes how to manage reading programs through grade two.

(5) 3 credit hours. Prerequisite: ELED 300, with minimum grade of B-; ELED 419, 423, 429, each with minimum grade of C+; admission to the early childhood education teacher preparation program; or consent of department chair. Offered fall and spring.

ELED 429: Early Childhood Education: Social Studies and Science

Students guide young children's learning about the world, using developmentally appropriate methods, content, and materials to establish positive learning environments for prekindergarten through primary. Practicum: prekindergarten and grade one.

(7) 4 credit hours. Prerequisite: BIOL 109 and PSCI 103, each with minimum grade of C; ELED 300, with minimum grade of B-; one course in the Social and Behavioral Sciences Category of General Education; admission to the early childhood education teacher preparation program; or consent of department chair. Offered fall and spring.

ELED 430: Early Childhood Education: Language Arts and Mathematics

The role of language arts and mathematics in early childhood curriculum, prekindergarten through primary, is examined, as well as developmentally appropriate teaching/learning strategies, content, and materials. Practicum: kindergarten through grade two.

(7) 4 credit hours. Prerequisite: ELED 423 and 429, each with minimum grade of C+; ELED 300, with minimum grade of B-; ENGL 210, MATH 143 and 144, each with minimum grade of C; admission to the early childhood education teacher preparation program; or consent of department chair. Offered fall and spring.

ELED 435: Teaching Language Arts in the Elementary School

The role of language arts in elementary schools and the development of teaching/learning strategies related to teaching language arts to all children are examined, including special populations. Laboratory/conference required.

(5) 3 credit hours. Prerequisite: ELED 300, with minimum grade of B-; admission to the elementary education teacher preparation program; or consent of department chair. Offered fall and spring.

ELED 436: Teaching Elementary School Social Studies

The role of social studies in elementary schools and the development of teaching/learning strategies related to teaching social studies to all children are examined, including special populations. Laboratory/conference required.

(5) 3 credit hours. Prerequisite: ELED 300, with minimum grade of B-; ELED 422 and 435, each with minimum grade of C+; POL 201, with minimum grade of C; admission to the elementary education teacher preparation program; or consent of department chair. Offered fall and spring.

ELED 437: Teaching Elementary School Science

The role of science in elementary schools and the development of teaching/learning strategies related to teaching science to all children are examined, including special populations. Laboratory/conference required.

(5) 3 credit hours. Prerequisite: BIOL 109 and PSCI 103, each with minimum grade of C, except for students electing a content major in general science; ELED 300, with minimum grade of B-; ELED 422, 424, 435, 436, 438, each with minimum grade of C+; admission to the elementary education teacher preparation program; or consent of department chair. Offered fall and spring.

ELED 438: Teaching Elementary School Mathematics

The role of mathematics in elementary schools and the development of teaching/learning strategies related to teaching mathematics to all children are examined, including special populations. Laboratory/conference required.

(5) 3 credit hours. Prerequisite: ELED 300, with minimum grade of B-; ELED 422, 424, 435, 436, each with minimum grade of C+; MATH 143 and 144, each with minimum grade of C; admission to the elementary education teacher preparation program; or consent of department chair. Offered fall and spring.

ELED 439: Student Teaching in the Elementary School

Teaching experience is provided in preschool, elementary, or middle school classrooms under the joint supervision of a certified cooperating teacher and a College supervisor.

5 or 9 credit hours. Prerequisite: satisfactory completion of all major and professional courses required prior to student teaching; concurrent enrollment in ELED 469; positive recommendation from the professor of each elementary education course; cumulative GPA of 2.50 a full semester prior to student teaching; completion of technology competency requirement; completion of community service requirement; and negative result from the required tuberculin test. Offered fall and spring.

ELED 469: Student Teaching Seminar in Elementary Education

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.

ELED 501: Reading in the Content Areas

Methods are provided for kindergarten through grade twelve teachers to help students learn from subject matter materials.

3 credit hours. Prerequisite: graduate status or consent of 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.

3 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 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, spring, summer.

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 and summer as needed.

ELED 507: Teaching Reading and Writing to English-as-a-Second-Language Students

Focus is on second-language literacy in reading and writing for limited-English-proficient students. Students cannot receive credit for both 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, spring, summer.

ELED 509: Emergent Literacy—Infants through Grade Two

Students learn how to help young children acquire an interest in reading and learn the necessary concepts concerning print and books. (Formerly 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 spring.

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 fall.

ELED 518: Science in the Elementary School

Emphasis is on recent research and curriculum trends in science education. Individual and group laboratory experiences employ various science processes.

3 credit hours. Prerequisite: one year of college-level science or consent of instructor. Offered fall, spring, summer.

ELED 522: Developmental Reading: M.A.T. Practicum I

Foundation is provided in research and theory as applied to developmental reading and associated teaching methods. Emphasis is on application and authentic assessment in practicum settings with diverse populations.

(5) 3 credit hours. Prerequisite: admission to the M.A.T. program, CEP 552, ELED 500, FNED 546, minimum GPA of 3.0, or consent of department chair. Offered fall and spring.

ELED 524: Developmental Reading: M.A.T. Practicum II

Focus is on advanced research and theory in organizing and managing reading programs. Emphasis is on investigating alternative teaching materials and methods for diverse populations in a practicum setting.

(5) 3 credit hours. Prerequisite: admission to the M.A.T. program, CEP 552, ELED 500 and either 522 or 534 (M.A.T. only section), FNED 546, minimum GPA of 3.0, or consent of department chair. Offered fall and spring.

ELED 527: Language Arts M.A.T. Practicum

Foundation is provided in research and theory as applied to language arts and associated teaching methods. Emphasis is on application and authentic assessment in practicum settings with diverse populations.

(5) 3 credit hours. Prerequisite: admission to the M.A.T. program, CEP 552, ELED 500, FNED 546, minimum GPA of 3.0, or consent of department chair. Offered fall.

ELED 528: Social Studies in the Elementary School

Students examine and evaluate objectives, content, and organization of social studies curriculum resource materials and selected instructional models in the light of current recommendations and research data.

3 credit hours. Prerequisite: ELED 429 or elementary school teaching experience, and consent of instructor. Offered fall, spring, summer.

ELED 530: Applications of Middle School Instructional Models

This course facilitates the development of interdisciplinary goals of middle school curricula by collaborative teams. Students cannot receive credit for both Elementary Education 530 and Middle Level Education 530.

4 credit hours. Prerequisite: current elementary or secondary certification and MLED 510 and 520, or consent of Department of Educational Studies chair. Offered fall and spring.

ELED 534: Developmental Reading: Prekindergarten through Grade Eight

Included are emergent literacy, reading and the other language arts, word recognition strategies, comprehension processes, study skills, and literacy evaluation. Emphasis is on recent research and curriculum trends in literacy education.

3 credit hours. Prerequisite: graduate status and ELED 422 or equivalent, or elementary school teaching experience, or consent of 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 536: Social Studies M.A.T. Practicum

Foundation is provided in research and theory as applied to social studies and associated teaching methods. Emphasis is on application and authentic assessment in practicum settings with diverse populations.

(5) 3 credit hours. Prerequisite: admission to the M.A.T. program, CEP 552, ELED 500, FNED 546, minimum GPA of 3.0, or consent of department chair. Offered fall.

ELED 537: Science M.A.T. Practicum

Foundation is provided in research and theory as applied to science and associated teaching methods. Emphasis is on application and authentic assessment in practicum settings with diverse populations.

(5) 3 credit hours. Prerequisite: admission to the M.A.T. program, CEP 552, ELED 500, FNED 546, minimum GPA of 3.0, or consent of department chair. Offered fall and spring.

ELED 538: Mathematics M.A.T. Practicum

Foundation is provided in research and theory as applied to mathematics and associated teaching methods. Emphasis is on application and authentic assessment in practicum settings with diverse populations.

(5) 3 credit hours. Prerequisite: admission to the M.A.T. program, CEP 552, ELED 500, FNED 546, minimum GPA of 3.0, or consent of department chair. Offered fall and spring.

ELED 558: Teaching and Learning Writing

Focus is on the nature of composition, text types, and genre, including narration, exposition, description, and persuasion. (Formerly Developing Composition and Creative Writing Skills in the Elementary School.)

3 credit hours. Prerequisite: graduate status and ELED 508, or consent of department chair. Offered summer (as needed).

ELED 559: Student Teaching in the Elementary School

Under joint supervision of a certified cooperating teacher and a College supervisor, students gain teaching experience in the preschool, elementary school, or middle school classroom.

9 credit hours. Prerequisite: satisfactory completion of all courses in the M.A.T. program in elementary education, positive recommendation from instructors, minimum grade of C+ in all professional education courses, cumulative GPA of 3.0 a full semester prior to student teaching, completion of technology competency requirement, completion of community service requirement, and negative result from the required tuberculin test. Offered fall and spring.

ELED 605: Elementary School Curriculum

Significant trends in the development of American society, current emphasis on the disciplines of knowledge, focus on processes, and recent research in pedagogy are linked to the curriculum of the elementary school.

3 credit hours. Offered spring and summer.

ELED 629: Remedial Reading Clinic

Emphasis is on the diagnosis and treatment of reading difficulties. Students gain proficiency in using strategies for overcoming reading difficulties and practice these techniques in a six-week summer reading clinic.

6 credit hours. Prerequisite: graduate status; ELED 501, 534, 685, 686. Offered summer.

ELED 641: Administration of Reading Programs

The role of the reading consultant in improving reading instruction is examined. Included is a study of the concept of literacy, a review of model reading programs, the change process, and curriculum planning.

3 credit hours. Prerequisite: graduate status and ELED 663. Offered spring.

ELED 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 and ELED 506, 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 506. 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 fall.

ELED 664: Seminar in Education

Topics vary.

3 credit hours. Offered fall.

ELED 685: Diagnosis of Reading Difficulties

Through lectures, demonstrations, and experiences, students are introduced to the theory of reading difficulties and develop skill in diagnosis. This course is intended for professionals who work with disabled readers.

3 credit hours. Prerequisite: graduate status; ELED 501 or 534. Offered fall.

ELED 686: Treatment of Reading Difficulties

Focus is on current theories, practices, and materials concerning students who have reading difficulties. This course is intended for professionals who work with disabled readers.

3 credit hours. Prerequisite: graduate status and ELED 685. Offered spring.

ELED 691–694: Directed Research

Students initiate a formal inquiry into an area of concern associated with their present professional responsibilities, under the direction of a faculty member. A maximum of 4 credit hours may be earned in these courses.

1–4 credit hours. Prerequisite: enrollment in the M.Ed. program in secondary education or the educational specialist programs and consent of department chair. Offered as needed.

English (ENGL)

Unless otherwise noted: prior to enrolling in any 300-level English course, all students must complete the College Writing Requirement or Writing 100, and English 161. 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 113: Approaches to Drama

Dramatic literature, past and present, is studied through analysis of selected plays.

3 credit hours. Gen. Ed. Category A. Offered fall and spring.

ENGL 116: Approaches to Film and Film Criticism

Film as an art form is studied, through viewing and analyzing representative films and by reading and writing essays on the aesthetics of film.

(4) 3 credit hours. Gen. Ed. Category A. Offered fall and spring.

ENGL 117: Contemporary Approaches to Literature

Literature as an art form and as an expression of diverse cultural voices is studied, including the voices of women, minorities, and non-Western authors.

3 credit hours. Offered fall and spring.

ENGL 161: Western Literature

Students examine the culture and heritage of the Western world as expressed in literature.

4 credit hours. Gen. Ed. Core 1. Offered fall, spring, summer.

ENGL 163: Introduction to Non-Western Literary Cultures

Various literary writings are used to introduce students to selected themes and topics in relation to the history and culture of one or more non-Western societies. Sections of this course are titled: (1) African Narrative and (2) Modern India: A Crisis of Identity and Direction.

4 credit hours. Gen. Ed. Core 3. Offered fall, spring, summer.

ENGL 201: Introduction to Literary Study I

The principles that define form and meaning in a literary text are examined. Emphasis is on close reading and on acquiring a critical vocabulary and methodology.

4 credit hours. Offered fall and spring.

ENGL 202: Introduction to Literary Study II

The assumptions we make when we read and write about a literary text are examined. Fundamental issues of literary interpretation and various contemporary contexts for studying literature are considered.

4 credit hours. Prerequisite: ENGL 201. Offered fall and spring.

ENGL 205: Backgrounds in British Literature to 1800

Representative works of British literature from the Middle Ages through the eighteenth century are studied.

4 credit hours. Prerequisite: ENGL 161 and WRTG 100 (or completion of 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 and WRTG 100 (or completion of 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 and WRTG 100 (or completion of 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 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 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 College Writing Requirement. Offered fall, spring, summer.

ENGL 231: Expository Writing

Principles of rhetoric and style are studied and applied to the writing and revision of expository, critical, and argumentative essays. The research paper is also considered.

3 credit hours. Prerequisite: completion of College Writing Requirement. Offered fall and spring.

ENGL 240: News Writing

Study includes principles of gathering and writing news, developing article ideas, writing news stories and feature articles, and submitting articles for publication.

3 credit hours. Prerequisite: WRTG 100 or completion of College Writing Requirement. Offered fall and spring.

ENGL 261: Northern Exposures: Arctic Imagination, Postcolonial Context

Students examine cultural contact narratives, both "factual" and "fictional," between European "explorers" of the Arctic and native peoples in the comparative context of European colonialism and emergent native literatures.

4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered as needed.

ENGL 262: Women, Crime, and Representation

Representations are examined in fiction, nonfiction, film, and television of women as criminals, as crime victims, and as detectives. Emphasis is on twentieth-century Western and non-Western texts.

4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered as needed.

ENGL 263: Zen and the Literary Experience

Students explore Zen and its way of mindful “unknowing” in Eastern and Western expressions. Examined are literary works, the works of Zen Buddhism, and Catholic mysticism to discover the “negative way” in the literary experience.

4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered as needed.

ENGL 264: Writing and Culture: Papyrus to Cyberspace

Various approaches are used to trace the origins, evolution, diversity, and significance of human notational and writing systems. Students cannot receive credit for both English 264 and Anthropology 264.

4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered as needed.

ENGL 265: Women’s Stories across Cultures

Contemporary narratives by women from various Western and non-Western cultures are examined. Focus is on women’s struggles for identity and agency within a global context and their diverse strategies of finding and telling their stories.

4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered as needed.

ENGL 301: American Literature to 1860

The poetry, nonfiction prose, and short fiction of American literature to 1860 are studied.

3 credit hours. Offered as needed.

ENGL 302: American Literature from 1860 to 1914

The poetry, nonfiction prose, and short fiction of American literature from 1860 to 1914 are studied.

3 credit hours. Offered as needed.

ENGL 303: The American Novel to 1914

Students study the beginnings and the development of the American novel up to World War I.

3 credit hours. Offered as needed.

ENGL 321: Modern Poetry

Emphasis is on major contributions in British and American poetry from 1900 to midcentury.

3 credit hours. Offered as needed.

ENGL 322: Modern Drama

Focus is on the innovators of modern drama and the American, British, and European playwrights they influenced until midcentury.

3 credit hours. Offered as needed.

ENGL 323: Modern British Novel

Focus is on the twentieth-century British novel, with emphasis on its development to midcentury.

3 credit hours. Offered as needed.

ENGL 324: Literature by Women

Works by British and American women writers are studied. Included are issues of gender, tradition, and canon.

3 credit hours. Offered as needed.

ENGL 325: Literature and Film

The role of the motion picture as a major literary and social force of the twentieth century is examined. Included are the major genres of the feature film and their relationships to other literary and visual forms.

3 credit hours. Offered as needed.

ENGL 326: Studies in African American Literature

African American literature in English is studied. This course may be repeated for credit with a change in content.

3 credit hours. Offered as needed.

ENGL 327: Ethnic-American Literatures

Issues of race, ethnicity, and canon are explored through the study of several American literatures, such as African American, Asian American, Hispanic American, and Native American.

3 credit hours. Offered as needed.

ENGL 328: Modern American Fiction

Significant fiction from World War I to midcentury is studied.

3 credit hours. Offered as needed.

ENGL 329: Contemporary American Fiction

Significant American fiction from midcentury to the present is studied.

3 credit hours. Offered as needed.

ENGL 335: Studies in World Literature

Subjects are drawn from various historical periods, such as classical Greek, modern European, or contemporary African. This course may be repeated for credit with a change in content.

3 credit hours. Offered as needed.

ENGL 336: Non-Western Literatures

Students examine literatures in a variety of genres from Asia, Africa, and any other regions that might be defined as non-Western.

3 credit hours. Offered as needed.

ENGL 337: Topics in the Aesthetics of Film

Emphasis is on the nature of film technique, the vision of reality that distinguishes film from other creative forms, and the language of film and film criticism.

3 credit hours. Offered as needed.

ENGL 340: Contemporary Poetry

Major trends, movements, and figures from midcentury to the present are studied.

3 credit hours. Offered as needed.

ENGL 341: Advanced News and Feature Writing

Students practice techniques involved in covering a beat and press conferences, conducting investigative reporting, interpretive reporting, and feature writing. Students also submit articles for publication in campus and local newspapers.

3 credit hours. Prerequisite: ENGL 240. Offered as needed.

ENGL 342: Contemporary Drama

Landmarks in dramatic literature from midcentury to the present are analyzed. Emphasis is on American, British, and European playwrights who experiment with language and technique.

3 credit hours. Offered as needed.

ENGL 343: Recent Fiction

Significant fiction of the last twenty years, without national restriction, is studied.

3 credit hours. Offered as needed.

ENGL 344: Chaucer

The Canterbury Tales, *Troilus and Criseyde*, and a number of Chaucer's short poems are studied. All are read in the late Middle English of the originals.

3 credit hours. Offered as needed.

ENGL 345: Shakespeare: The Histories and Comedies

The major Shakespearean histories and comedies are examined, with attention given to the theatrical, literary, and social background of Shakespeare's age.

3 credit hours. Offered as needed.

ENGL 346: Shakespeare: The Tragedies

This is a critical analysis of Shakespeare's major tragedies and the theatrical tradition to which they belong. Considerable attention is given to the nature of tragedy as a literary genre and to the role it plays in the Shakespearean canon.

3 credit hours. Offered as needed.

ENGL 347: British Literature to 1500

Works such as *Beowulf*, Anglo-Saxon lyrics, the works of the Pearl Poet, *Piers Plowman*, and Malory's *Morte D'Arthur* are studied.

3 credit hours. Offered as needed.

ENGL 348: British Literature from 1500 to 1603

Readings from the English Renaissance are studied, including Spenser, Sidney, the sonneteers, the nondramatic poetry of Shakespeare, and Marlowe.

3 credit hours. Offered as needed.

ENGL 351: British Literature from 1603 to 1674

Readings include the works of Donne, the metaphysical poets, Jonson, and Milton, among others.

3 credit hours. Offered as needed.

ENGL 352: British Literature from 1660 to 1784

Students examine the works of Dryden, Pope, Swift, and Johnson, among others.

3 credit hours. Offered as needed.

ENGL 354: British Literature from 1784 to 1832

The English romantic movement is examined chiefly through the works of Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats.

3 credit hours. Offered as needed.

ENGL 355: British Literature from 1832 to 1900

The Victorian period is studied, including Hopkins, Tennyson, Browning, the Pre-Raphaelites, and Arnold.

3 credit hours. Offered as needed.

ENGL 356: British Drama to 1642, Excluding Shakespeare

The development of British drama is traced from its beginnings in the Middle Ages to the closing of the theatres in 1642. Emphasis is on major Elizabethan and Jacobean dramatists other than Shakespeare.

3 credit hours. Offered as needed.

ENGL 357: Restoration and Eighteenth-Century Drama

This is a historical and critical analysis of the major dramatists in England from 1660 to 1784, including Etherege, Congreve, Gay, and Sheridan.

3 credit hours. Offered as needed.

ENGL 358: The Eighteenth-Century British Novel

The novels of such writers as Defoe, Richardson, Fielding, Smollett, Sterne, and Austen are studied.

3 credit hours. Offered as needed.

ENGL 359: The Nineteenth-Century British Novel

The novels of such writers as Thackeray, C. Bronte, E. Bronte, Dickens, Eliot, and Hardy are studied.

3 credit hours. Offered as needed.

ENGL 371: Advanced Creative Writing, Fiction

Students write, discuss, and revise a number of original works and also study the work of established writers. This course may be repeated for credit.

3 credit hours. Prerequisite: ENGL 220. Offered as needed.

ENGL 372: Advanced Creative Writing, Poetry

Students write, discuss, and revise a number of poems and also analyze the works of established poets. This course may be repeated for credit.

3 credit hours. Prerequisite: ENGL 220. Offered as needed.

ENGL 373: Advanced Creative Writing, Nonfiction Prose

Focus is on the production and revision of literary prose, which may include the nonfiction narrative, the personal essay, the prose meditation, or the autobiography. This course may be repeated for credit.

3 credit hours. Prerequisite: ENGL 220. Offered as needed.

ENGL 432: History of the English Language

Students analyze the phonological, morphological, and syntactic changes affecting the growth and structure of Old, Middle, and modern English, including the political and social factors that influenced the development of the language.

3 credit hours. Offered as needed.

ENGL 433: Modern English Grammar

The structure of modern English is examined: its phonology, morphology, and syntax; its personal, social, and communicative purposes; its historical development and variations; and language acquisition.

3 credit hours. Offered as needed.

ENGL 434: Studies in Theory and Criticism

Topics are selected from contemporary theory or the history of criticism. This course may be repeated for credit with a change in content.

3 credit hours. Offered as needed.

ENGL 460: Seminar in Major Authors and Themes

Close analysis is made of a limited number of works by a major author or of a single topic. A research-based seminar paper is required.

4 credit hours. Prerequisite: four 300-level English courses. Offered fall and spring.

ENGL 481: Advanced Workshop in Creative Writing

Students aim at producing original work in fiction, poetry, or nonfiction prose that is of publishable quality. Enrollment is limited to fifteen students.

3 credit hours. Prerequisite: completion of 6 credit hours of creative writing courses at the 300-level and consent of instructor. Offered as needed.

ENGL 490: Directed Study

The student, working with a faculty member, selects a topic for study and researches it in depth. Students wishing to pursue a creative writing project should submit a portfolio of work with their application.

3 credit hours. Prerequisite: consent of instructor, department chair, and dean. Offered as needed.

ENGL 491: Directed Study

This course is open to students whose topic in English 490 may be more fully realized by an additional semester's work.

3 credit hours. Prerequisite: ENGL 490; and consent of instructor, department chair, and dean. Offered as needed.

ENGL 501: Introduction to Graduate Study

Students are introduced to the advanced study of literature and to current critical theories and methodologies.

3 credit hours. Prerequisite: graduate status and consent of department chair. Offered fall.

ENGL 520: Topics in Composition Theory, Rhetoric, and Language Study

Various approaches to language and composition studies are offered. Topics will vary and may include history of the language, linguistics, rhetoric, or the current state of composition theory and pedagogy.

3 credit hours. Prerequisite: graduate status and consent of department chair. Offered fall.

ENGL 521: Topics in Cultural Studies

Students view texts as cultural products and as forms of cultural practice in the context of such issues as racial, sexual, and class politics.

3 credit hours. Prerequisite: graduate status and consent of department chair. Offered as needed.

ENGL 522: Topics in Feminist Theory and Literature

Focus is on one or more areas of contemporary feminist theory in conjunction with literature by women and/or representations of women in literature.

3 credit hours. Prerequisite: graduate status and consent of department chair. Offered as needed.

ENGL 523: Topics in Ethnic American and/or African American Literatures

Issues of culture, identity, race, and power are considered in the literature of one or more ethnic groups and/or of African Americans.

3 credit hours. Prerequisite: graduate status and consent of department chair. Offered as needed.

ENGL 524: Topics in Postcolonial Literatures

Students examine representative ideas found in African, South Asian, and Caribbean postcolonial literatures and their contributions to Western discourses of race, ethnicity, and gender and to debates about literary form and canon formation.

3 credit hours. Prerequisite: graduate status and consent of department chair. Offered as needed.

ENGL 525: Topics in Genre

Focus is on the theory and practice of a particular genre or on a comparative cross-genre approach.

3 credit hours. Prerequisite: graduate status and consent of department chair. Offered as needed.

ENGL 530: Topics in British Literature before 1660

Achievements of British writers from the medieval and Renaissance periods are considered within their cultural contexts. Periods, topics, and approaches vary with instructor.

3 credit hours. Prerequisite: graduate status and consent of department chair. Offered as needed.

ENGL 531: Topics in British Literature from 1660 to 1900

Achievements of Restoration and eighteenth-century, romantic and Victorian British writers are considered within their cultural contexts. Periods, topics, and approaches vary with instructor.

3 credit hours. Prerequisite: graduate status and consent of department chair. Offered as needed.

ENGL 532: Topics in British Literature since 1900

Achievements of modern and contemporary British writers are considered within their cultural contexts. Periods, topics, and approaches vary with instructor.

3 credit hours. Prerequisite: graduate status and consent of department chair. Offered as needed.

ENGL 540: Topics in American Literature before 1900

Achievements of American writers from the beginning through the nineteenth century are explored within their cultural contexts. Periods, topics, and approaches vary with instructor.

3 credit hours. Prerequisite: graduate status and consent of department chair. Offered as needed.

ENGL 541: Topics in American Literature since 1900

Achievements of American writers of the past century are examined within their cultural contexts. Periods, topics, and approaches vary with instructor.

3 credit hours. Prerequisite: graduate status and consent of department chair. Offered as needed.

ENGL 560: Seminar in Literary Theory

Significant issues in literary and cultural theory are considered.

3 credit hours. Prerequisite: graduate status and consent of department chair. Offered as needed.

ENGL 581: Workshop in Creative Writing

Students write, revise, and present original work to be discussed and critiqued by workshop members under the direction of the instructor. Work of publishable quality is the goal.

3 credit hours. Prerequisite: graduate status and consent of department chair. Offered as needed.

ENGL 591: Directed Reading

After consulting an advisor, the student pursues a program of reading. This course may be repeated for credit with a change in content.

3 credit hours. Prerequisite: consent of the Department of English Graduate Committee. Offered as needed.

ENGL 592: Master's Thesis

Under the supervision of a faculty member, the student writes either a substantial critical paper or a substantial portfolio of creative work.

3 credit hours. Prerequisite: approval of thesis proposal by the Department of English Graduate Committee. Offered as needed.

English as a Second Language (ESL)

The courses listed below are intended for nonnative speakers of English.

ESL 101: Intensive Basic English as a Second Language

This is the initial course for students who are proficient in a language other than English. English fluency in basic interpersonal communication is increased by listening, speaking, reading, and writing. A laboratory component is required.

(8) 4 credit hours. Prerequisite: department placement examination. Offered fall, spring, summer.

ESL 102: Intensive Intermediate English as a Second Language

Students develop intermediate-level English skills in listening, speaking, reading, and writing as they apply to interpersonal communication and academic areas. A laboratory component is required.

(8) 4 credit hours. Prerequisite: ESL 101 or department placement examination. Offered fall, spring, summer.

ESL 201: Intensive Advanced English as a Second Language

Advanced-level communication skills are developed in listening, speaking, reading, and writing. Activities include essay writing, debates, and discussions on academic topics. A laboratory component is required.

(8) 4 credit hours. Prerequisite: ESL 102 or department placement examination. Offered fall, spring, summer.

Film Studies (FILM)**FILM 162: The Afro-Brazilian Experience and Brazilian Cinema**

Brazil's history and cultures are introduced, and films made by Brazilians are analyzed. Emphasis is on the historical experience of Afro-Brazilians.

4 credit hours. Gen. Ed. Core 3. Offered once annually.

FILM 220: History of Film I

The history of silent film is traced from 1896 to 1926. Major theoretical statements from the period are also considered. 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.*

FILM 551: Media Culture

The synchronous rise of the computer and development of postmodernism are analyzed. Taking a cultural studies approach, students examine the transformations in culture and media that accompanied the computer's dispersion. *4 credit hours. Prerequisite: senior standing; or acceptance into the Master of Arts program in art, with a concentration in media studies; or consent of instructor. Offered fall.*

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 201, ECON 214, MATH 248. Offered fall, spring, summer.*

FIN 431: Intermediate Finance

Selected topics from Finance 430 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 fall and spring.*

FIN 434: International Financial Management

Corporate finance issues faced by multinational firms are studied. Topics include foreign exchange exposure, currency risk management, international financial markets, currency derivatives, and capital budgeting. *3 credit hours. Prerequisite: FIN 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 1 credit hour for every four hours of work. A two-hour biweekly seminar is included. *3–9 credit hours. Prerequisite: junior standing, a major or minor in a School of Management 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

Determination of the optimum portfolio to meet the needs of specific clients is examined. Focus is on risk considerations, diversification, and strategy development within the context of client expectations and goals.

3 credit hours. Prerequisite: consent of chair. Offered as needed.

FIN 559: Insurance Planning and Risk Management

Insurance information that financial planners need to know is discussed. Topics include best products available, risks to being insured, policy provisions, and adequacy of insurance coverage.

3 credit hours. Prerequisite: ACCT 533 or consent of chair. Offered as needed.

Foundations of Education (FNED)**FNED 340: Foundations of Education**

An interdisciplinary approach is used to introduce prospective teachers to various contexts of schooling. Students cannot receive credit for both Foundations of Education 340 and 346.

3 credit hours. Prerequisite: at least 30 credit hours of college-level course work or consent of department chair. Offered fall, spring, summer.

FNED 345: Diversity and the Public School

Categories of race, ethnicity, social class, gender, and exceptionality are considered. Students cannot receive credit for both Foundations of Education 345 and 346.

3 credit hours. Prerequisite: CEP 215 or equivalent. Offered fall, spring, summer.

FNED 346: Schooling in a Democratic Society

An interdisciplinary approach is used to examine the social and cultural forces that affect schools. Attention is given to diversity and equity. Students cannot receive credit for both Foundations of Education 340 and 346, nor can students receive credit for both Foundations of Education 345 and 346.

4 credit hours. Prerequisite: CEP 215 or equivalent, with minimum grade of C, and 30 credit hours of college-level course work, or consent of department chair. 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 fall, spring, summer.

FNED 502: Social Issues in Education

The social and cultural foundations of education are explored. Topics include historical, political, global, and legal perspectives on contemporary schooling. (Formerly Current Problems in Education.)

3 credit hours. Prerequisite: graduate status or consent of department chair. Offered fall, spring, summer.

FNED 520: Cultural Foundations of Education

The matrices of cultural influences on formal and informal educational processes are examined. Attention is given to the effects of cultural pluralism and bilingualism on American education.

3 credit hours. Prerequisite: graduate status or consent of department chair. Offered fall, spring, summer.

FNED 541: Comparative Philosophies of Education

Philosophical perspectives that have been brought to bear on educational concerns are compared, particularly the role of schooling in a democratic society. Students cannot receive credit for both Foundations of Education 541 and 546.

3 credit hours. Prerequisite: graduate status or consent of department chair. Offered as needed.

FNED 546: Contexts of Schooling

Integrating class work and a fifteen-hour field component, students examine the social and cultural forces that affect schools. Students cannot receive credit for both Foundations of Education 541 and 546.

4 credit hours. Prerequisite: graduate status or consent of department chair. Offered fall, spring, summer.

FNED 547: Introduction to Classroom Research

Preservice and in-service teachers are introduced to qualitative and quantitative research in education through the interpretation of published studies and through the initiation of a study in a classroom.

3 credit hours. Prerequisite: graduate status or consent of department chair. Offered fall and spring.

French (FREN)**FREN 101: Elementary French I**

Students learn to understand, speak, read, and write in French and gain an understanding of French life and character. Language laboratory is required. Not open to students who offer admission credit in French.

4 credit hours. Offered fall and spring.

FREN 102: Elementary French II

Four skills in elementary French: listening, speaking, reading, and writing are further developed within the context of French culture. Language laboratory is required.

4 credit hours. Prerequisite: FREN 101 or one year of secondary school French, or consent of department chair. Offered spring.

FREN 110: Review of Basic French

Four skills: listening, speaking, reading, and writing are reviewed. This course is for students continuing their study of French begun in the secondary school. Language laboratory is required.

3 credit hours. Gen. Ed. Category SB. Prerequisite: two years of secondary school French or consent of department chair. Not open to students who have completed FREN 101 or 102. Offered fall and spring.

FREN 113: Intermediate French I

The cultural heritage of the French-speaking world is examined through selected cultural readings. Grammar and vocabulary are reviewed through a communicative approach. Language laboratory is required.

3 credit hours. Gen. Ed. Category SB. Prerequisite: FREN 102 or 110, or three years of secondary school French, or a score of 500–549 on the CEEB Achievement Test in French. Offered fall.

FREN 114: Intermediate French II

Through selected readings, literature as a reflection of the French-speaking world is examined. The development of language skills is continued through a communicative approach. Language laboratory is required.

3 credit hours. Prerequisite: FREN 113 or equivalent, or a score of 550–599 on the CEEB Achievement Test in French, or consent of department chair. Offered spring.

FREN 201: Advanced French: Conversation and Composition

Through contextualized activities, idiomatic spoken French and the more important structures required for written communication are studied. Various media provide information about modern France. Language laboratory is required.

4 credit hours. Prerequisite: FREN 114 or equivalent, or a score of 600 or above on the CEEB Achievement Test in French, or consent of department chair. Offered fall.

FREN 202: Advanced French: Composition and Conversation

Writing skills, style, and content are developed. Various media provide the basis for discussion of current issues in France and the Francophone world. Language laboratory is required.

4 credit hours. Prerequisite: FREN 201 or consent of department chair. Offered spring.

FREN 323: Survey of French Literature from the Middle Ages to 1789

Major writers and literary movements are studied in their historical and social context. Course activities include *explications de texte*, short papers, and discussion in French.

3 credit hours. Prerequisite: preceding or concurrent enrollment in FREN 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 416: Studies in the Seventeenth Century

Representative works of the seventeenth 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 Eighteenth Century

Representative works of the eighteenth 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 Nineteenth Century

Representative works of the nineteenth 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 Twentieth Century

Representative works of the twentieth 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 460: Seminar in French

This course involves individual and group study of a major author, movement, or period in French literature. A major paper is required. Topics are announced in advance.

3 credit hours. Prerequisite: open to seniors majoring in French. Offered spring.

FREN 520: Grammar, Composition, and Stylistics

Precision of diction and accuracy and clarity of expression are the goals of this course. Oral and written exercises are used extensively, and grammar is studied pragmatically.

3 credit hours. Prerequisite: graduate status. Offered as needed.

FREN 560: Graduate Seminar in French

Individual and group study is made of a major author or an important period in French literature and is directed toward the writing of a major paper in thesis form. This course may be repeated for credit with a change in content.

3 credit hours. Prerequisite: graduate status. Offered spring.

FREN 590: Directed Study

The student selects a topic and undertakes concentrated research under the supervision of a faculty advisor. A major paper in thesis form is required. This course may be repeated for credit with a change in content.

3 credit hours. Prerequisite: consent of department chair. Offered as needed.

FREN 595: Master's Thesis

Credit is assigned in the semester that the thesis is completed and approved. No grade is given in this course.

6 credit hours. Prerequisite: open only to students enrolled in the M.A. program in French. Offered as needed.

General Education (GEN)**GEN 261: Intercultural Encounters: Judaism, Christianity, Islam**

The intersection of world cultures in historical and/or contemporary contexts is studied. Students cannot receive credit for both General Education 261 and Anthropology 261.

4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered as needed.

GEN 262: The Global Development Debate and Hunger

Students consider global development from both Western and non-Western perspectives and focus on hunger as a major development issue that confronts humankind.

4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered as needed.

Geography (GEOG)

Unless otherwise noted: prior to enrolling in any 300-level geography course, all students must have completed a 100- or 200-level geography course or have the consent of the department chair.

GEOG 100: Introduction to Environmental Studies

Focus is on the nature and extent of human modification of the earth's natural environments. (Formerly The Changing Environment of Man.)

3 credit hours. Gen. Ed. Category SB. Offered fall, spring, summer.

GEOG 101: Introduction to Geography

Cultural and physical elements of geography are considered individually, in interrelationship, and as these elements are found in areal patterns of political, cultural, and economic associations. Included is the use and interpretation of maps.

3 credit hours. Gen. Ed. Category SB. Offered fall, spring, summer.

GEOG 205: Earth's Physical Environments

Atmospheric, oceanic, and landform processes are studied as they shape and give character to the surface of the earth. Students cannot receive credit for both Geography 205 and Physical Science 205.

3 credit hours. Gen. Ed. Category SM. Offered fall, spring, summer.

GEOG 261: The New Global Village: The Future of the World's Great Cities

The processes and consequences of the migration of people to the great cities of the West and non-West are studied. Emphasis is on the diversity of histories and cultural legacies and the commonalities of the urbanization experience.

4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered fall or spring (alternate years).

GEOG 263: Human Response to Natural Disasters

How humans perceive and respond to natural disasters is a function of culture. Human responses to disasters, such as earthquakes, floods, and volcanic eruptions are explored through examination of cases drawn from around the globe.

4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered fall or spring (alternate years).

GEOG 301: Natural Resource Management

The extent and variety of natural resource use is examined, the environmental impacts thereof, and the management philosophies and efforts to regulate this use for the benefit of contemporary and future populations.

3 credit hours. Offered as needed.

GEOG 305: Geography of Rhode Island

Discussion centers on the geographic elements in the history and development of Rhode Island. Assessment is made of Rhode Island's place in the New England, national, and world scenes.

3 credit hours. Offered as needed.

GEOG 306: Geographic Skills and Methods

Skills and methods in theoretical and applied geography are covered. Interpretation of maps and data gathered through remote sensing is followed by the application of spatial data to problem solving in the social and environmental sciences. *3 credit hours. Offered as needed.*

GEOG 312: Historical Geography of the United States

The historical development of the United States is examined from a geographical viewpoint. Emphasis is on the interaction of physical and cultural elements that contribute to the emergence of distinctive landscapes, past and present. *3 credit hours. Offered as needed.*

GEOG 313: Disaster Management

Focus is on societal responses to disasters and the systems created to deal with such phenomena. Included are causes of disasters and plans formulated to cope with them. (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 twentieth-century New England landscapes are conducted. Topics include the coastal zone, the metropolis, and the rural/urban fringe and rural New England. (Formerly Historical Landscapes of New England.) *3 credit hours. Prerequisite: any course in a social science or consent of department chair. Offered summer.*

GEOG 460: Senior Seminar: Theory and Research

The evolution of geographic theories and philosophies is examined, along with their application to contemporary research problems. (Formerly Seminar in Geography.) *3 credit hours. Prerequisite: 18 credit hours of geography courses. Offered as needed.*

GEOG 463: Internship in Geography

This internship, normally taken in the senior year, provides on-the-job experience in applied professional geography. Normally this involves a negotiated number of hours per week working in either a private firm or public agency. *3–6 credit hours. Prerequisite: open only to geography majors with consent of advisor. Offered as needed.*

GEOG 470: Reading Course in Geography

Directed reading under the guidance of a geographer is determined on the basis of the student's and the instructor's interests.

1–4 credit hours. Prerequisite: consent of department chair. Offered as needed.

GEOG 490: Directed Study in Geography

The student selects a topic and undertakes concentrated research under the supervision of a faculty advisor.

1–4 credit hours. Prerequisite: consent of department chair, instructor with whom student wishes to work, and dean. Offered as needed.

German (GRMN)**GRMN 101: Elementary German I**

Students learn to understand, speak, read, and write in German and gain an understanding of German life and character. Language laboratory is required. Not open to students who have offered admission credit in German.

4 credit hours. Offered fall.

GRMN 102: Elementary German II

Four skills in elementary German: listening, speaking, reading, and writing are further developed within the context of German culture. Language laboratory is required.

4 credit hours. Prerequisite: GRMN 101 or one year of secondary school German, or consent of department chair. Offered spring.

GRMN 113: Intermediate German

The cultural and linguistic heritage of Germany is examined through selected readings. Grammar is reviewed and basic oral and written skills developed. Language laboratory is required.

3 credit hours. Gen. Ed. Category SB. Prerequisite: GRMN 102, or three years of secondary school German, or a score of 500–549 on the CEEB Achievement Test in German. Offered as needed.

GRMN 114: Readings in Intermediate German

Literature as a reflection of the German-speaking world is examined through selected readings, and the development of language skills continues through a communicative approach. Language laboratory is required.

3 credit hours. Prerequisite: GRMN 113 or equivalent, or a score of 550–599 on the CEEB Achievement Test in German, or consent of department chair. Offered as needed.

Gerontology (GRTL)**GRTL 315: Physical Aspects of Aging**

This is a multidisciplinary approach to the study of human aging. Presented are concepts related to longevity and theories of aging.

3 credit hours. Prerequisite: SOC 217. Offered fall.

Health Education (HED)**HED 101: Human Sexuality**

This is an introduction to human sexuality through multidisciplinary research and theory, 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 and spring.

HED 233: Social Perspectives of Health

Issues of diversity, family living, violence, aging, and death and their role in contemporary society are surveyed. Discussions include the factors that affect attitudes and 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 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 spring.

HED 303: Community Health

Readings, discussions, and presentations are given on the critical issues of community health. Included are an interpretation of vital statistics, special populations, and communicable diseases. (Formerly Community Health and Safety.)

3 credit hours. Prerequisite: HED 102 and 202, or consent of department chair. Offered spring.

HED 307: Dynamics and Determinants of Disease

Focus is on the causes and impact of selected chronic and infectious diseases in specific human populations and environments. Included are prevention strategies and resources for health care.

3 credit hours. Prerequisite: HED 102 and 233, or consent of department chair. Offered fall.

HED 335: Consumer Health

Issues and problems affecting health consumerism are covered. Emphasis is on selecting health services; examining the appropriateness of wellness and health promotional activities; and interpreting and evaluating claims.

3 credit hours. Prerequisite: HED 102 or consent of department chair. Offered 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 cannot receive credit for both Physical Education 346 and Health Education 346.

(4) 3 credit hours. Prerequisite: 60 credit hours of undergraduate courses and enrollment in the elementary education teacher preparation program. Offered fall and spring.

HED 404: Organization and Administration of School Health Education Programs

The organizational and administrative relationships of coordinated school health education programs are presented. School health education issues are discussed in regard to specific administrative concerns.

3 credit hours. Prerequisite: 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 kindergarten through grade twelve. Included is the development of lesson and unit plans and a supervised teaching experience.

4 credit hours. Prerequisite: 90 credit hours of undergraduate courses and HED 300, or consent of department chair. Offered fall.

HED 419: Practicum in Community Health

Under the guidance of College and agency personnel, students examine various health education programs, strategies for implementing programs, and the operation of various health agencies.

3 credit hours. Prerequisite: HED 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 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 technology competency requirement; completion of community service requirement; and negative result from the required tuberculin test. Offered fall and spring.

HED 428: Student Teaching Seminar in Health and Physical Education

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 431: Drug Education

A foundation in substance abuse is presented from which students create and present unit plans on a variety of drug issues. Aspects of professional ethics versus obligations to the community are included in discussions and presentations.

3 credit hours. Prerequisite: 60 credit hours or consent of department chair. Offered spring.

HED 500: Introduction to Health Education and Health Promotion

Focus is on the basic principles of health education and health promotion in school and nonschool settings. Included are the philosophy, ethics, responsibilities, and practice of health education.

3 credit hours. Prerequisite: graduate status. Offered 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 fall.

HED 505: Principles of Program Development in Health Education

Focus is on techniques, processes, and models of developing health education programs in schools, communities, and work sites. Emphasis is on planning, implementation, and evaluation strategies.

3 credit hours. Prerequisite: graduate status or consent of instructor. Offered spring.

HED 507: Epidemiology and Biostatistics

Focus is on the causes, frequencies, and distribution of diseases and health issues in various populations. Students collect, tabulate, analyze, and interpret statistical facts about the occurrence of health problems and deaths in a community.

3 credit hours. Prerequisite: graduate status or consent of instructor. Offered spring.

HED 530: Family Life and Sexuality Education

Human sexuality issues and sexuality education principles are studied. Students develop those skills necessary for implementing school-based sexuality education programs.

3 credit hours. Prerequisite: graduate status or consent of department chair. Offered once annually.

HED 531: Methods and Procedures for School Nurse Teachers

Students examine the scope, principles, and practices required of certified school nurse teachers in an educational setting. This course meets state certification requirements for school nurse teachers.

3 credit hours. Prerequisite: registered nurse, with B.S. degree. Offered spring.

HED 562: Seminar in Health Education

Focus is on research in health education. This is a capstone experience for graduate students in health education and should be among the last 6 credit hours taken in the program.

3 credit hours. Prerequisite: HED 500, 501, 505, 507. Offered fall.

HED 563: Professional Ethics and Social Health Issues

Current social health issues and the ethical codes of the profession are investigated and discussed. Sensitive, diverse, global issues are analyzed from the school and community health education perspective.

3 credit hours. Prerequisite: graduate status or consent of instructor. Offered spring 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

Integrating 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 precontact, 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 and spring.

HIST 262: Social Issues in Technology

Selected problems that arise from the development and implementation of new technology are studied. Included are the social, economic, political, and ethical considerations that inform public policy decisions regarding technology.

4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered 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 and spring.

HIST 264: Religious Resurgence and Democratic Politics

The relationship between religious resurgence and democratization in the contemporary world is explored by examining the political significance of the monotheistic commitment in Judaism, Christianity, and Islam.

4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered as needed.

HIST 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 fourteenth 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 fourteenth and fifteenth centuries. (Formerly History 315.)

3 credit hours. Offered as needed.

HIST 306: The Age of the Reformation

The religious crisis of the sixteenth century is studied, including the political, economic, and intellectual context within which the Reformation occurred. (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 cannot receive credit for both Political Science 315 and History 315.

3 credit hours. Offered as needed.

HIST 316: Modern Western Political Thought

The ideas of major Western political thinkers, including the Greeks, Machiavelli, Hobbes, Locke, Rousseau, Hume, Hegel, and Marx, are reviewed. Students cannot receive credit for both Political Science 316 and History 316.

3 credit hours. Prerequisite: POL 204 or consent of department chair. Offered fall.

HIST 317: Politics and Society

Relationships of power and authority and their social foundations are examined. Students cannot receive credit for more than one of the following: Political Science 317, Sociology 317, History 317.

3 credit hours. Prerequisite: POL 204 or consent of department chair. Offered spring.

HIST 320: American Colonial History

The colonial era is examined as a formative period in American history. Emphasis is on how the colonial experience contributed to the development of American social, religious, and political customs and institutions. (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 nineteenth 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 are examined, with particular focus on political, social, and economic issues, and the historical importance of people, events, and trends.

3 credit hours. Offered as needed.

HIST 326: American Cultural History: The Nineteenth Century

The development of American culture from the Revolution to the end of the nineteenth century is studied. Topics include nationalism, religious movements, social reform, and popular culture.

3 credit hours. Offered as needed.

HIST 327: American Cultural History: The Twentieth Century

The development of American culture from the turn-of-the-century to the present is explored. Topics include pluralism, popular culture, feminism, working-class movements, and competing social and political ideologies.

3 credit hours. Offered as needed.

HIST 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 nineteenth- and twentieth-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 335: American Foreign Policy: 1945 to the Present

American foreign policy from 1945 to the present is surveyed. Topics include the Cold War, relationships among international organizations, decolonization, and theories of modernization.

3 credit hours. Offered fall and spring.

HIST 336: The United States and the Emerging World

American diplomacy directed at a specific region or a certain time frame is examined. Topics may include the Vietnam era, demise of the Soviet Empire, and problems of modernization.

3 credit hours. Offered fall and spring.

HIST 340: The Muslim World from the Age of Muhammad to 1800

The emergence of Islamic civilization in the Middle East is traced from the appearance of Islam in the seventh century to the nineteenth century, with particular emphasis on the diversity of cultural phenomena.

3 credit hours. Offered as needed.

HIST 341: The Muslim World in Modern Times, 1800 to the Present

The Middle East and the Muslim areas of Central Asia from the nineteenth century to the present are surveyed, with emphasis on the breakdown of traditional societies and the emergence of a regional state system.

3 credit hours. Offered as needed.

HIST 342: Islam and Politics in Modern History

This is a study of the causes, manifestations, and forms of Islamic resurgence since the nineteenth century. Islam's role in relationship to sociopolitical changes is analyzed through selected case studies.

3 credit hours. Offered as needed.

HIST 344: History of East Asia to 1600

The traditional culture and history of East Asia is examined. Emphasis is on major systems of thought, such as Confucianism, Taoism, and Buddhism; traditional social institutions; and the imperial system. (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 nineteenth century to the present. Topics include the Opium War, the opening of Japan, the two Sino-Japanese Wars, the Boxer Rebellion, the Russo-Japanese War, and World War II.

3 credit hours. Offered as needed.

HIST 348: Africa under Colonial Rule

African societies and institutions of the early nineteenth century are examined. Topics include imperialism, the intrusion of European powers, the African response, and African nationalism and independence. (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 361: Seminar in History

Building on the students' experience in History 200, emphasis is on issues in historiography, the identification and definition of historical problems, the researching and writing of a substantial paper, and historical criticism.

4 credit hours. Prerequisite: HIST 200 and 15 additional credit hours of history courses. Offered fall and spring.

HIST 362: Reading Seminar in History

Building on history and social science courses, this seminar involves extensive reading and discussion of selected historical themes. Focus is on historiographical issues.

4 credit hours. Prerequisite: HIST 200, 15 additional credit hours of history courses, and 12 credit hours of social sciences courses. Offered fall and spring (as needed).

HIST 363: Internship in Applied History

This independent study places students in organizations appropriate to their studies, such as historical museums and societies, archives, preservation organizations, government agencies, and private businesses.

3–6 credit hours. Prerequisite: HIST 200; three additional 300-level history courses; minimum overall GPA of 2.75; and written proposal listing objectives, program of study, and evaluation criteria approved by advisor, faculty supervisor, and department chair. Offered as needed.

HIST 371: Reading Course in History

In this independent study, students read selected materials under the careful guidance of a historian.

3 credit hours. Prerequisite: open only to seniors who have had suitable course work and who have the consent of the instructor and department chair. Offered as needed.

HIST 381: Workshop: History and the Elementary Education Teacher

Students visit historic sites and museums around Rhode Island and discuss how to prepare elementary school students for field trips to these sites to enhance the learning experience.

1 credit hour. Prerequisite: HIST 200, 201, 202. Offered fall and spring.

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. Africa, Asia, and the Middle East are investigated.

3 credit hours. Prerequisite: consent of department chair and graduate dean. Offered as needed.

HIST 561: Graduate Seminar in History

Students develop a greater knowledge of materials for history, methods of research, and skill in solving problems of analysis and exposition.

3 credit hours. Prerequisite: HIST 501 and consent of graduate advisor. Offered fall.

HIST 562: Graduate Reading Seminar

Through a wide variety of readings, students explore the content and extended bibliography of a select topic. Analysis, critical thinking, and comparative study are developed. This course may be repeated for credit with a change in content.

3 credit hours. Prerequisite: graduate status and consent of graduate advisor and department chair. Offered spring.

HIST 571: Graduate Reading Course in History

Students engage in independent study under the guidance of a historian.

3 credit hours. Prerequisite: open only to graduate students who have had suitable course work and who have consent of the instructor and department chair. Offered as needed.

HIST 599: Directed Graduate Research

This course is for M.A. and M.A.T. candidates who are preparing a thesis or field paper under the supervision of a faculty member. Credit is assigned in the semester that the paper is completed and approved. No grade is given.

3–6 credit hours. Offered as needed.

Honors (HONR)**HONR 161: Studies in Western History**

Students explore selected topics in the evolution of Western society from the ancient Hebrews to the present. Emphasis is placed on intellectual and cultural history and the examination of primary sources.

4 credit hours. Gen. Ed. Core 2. Prerequisite: admission to General Education Honors or consent of program director. Offered fall.

HONR 162: Studies in Western Literature

Students examine selected literary and other texts from the Western heritage as formal objects and cultural expressions. Texts come from different genres and historical periods. *4 credit hours. Gen. Ed. Core 1. Prerequisite: admission to General Education Honors or consent of program director. Offered spring.*

HONR 163: Studies in Non-Western Cultures

Selected issues and developments are examined in non-Western cultures from various disciplinary and interdisciplinary perspectives. Emphasis is on the response of non-Western cultures to challenges faced by Western cultures. *4 credit hours. Prerequisite: acceptance into General Education Honors or consent of program director. Offered fall.*

HONR 264: Critical Inquiry into Cultural Issues

Students examine limited topics of general cross-cultural interest from various disciplinary and interdisciplinary perspectives. Emphasis is on the study of primary texts. *4 credit hours. Prerequisite: acceptance into General Education Honors or consent of program director. Offered spring.*

HONR 351: Junior Year Colloquium

Community among students from different disciplines is promoted as they explore the nature of and the possibility of doing undergraduate research or creative work in their respective fields. *(1.5) 2 credit hours. Prerequisite: 60 credit hours and minimum cumulative GPA of 3.00. Offered fall.*

HONR 365: Junior Year Seminar

Community among students from different disciplines is promoted as they undertake the initial stages of identifying, focusing, and preparing for senior honors projects. *(1.5) 2 credit hours. Prerequisite: 60 credit hours, minimum cumulative GPA of 3.00, and 3.25 GPA in the major. Offered spring.*

Instructional Technology (INST)**INST 251: Introduction to Emerging Technologies**

The basic skills and knowledge of using technology to achieve teaching and learning goals are developed. Theoretical and practical knowledge are directed toward integrating technology into the instructional process. *3 credit hours. Offered fall, spring, summer.*

INST 404: Preparing and Using Instructional Materials

Students produce a variety of instructional materials 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: 6 credit hours of teacher preparation courses or consent of department chair. Offered as needed.*

INST 516: Integrating Technology into Instruction

Students prepare lessons that demonstrate full integration of technology into instruction. Projects incorporate techniques reflecting current application of technology, instructional theory, and professional standards. *3 credit hours. Prerequisite: graduate status or consent of department chair. Offered spring.*

Italian (ITAL)**ITAL 101: Elementary Italian I**

Students learn to understand, speak, read, and write in Italian and gain an understanding of Italian life and character. Language laboratory is required. Not open to students who have offered admission credit in Italian. *4 credit hours. Offered fall, spring, summer.*

ITAL 102: Elementary Italian II

Four skills in elementary Italian: listening, speaking, reading, and writing are further developed within the context of Italian culture. Language laboratory is required. *4 credit hours. Prerequisite: ITAL 101 or one year of secondary school Italian, or consent of department chair. Offered spring and summer.*

ITAL 113: Intermediate Italian

The cultural and linguistic heritage of Italy is examined through selected readings. Grammar is reviewed and basic oral and written skills developed. Language laboratory is required. *3 credit hours. Gen. Ed. Category SB. Prerequisite: ITAL 102 or three years of secondary school Italian or a score of 500–549 on the CEEB Achievement Test in Italian. Offered fall.*

ITAL 114: Readings in Intermediate Italian

Literature as a reflection of the heritage of the Italian people is examined. The development of oral and reading skills are continued, and some attention is given to written practice. *3 credit hours. Prerequisite: ITAL 113 or equivalent or a score of 550–599 on the CEEB Achievement Test in Italian or consent of department chair. Offered spring.*

ITAL 201: Conversation and Composition

Students develop correct pronunciation through practice in the language laboratory and elementary work in phonetics. Emphasis is on the use of correct spoken Italian on an advanced level. *4 credit hours. Prerequisite: ITAL 114 or equivalent, or consent of department chair. Offered fall.*

ITAL 202: Composition and Conversation

Writing skills in Italian are developed through grammatical exercises, controlled composition, and original themes. Class discussion in Italian of the written materials provides oral practice. *4 credit hours. Prerequisite: ITAL 114 or equivalent, or consent of department chair. Offered spring.*

ITAL 321: Italian Literature and Civilization through Renaissance

Major Italian authors and works of literature from the thirteenth century through the Renaissance are examined in their historical and cultural context. *3 credit hours. Prerequisite: ITAL 202 or consent of department chair. Offered alternate years.*

ITAL 322: Italian Literature and Civilization Post-Renaissance

Major Italian authors and works of literature from the post-Renaissance to the twentieth century are examined in their historical and cultural context. *3 credit hours. Prerequisite: ITAL 202 or consent of department chair. Offered alternate years.*

ITAL 330: Modern Italy

Political, social, and economic changes in Italy from unification to the present are examined. Topics include regional conflicts, immigration issues, European identity, and changing family life. *3 credit hours. Prerequisite: ITAL 202 or consent of department chair. Offered once annually.*

ITAL 403: Studies in Italian Theatre

Italian theatre from the fifteenth century to the present is studied. Topics include Renaissance satirical comedies, commedia dell'arte, Goldoni's theatrical reforms, and the works of Alfieri, D'Annunzio, Pirandello, and Dario Fo. *3 credit hours. Prerequisite: ITAL 202 and 321 or 322, or consent of department chair. Offered as needed.*

ITAL 404: Studies in Italian Cinema

Major directors, movements, and themes of Italian cinema, from early cinema to the present, are studied. Attention is given to cultural and other aspects of film analysis. *3 credit hours. Prerequisite: ITAL 202 and 321 or 322 or 330, or consent of department chair. Offered as needed.*

Justice Studies (JSTD)**JSTD 466: Seminar in Justice Studies**

This is an integrating experience for the justice studies program. It may include lectures by professionals in the justice field, small group discussions, field trips, and student presentations. *3 credit hours. Prerequisite: senior standing, POL 332, SOC 309, and 9 additional credit hours of justice studies courses. Offered as needed.*

JSTD 491–492: Directed Study

Students admitted to the honors program in justice studies write and orally defend an honors thesis in an area selected by the student in consultation with an advisor. *3 credit hours each. Prerequisite: admission to the justice studies honors program and consent of program director. Offered as needed.*

Labor Studies (LBRS)**LBRS 201: U.S. Labor History**

Workers and working conditions from colonial times to the present are studied. Topics include the origins of the American working class, the formation of trade unions and of the A.F. of L., industrial conflicts, and the immigrant experience. *3 credit hours. Offered as needed.*

LBRS 202: Labor Law

Public policy, the arena in which labor relations are conducted, is presented. Focus is on labor law and the interpretation of legislative issues. Topics include the National Labor Relations Act, collective bargaining, and internal union affairs. *3 credit hours. Offered as needed.*

LBRS 203: Structure and Function of Unions

Unions' internal mechanisms, including responses to external pressures, are studied. Topics include geography, product markets, local unions, multiunion organization, union administration and finance, and political action.

3 credit hours. Offered as needed.

LBRS 204: The Image of the Worker in American Literature

The portrayal of work and workers in the writings of the nineteenth and twentieth centuries is examined. Topics may include the work ethic, personal values, changing attitudes toward work, and the image of the worker in poetry, prose, drama, and film.

3 credit hours. Offered as needed.

LBRS 301: Theories of the Labor Movement

The aims, functions, and social role of the labor movement are studied. Included is a critical analysis of both old and new theoretical approaches, as well as simulations, role playing, films, and guest speakers.

3 credit hours. Prerequisite: 9 credit hours of labor studies courses or consent of coordinator. Offered as needed.

LBRS 302: Collective Bargaining and Contract Administration

The processes and machinery of contract negotiation and enforcement are studied. Topics include bargaining structures, economic issues, standards for wage bargaining, pensions, job security, inflation, and the jobs of stewards.

3 credit hours. Prerequisite: 9 credit hours of labor studies courses or consent of coordinator. Offered as needed.

LBRS 303: The Sociology of Work

Students' work experiences and career choices are examined against the backdrop of occupational and social change: the workplace, labor markets, and the family. Students cannot receive credit for both Labor Studies 303 and Sociology 303.

3 credit hours. Prerequisite: 9 credit hours of labor studies courses or consent of coordinator. Offered as needed.

LBRS 304: Contemporary Labor Problems

The historical (social, economic, political, intellectual) perspective on some of the troublesome issues of contemporary labor relations is studied. Selected topics are investigated with the help of guest lecturers expert on these topics.

3 credit hours. Prerequisite: 9 credit hours of labor studies courses or consent of coordinator. Offered as needed.

LBRS 305: Women and Work

The experiences of women in and in relation to the paid work force, the family, and the community are examined. Topics are the history, growth, and definition of women's occupations, job experiences, and roles in labor unions.

3 credit hours. Prerequisite: 9 credit hours of labor studies courses or consent of coordinator. Offered as needed.

LBRS 306: Organized Labor and the Urban Crisis

The critical role played by organized labor in the urban community is studied through a historical and topical approach. Pressures placed on organized labor by modern society and labor's reactions to those pressures are also assessed.

3 credit hours. Prerequisite: 9 credit hours of labor studies courses or consent of coordinator. Offered as needed.

LBRS 307: Minority Workers and Organized Labor

The historic and current relationship of minority workers and the American labor movement are explored. Included is an examination of governmental and union policies and philosophies with regard to minority workers.

3 credit hours. Prerequisite: 9 credit hours of labor studies courses or consent of coordinator. Offered as needed.

LBRS 361: Seminar on the Future of the Labor Movement

This seminar functions as a study commission charged to develop a report on the future of the labor movement. The project is organized so that students may develop their own specific areas of responsibility and expertise.

3 credit hours. Prerequisite: 15 credit hours of labor studies courses or consent of coordinator. Offered as needed.

Latin (LATN)**LATN 101: Elementary Latin I**

The spirit and culture of the classical Roman world is introduced through study of the grammar and syntax of classical Latin and readings from Latin authors. An appreciation of the Roman world's contribution to Western civilization is gained.

3 credit hours. Offered fall (odd years).

LATN 102: Elementary Latin II

This is a continuation of Latin 101.

3 credit hours. Prerequisite: LATN 101 or equivalent. Offered spring (even years).

Latin American Studies (LAS)

LAS 363: Seminar: Topics in Latin American Studies

This is a culminating experience in Latin American studies. *3 credit hours. Prerequisite: consent of 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 as are the practices of management in both the business sector and nonprofit organizations. Topics focus on all of the management disciplines. *3 credit hours. Offered fall and spring.*

MGT 203: Computer-Aided Design and Drafting (CADD) I

AutoCad software is used as a strategic drafting tool for productivity improvement through graphic communication. *3 credit hours. Offered fall.*

MGT 204: Computer-Aided Design and Drafting (CADD) II

Students use CADD in their specific fields of interest, applying advanced solid modeling, database linkages, and presentation graphics. *3 credit hours. Prerequisite: MGT 203. Offered 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 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 315: Computer Integrated Manufacturing Management

This is an examination of the integration of enterprise resource planning, expert systems, and artificial intelligence into manufacturing planning, control, and management. The use of enabling software is also explored.

3 credit hours. Prerequisite: MGT 301. Offered as needed.

MGT 320: Human Resource Management

An overview is given of the role of the general manager and human resource specialist in managing the human resources of organizations. (Formerly Personnel Management.)

3 credit hours. Prerequisite: MGT 301. Offered fall, 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 331: Occupational and Environmental Safety Management

Occupational safety and health, together with environmental problems, are discussed from technical, social, managerial, and legal perspectives.

3 credit hours. Prerequisite: MGT 301. Offered as needed.

MGT 333: Negotiations and Conflict Resolution

Bargaining and conflict resolution concepts are supplemented and reinforced.

3 credit hours. Prerequisite: MGT 301, 320, 322. Offered fall.

MGT 335: Process Analysis

The effectiveness and efficiency of business process design, implementation, and management are analyzed for manufacturing and service firms.

3 credit hours. Prerequisite: MGT 249 and 301. Offered as needed.

MGT 341: Business, Government, and Society

Focus is on dynamic social, legal, political, economic, and ecological issues that require socially responsible behavior on the part of individuals and organizations.

3 credit hours. 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 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 347: Supply Chain Management

Emphasis is on design and management of activities along the supply chain, from purchasing and materials management to distribution and transportation systems. Students cannot receive credit for both Management 347 and Marketing 347.

3 credit hours. Prerequisite: MGT 301 and MKT 301. Offered as needed.

MGT 348: Operations Management

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 349: Service Operations Management

Students develop, analyze, and implement strategies for a wide range of service organizations. Emphasis is on topics that represent particular challenges for managers in service organizations.

3 credit hours. Prerequisite: MGT 301. Offered as needed.

MGT 355: Quality Assurance

The means and advantages of establishing an effective quality system in manufacturing and service firms are discussed.

3 credit hours. Prerequisite: MGT 301. Offered as needed.

MGT 359: Current Topics in Service Operations Management

Current trends in the management of service organizations are explored. Focus is on the design, implementation, and management of strategies specific to services, such as e-commerce, entrepreneurship, and technology management.

3 credit hours. Prerequisite: MGT 301. Offered as needed.

MGT 423: Compensation and Benefits Administration

The process of designing and managing a cost-effective, equitable, and legally acceptable total compensation package is examined. Topics include economic, social, and legal determinants of base pay; and incentives and benefits.
3 credit hours. Prerequisite: MGT 320. Offered fall.

MGT 424: Labor Relations

Topics include the history of labor unions, the legal framework of collective bargaining, the union representation process, contract negotiation, and contract administration.
3 credit hours. Prerequisite: MGT 320. Offered fall.

MGT 425: Recruitment and Selection

Concepts and methods involved in designing and managing the recruitment and selection functions of management are examined. (Formerly Selection, Training, and Development.)
3 credit hours. Prerequisite: MGT 320. Offered spring.

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. Offered spring.

MGT 455: Strategic Operations Management

Emphasis is on the strategic integration of operations across functional areas to achieve sustainable competitive advantage in manufacturing and service organizations.
3 credit hours. Prerequisite: MGT 301 and 348. Offered as needed.

MGT 461: Seminar in Strategic Management

Focus is on the formulation and implementation of organizational strategies and policies. The case method is used in integrating material from other management and economics courses. (Formerly Seminar in Managerial Policy.)
3 credit hours. Prerequisite: satisfactory completion of all other departmental required and cognate courses, and 102 credit hours of undergraduate courses. Offered fall, 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. They receive 1 credit hour for every four hours of work they do. A two-hour biweekly seminar is included.
3–9 credit hours. Prerequisite: junior standing, a major or minor in a School of Management 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 310: Product Design and Development

The new product development process, from idea generation to launch, is explored.
3 credit hours. Prerequisite: MKT 301. Offered as needed.

MKT 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 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: MGT 249 and MKT 301. 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.

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 347: Supply Chain Management

Emphasis is on design and management of activities along the supply chain, from purchasing and materials management to distribution and transportation systems. Students cannot receive credit for both Management 347 and Marketing 347. (Formerly Marketing 344.)

3 credit hours. Prerequisite: MGT 301 and MKT 301. Offered as needed.

MKT 438: Advertising

The key processes of modern advertising practice are studied. Students cannot receive credit for both Communications 338 and Marketing 438.

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 1 credit hour for every four hours of work. A two-hour biweekly seminar is included.

3–9 credit hours. Prerequisite: junior standing, a major or minor in a School of Management 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 120: Intermediate Algebra

Intended for students needing intermediate algebra skills, especially for Mathematics 177, 209, 238, or 247, this course includes absolute value, inequalities, exponents and radicals, algebraic fractions, and quadratic and exponential functions. 3 credit hours. Prerequisite: MATH 010 or equivalent, and consent of department chair. Offered fall, 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, cryptography, and the mathematics of social science.

3 credit hours. Gen. Ed. Category M. Offered fall, spring, summer.

MATH 143: Mathematics for Elementary School Teachers I

Emphasis is on problem solving, model building, and algorithm development appropriate for the mathematics curriculum of the elementary/middle school. Topics include numeration, development of number systems, and number theory.

3 credit hours. Prerequisite: three units of college preparatory mathematics. Offered fall, spring, summer.

MATH 144: Mathematics for Elementary School Teachers II

A continuation of Mathematics 143, this course includes geometry and measurement, counting problems, probability, and statistics.

3 credit hours. Gen. Ed. Category M for elementary education students only. Prerequisite: MATH 143 or consent of department chair. Offered fall, spring, summer.

MATH 177: Quantitative Business Analysis I

Study includes linear and selected nonlinear functions, linear systems, matrix methods, and an introduction to linear programming. Applications to management and economics are stressed throughout.

3 credit hours. Gen. Ed. Category M. Prerequisite: three units of college preparatory mathematics or MATH 120, or consent of department chair. Offered fall, spring, summer.

MATH 181: Applied Basic Mathematics

Emphasis is on applying numeric, geometric, and algebraic concepts and skills, including logarithms and right triangle trigonometry, to a wide variety of situations in beginning science and technical fields. Lecture and laboratory.

(4) 3 credit hours. Gen. Ed. Category M. Prerequisite: MATH 010 or equivalent. Offered fall, spring, summer.

MATH 200: Finite Mathematics for Computer Science

Selected mathematical concepts and techniques are studied. Topics include binary and hexadecimal arithmetic, computer-related logic, Boolean algebra, combinatorics, vectors, matrices, and an introduction to graphs.

4 credit hours. Prerequisite: three units of college preparatory mathematics or MATH 120. Offered fall and spring.

MATH 209: Precalculus Mathematics

The functions, concepts, and techniques of algebra and trigonometry considered essential in the study and applications of calculus are introduced and/or reinforced.

4 credit hours. Prerequisite: three units of college preparatory mathematics or MATH 120. Offered fall, spring, summer.

MATH 210: College Trigonometry

This is an in-depth study of trigonometry. Topics include a comprehensive analysis of trigonometric and inverse trigonometric functions and solutions of triangles, vectors, and polar coordinates.

3 credit hours. Prerequisite: three units of college preparatory mathematics or MATH 120 or 181. Offered 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.

MATH 300: Bridge to Advanced Mathematics

The standard techniques of deductive proof in mathematics are applied to basic results regarding sets, relations, functions, and other topics.

3 credit hours. Prerequisite: MATH 213 or consent of department chair. Offered fall.

MATH 314: Calculus III

A continuation of Mathematics 213, this course covers three-dimensional analytic geometry, elementary vector analysis, functions of several variables, partial differentiation, and multiple integration.

4 credit hours. Prerequisite: MATH 213. Offered fall and spring.

MATH 315: Linear Algebra

Matrices, linear systems, vector spaces, vector geometry, linear transformations, and appropriate applications are covered.

3 credit hours. Prerequisite: MATH 300. Offered spring.

MATH 324: College Geometry

Advanced topics in Euclidean geometry are considered using synthetic, analytic, vector, and transformational formats. Included are axiomatics and non-Euclidean geometry, topics in logic, and methods of proof appropriate for geometry.

3 credit hours. Prerequisite: MATH 212 or 247. Offered fall and spring.

MATH 409: Mathematical Problem Analysis

Problem-solving strategies in mathematics are identified. The level of problems and their analyses is designed to give students confidence in their ability to handle problems and a basis for the teaching of problem analysis.

4 credit hours. Prerequisite: MATH 143, 144, and either 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 fundamentals of differential equations are studied in the context of applications. Topics include analytical and numerical solutions of first- and second-order equations, systems of equations, and modeling.

3 credit hours. Prerequisite: preceding or concurrent enrollment in MATH 314. Offered as needed.

MATH 417: Introduction to Numerical Analysis

Algorithms and computer programs are used/developed to solve various mathematical problems. Topics include numerical solutions of equations, numerical differentiation and integration, and interpolation and approximation of functions. *3 credit hours. Prerequisite: MATH 213 and one computer science course, or consent of department chair. Offered as needed.*

MATH 418: Introduction to Operations Research

Operations research is the systematic application of mathematical techniques for generating better decisions for real-world problems. Besides linear programming, topics may include queuing and network analysis. *3 credit hours. Prerequisite: CSCI 102 or higher, and either MATH 212 or both MATH 200 and 247, or consent of department chair. Offered as needed.*

MATH 431: Number Theory

Topics include number systems, divisibility, primes and factorization, Diophantine problems, congruences, and Euler's and Fermat's Theorems. *3 credit hours. Prerequisite: MATH 212 or 247. Offered as needed.*

MATH 432: Introduction to Abstract Algebra

The definitions and properties of groups, rings, and fields are studied. Properties of familiar number systems are exhibited as special cases of these more general and abstract systems. *3 credit hours. Prerequisite: MATH 315. Offered fall.*

MATH 436: Discrete Mathematics

Several important areas in noncontinuous mathematics are introduced, including graph theory and its applications, difference equations, and finite-state machines. *3 credit hours. Prerequisite: MATH 212, or 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 519: Set Theory

The foundations of set theory and logic are studied in the context of their application in the construction of number systems, from the natural numbers through the reals. *3 credit hours. Prerequisite: MATH 300, 314, 432, or consent of department chair. Offered as needed.*

MATH 524: Higher Geometries

Advanced topics in geometry are studied, such as foundations and axiom systems, finite and non-Euclidean geometries. Possible additional topics are projective geometry, convexity, and topology. Proofs are stressed. *3 credit hours. Prerequisite: MATH 300. Offered as needed.*

MATH 528: Topology

Study is made of sets and sequences, various topological spaces, including metric, compactness, connectedness, curves, and mappings. *3 credit hours. Prerequisite: MATH 300 and 314. Offered as needed.*

MATH 532: Algebraic Structures

Selected topics in the development of groups, rings, modules, and fields are covered, including homomorphisms, permutation groups, basic Galois Theory, ring extension problems, and ideals.

3 credit hours. Prerequisite: MATH 300, 315, 432. Offered as needed.

MATH 571: Theory of Functions of Real Variables

A continuation of Mathematics 512, topics include sequences of functions, functions of several variables, and an introduction to Lebesgue measure.

3 credit hours. Prerequisite: MATH 300 and 512. Offered as needed.

MATH 573: Theory of Functions of Complex Variables

A continuation of Mathematics 515, this course develops the theory underlying functions of complex variables and includes Taylor and Laurent series, Rouché's Theorem, and analytic continuation.

3 credit hours. Prerequisite: MATH 300, 512, 515. Offered as needed.

MATH 577: Topics in Algebra

A particular branch of algebra is examined in depth. Possible topics include group theory, ring theory, field theory, semi-group 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.

Middle Level Education (MLED)**MLED 510: Teaching and Learning in the Middle Level School**

The physical, psychological, and social development needs of adolescents are addressed. Students cannot receive credit for both Counseling and Educational Psychology 553 and Middle Level Education 510. (Formerly Teaching and Learning in the Middle School.)

3 credit hours. Prerequisite: current elementary or secondary certification, or consent of Department of Educational Studies chair. Offered fall, spring, summer.

MLED 520: Curriculum and Organization of Middle Schools

The emergence and development of the middle school in America is examined. Students cannot receive credit for both Curriculum 520 and Middle Level Education 520. (Formerly Middle School Curriculum.)

3 credit hours. Prerequisite: current elementary or secondary certification, or consent of Department of Educational Studies chair. Offered fall, spring, summer.

MLED 530: Applications of Middle School Instructional Models

This course facilitates the development of interdisciplinary goals of middle school curricula by collaborative teams. Students cannot receive credit for both Elementary Education 530 and Middle Level Education 530.

4 credit hours. Prerequisite: current elementary or secondary certification and MLED 510 and 520, or consent of Department of Educational Studies chair. Offered spring and summer.

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 fall and spring.

MUS 105: Class Piano II

A continuation of Music 104, study includes keyboard harmony using primary and secondary triads, altered chords and simple figured bass, and piano literature from various periods.

(4) 2 credit hours. Prerequisite: MUS 104. Offered fall and spring.

MUS 106: Class Strings

The basic techniques of orchestral strings are studied. Pedagogy and a knowledge of basic materials are also considered.

(4) 2 credit hours. Offered spring.

MUS 107: Class Voice

Basic vocal pedagogy is stressed in preparation for a career in music education. Included is vocal production, diction, interpretation technique, and standard vocal repertoire.

(4) 2 credit hours. Offered spring.

MUS 110: Brass Class

The basic techniques of brass instruments are studied. Pedagogy and basic teaching materials are also considered.

(4) 2 credit hours. Offered fall.

MUS 111: Woodwinds Class

The basic techniques of woodwind instruments are studied. Pedagogy and basic teaching materials are also considered.

(4) 2 credit hours. Offered spring.

MUS 112: Percussion Class

The basic techniques of percussion instruments are studied. Pedagogy and basic teaching materials are also considered.
(2) 1 credit hour. Offered fall.

MUS 161–163: Large Ensembles

These courses are open to all qualified students by audition.

- 161 Chorus
- 162 Wind Ensemble
- 163 Orchestra

(4) 0.5 credit hour. Gen. Ed. Category A for nonmajors. To fulfill the requirement for Gen. Ed. Category A, students must take MUS 161–163 for a total of 3 credit hours. Any number less than 3 will not fulfill this requirement. Offered fall and spring.

MUS 164–166: Chamber Ensembles

These courses are open to all qualified students by audition. Since balanced groups are necessary, selection of participants is made by the instructor.

- 164 Chamber Music Ensemble (instrumental and vocal chamber music, including duos, trios, and quartets)
- 165 Concert Jazz Band (Formerly Jazz Ensemble)
- 166 Chamber Singers

(4) 1 credit hour. Gen. Ed. Category A for nonmajors. To fulfill the requirement for Gen. Ed. Category A, students must take MUS 164–166 for a total of 3 credit hours. Any number less than 3 will not fulfill this requirement. Offered fall and spring.

MUS 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 as needed.

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 fourteen weekly, thirty-minute private lessons. A fee is charged in addition to the regular College fees. This course may be repeated for credit.

- 170 Violin
- 171 Viola
- 172 Cello
- 173 String Bass
- 174 Voice
- 175 Clarinet-Saxophone
- 176 Flute
- 177 Oboe–English Horn
- 178 Bassoon
- 179 Trumpet
- 180 French Horn
- 181 Trombone-Baritone
- 182 Tuba
- 183 Organ
- 184 Piano
- 185 Classic Guitar
- 186 Percussion
- 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 209: Hand Drumming

The hand-drumming techniques of traditional and modern music cultures are studied. Topics include polyrhythm, linear cross rhythm, and rhythmic modulation in contemporary, jazz, and popular and world music.

(1 1/2) 1 credit hour. Prerequisite: MUS 230 and 231. Offered spring.

MUS 210: Language Orientation I

Italian and English dictions are applied to standard vocal repertoire. Study is based in the International Phonetic Alphabet.

(3) 2 credit hours. Prerequisite: concurrent enrollment in MUS 274 or 374. Offered fall.

MUS 211: Language Orientation II

French and German dictions are applied to standard vocal repertoire. Study is based in the International Phonetic Alphabet.

(3) 2 credit hours. Prerequisite: MUS 210 and concurrent enrollment in MUS 274 or 374. Offered spring.

MUS 221: The Symphony

Representative works from the standard repertory of the eighteenth and nineteenth centuries are 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 seventeenth 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 its 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 fall and spring.

MUS 230: Music Theory I

Students are introduced to the principles of music organization through the study of scales, intervals, triads, cadences, and the harmonization of soprano and bass lines using primary triads.

3 credit hours. Offered fall.

MUS 231: Sight Singing and Ear Training I

Study includes basic rhythm, scale, and chord patterns.

(2) 1 credit hour. Offered fall.

MUS 232: Music Theory II

A continuation of Music 230, emphasis is on modulations, seventh chords, chorale writing, binary and ternary forms, and score-reading techniques.

3 credit hours. Prerequisite: MUS 230. Offered spring.

MUS 233: Sight Singing and Ear Training II

A continuation of Music 231, emphasis is on seventh chords and more complex rhythmic patterns.

(2) 1 credit hour. Prerequisite: MUS 231. Offered spring.

MUS 234: Music Theory III

A continuation of Music 232, emphasis is on the polyphonic techniques of the eighteenth century, altered chords, borrowed chords, and forms of the baroque and classical periods, such as the sonata, inventions, fugues, and canons.

3 credit hours. Prerequisite: MUS 232. Offered fall.

MUS 235: Sight Singing and Ear Training III

A continuation of Music 233, emphasis is on melodies and harmonic progressions using altered chords and modulations.

(2) 1 credit hour. Prerequisite: MUS 233. Offered fall.

MUS 236: Music Theory IV

A continuation of Music 234, emphasis is on chromatic harmony and extended chords, forms of the romantic period, and twentieth-century compositional practices.

3 credit hours. Prerequisite: MUS 234. Offered spring.

MUS 237: Sight Singing and Ear Training IV

Advanced study includes atonal melodies and contemporary rhythm patterns.

(2) 1 credit hour. Prerequisite: MUS 235. Offered spring.

MUS 238: Jazz Theory I

This is an introduction to the application of the diatonic major-minor modes, chord changes, and use of the supertonic seventh, dominant seventh, and tonic chords for improvisation, composition, and arranging.

3 credit hours. Prerequisite: MUS 203 or consent of department chair. Offered fall.

MUS 239: Jazz Theory II

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. Prerequisite: MUS 238. Offered as needed.

MUS 241: Musical Theatre Singing

Students learn to sing in ways that are technically sound, functionally healthy, and stylistically accurate for musical theatre. (1–2) 1 credit hour. Prerequisite: consent of department chair. Offered fall and spring.

MUS 242: Managing Performance Anxiety

Students come to understand how performance anxiety affects the body and mind. Students also develop skills to manage anxiety in order to achieve their full potential.

3 credit hours. Offered as needed.

MUS 268: Opera Workshop

Singers and pianists are prepared to better meet the demands of the musical stage. Emphasis is on the skills necessary for a career in opera and musical theatre as singers and/or coaches. (4) 1 credit hour. Prerequisite: consent of instructor and assistant chair of music. Offered fall and spring.

MUS 269: Master Class in Applied Music

Students enrolled in applied music augment their knowledge of literature and performance techniques. Topics include pedagogy, memorization, practice techniques, and other topics relevant to appropriate applied sections.

(2) 1 credit hour. Prerequisite: consent of instructor and assistant chair of music. Offered as needed.

MUS 270–289: Applied Music

Advanced private study is 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

287 Jazz (Formerly MUS 290)

288 Harp

289 Harpsichord

(1) 2 credit hours. Prerequisite: except for students enrolled in MUS 287, students must be concurrently enrolled in MUS 091. Offered fall, spring, summer.

MUS 305: Form and Analysis

A detailed study of the design and style of musical structure is presented. The small and large forms covered include binary and ternary design, song form, variations, rondo, sonata form, and various hybrid forms.

3 credit hours. Prerequisite: MUS 232 or consent of instructor. Offered fall (odd years).

MUS 307: Composition

Techniques of musical composition in the smaller forms are studied. Extensive experience in form and analysis is required to complete original compositions.

3 credit hours. Prerequisite: MUS 232 and either 305 or 306, or consent of instructor. Offered fall (even years).

MUS 308: Fundamentals of Conducting

Basic instrumental- and choral-conducting techniques and score reading are presented. Study includes practical experience with ensembles. (Formerly Music 108.)

(4) 2 credit hours. Prerequisite: MUS 207 and 236. Offered fall.

MUS 310: Medieval and Renaissance Music

Music literature from its ancient beginnings through the Middle Ages and the Renaissance is studied. Included are plainchant, polyphony, sacred and secular music, and problems in early notation.

3 credit hours. Prerequisite: MUS 207 and either 203 or 230; or consent of instructor. Offered spring (even years).

MUS 311: Music of the Baroque

Music literature from the last decade of the sixteenth century to the middle of the eighteenth century is presented. Included is the development of instrumental and vocal music, culminating in the music of J. S. Bach and Handel.

3 credit hours. Prerequisite: MUS 207 and either 203 or 230, or consent of instructor. Offered fall (even years).

MUS 312: Music of the Classical Era

Music literature from the mid-eighteenth century to about 1825 is studied, including precedents in the rococo period. Representative works are analyzed.

3 credit hours. Prerequisite: MUS 207 and either 203 or 230, or consent of instructor. Offered spring (odd years).

MUS 313: Music of the Romantic Period

Music literature during the nineteenth century is studied, including the late romantic composers. Representative works in various forms are analyzed.

3 credit hours. Prerequisite: MUS 207 and either 203 or 230, or consent of instructor. Offered fall (odd years).

MUS 314: Twentieth-Century Music

Music literature since 1900 is studied, with emphasis on major contemporary developments as seen in the music of Schoenberg, Bartok, Stravinsky, Webern, Berg, and Hindemith.

3 credit hours. Prerequisite: MUS 207 and either 203 or 230, or consent of instructor. Offered spring (even years).

MUS 321: Orchestration

The range, tonal quality, and characteristics of various orchestral and band instruments are studied. Included are problems and projects in scoring for various ensembles.

3 credit hours. Prerequisite: MUS 232 or consent of instructor. Offered spring (odd years).

MUS 323: Counterpoint

Contrapuntal practices, including species counterpoint through twentieth-century styles, are studied. Forms include canon, invention, fugue, passacaglia, and others. Extensive writing and special projects are included.

3 credit hours. Prerequisite: MUS 236. Offered spring (even years).

MUS 360: Seminar in Music Literature

Students concentrate on a selected topic and engage in intensive study of a major composer or an important historical development. Knowledge of research techniques is emphasized.

3 credit hours. Prerequisite: MUS 207, 230, 232, and one course from MUS 310, 311, 312, 313, 314; or consent of instructor. Offered spring (odd years).

MUS 366: Accompanying

Practical experience is provided in the rehearsal and performance of accompaniments for instrumental and vocal soloists. This course may be repeated for elective or degree-required credit hours. Open to pianists, organists, and guitarists.

1 credit hour. Prerequisite: consent of instructor. Offered fall and spring.

MUS 370–389: Applied Music

Advanced private study is 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 408: Advanced Conducting

A continuation of Music 308, this course further develops the student's technical skill in choral and instrumental conducting. *3 credit hours. Prerequisite: MUS 308 or consent of department chair. Offered spring.*

MUS 458: Twentieth-Century Theory

The theoretical and compositional techniques of twentieth-century composers is studied.

3 credit hours. Prerequisite: MUS 236 or consent of instructor. Offered as needed.

MUS 490: Independent Study

Under faculty supervision, the student conducts independent research and writes a final paper. This course may be repeated once for credit with a change in topic.

3 credit hours. Prerequisite: junior or senior standing and consent of department chair and dean of the Faculty of Arts and Sciences. Offered as needed.

MUS 491: Directed Study

Under faculty supervision, the student completes an independent study project and writes a final paper. This course may be repeated once for credit with a change in topic.

3 credit hours. Prerequisite: junior or senior standing and consent of department chair and dean of the Faculty of Arts and Sciences. Offered as needed.

MUS 492: Senior Recital—Music Education Majors

This is a half-hour solo recital of representative literature. Students must be enrolled in Applied Music in the semester in which the recital is performed. This course is required of music education majors.

0 credit hour. Prerequisite: 12 credit hours (six semesters) of Applied Music in the appropriate instrument. Offered fall, spring, summer.

MUS 493: Senior Recital—Music Performance Majors

This is a one-hour solo recital of representative literature. Students must be enrolled in Applied Music in the semester in which the recital is performed. This course is required of music performance majors.

0 credit hour. Prerequisite: MUS 391 and 21 credit hours (seven semesters) of Applied Music in the appropriate instrument. Offered fall, spring, summer.

MUS 505: Systems of Musical Analysis

Appropriate systems of analysis for music from Gregorian Chant to contemporary works are investigated. Emphasis is on modal theory, theories of Schenker and Hindemith, and set theory.

3 credit hours. Prerequisite: MUS 240 or passing grade on graduate theory examination. Offered fall (even years).

MUS 508: Applied Conducting

Private lessons are given in instrumental and/or choral conducting, which lead to a graduate recital in conducting. This course may be repeated for credit.

(2–3) 2 credit hours. Prerequisite: matriculation in the M.M.Ed. or the M.A.T. program and consent of department chair. Offered fall, spring, summer.

MUS 521: The Symphony

The history of the symphony is presented, with emphasis on its continuous stylistic and formal development. Students investigate individual symphonies. Analytical procedures are stressed.

3 credit hours. Offered fall (even years).

MUS 522: Opera

The opera from Monteverdi to the present, with equal emphasis on each century involved, is studied. Students investigate individual works. Analytical procedures are stressed.

3 credit hours. Next offered spring 2005.

MUS 560: Seminar in Music Literature

Students concentrate on a selected topic and engage in intensive study of a major composer or of an important historical development. Emphasis is on research techniques.

3 credit hours. Prerequisite: consent of instructor. Offered spring (even years).

MUS 561–563: Large Ensembles

These courses are open to all qualified students by audition.

- 561 Chorus
- 562 Wind Ensemble
- 563 Orchestra

(4) 0.5 credit hour. Offered fall and spring.

MUS 564–566: Chamber Ensembles

These courses are open to all qualified students by audition. Since balanced groups are necessary, selection of participants is made by the instructor.

- 564 Chamber Music Ensemble (instrumental and vocal chamber music, including duos, trios, and quartets)
- 565 Concert Jazz Band (Formerly Jazz Ensemble)
- 566 Chamber Singers

(4) 1 credit hour. Offered fall and spring.

MUS 567: Master Class in Conducting

Instrumental or choral conducting is presented in a one-day participatory master class, which includes conducting with a lab ensemble, coaching by a guest clinician, a videotape review, and writing a reflective paper.

(8–10) 1 credit hour. Prerequisite: graduate standing. Offered as needed.

MUS 568: Opera Workshop

Emphasis is on the skills necessary for a career in opera and musical theatre as singers and/or coaches.

(4) 2 credit hours. Prerequisite: consent of instructor and assistant chair of music. Offered fall and spring.

MUS 569: Master Class in Applied Music

Students enrolled in applied music augment their knowledge of literature and performance techniques.

(2) 1 credit hour. Prerequisite: consent of instructor and assistant chair of music. Offered as needed.

MUS 570–589: Applied Music

Private study is available in voice or any one of the instruments listed below. A fee is charged in addition to the regular College fees.

- 570 Violin
- 571 Viola
- 572 Cello
- 573 String Bass
- 574 Voice
- 575 Clarinet-Saxophone
- 576 Flute
- 577 Oboe–English Horn
- 578 Bassoon

- 579 Trumpet
- 580 French Horn
- 581 Trombone-Baritone
- 582 Tuba
- 583 Organ
- 584 Piano
- 585 Classic Guitar
- 586 Percussion
- 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 212: Introduction to Music Education

This is an introduction to the organizations, scope, responsibilities, and opportunities for those in professional music education. Study includes observation and interaction with teachers in public schools.

2 credit hours. Prerequisite: MUS 234 and 235. Offered spring.

MUSE 341: Methods and Materials in Music Education

The theory and pedagogy of teaching music in grades one through six are studied. Not for music education majors. (Formerly Education 341.)

(3) 2 credit hours. Offered fall, spring, summer.

MUSE 412: Practicum in Music Education I

Principles, programs, and practices in teaching music at both elementary and secondary grade levels are presented. Observation of classes and participation in teaching are included. Focus is on general music in kindergarten through grade eight. (6) 3 credit hours. Prerequisite for undergraduate students: MUSE 105, MUSE 212, successful completion of sight singing and keyboard proficiency, or consent of department chair. Prerequisite for graduate students: admission to a music education teacher preparation program and successful completion of sight singing and keyboard proficiency. Offered fall.

MUSE 413: Practicum in Music Education II

A continuation of Music Education 412, emphasis is on instrumental and vocal music in the secondary school and on the elective musical experiences of secondary students. (6) 3 credit hours. Prerequisite for undergraduate students: MUSE 412, with minimum grade of B-, and admission to music education teacher preparation program. Prerequisite for graduate students: MUSE 412, with minimum grade of B. Offered spring.

MUSE 424: Student Teaching in Music Education

Student teaching is offered at the elementary and secondary levels. 9 credit hours. Prerequisite: satisfactory completion of MUSE 413 and all major and professional courses required prior to student teaching; concurrent enrollment in MUSE 460; cumulative GPA of 2.50 a full semester prior to student teaching; completion of technology competency requirement; completion of community service requirement; and negative result from the required tuberculin test. Offered fall.

MUSE 460: Student Teaching Seminar in Music Education

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 (even years).

MUSE 502: Perception, Assessment, and Evaluation in Music

The nature of musical perception, discrimination, and talent are studied, with emphasis on music aptitude and the theories on which they are based, such as learning theories. Included are standard evaluation techniques. 3 credit hours. Prerequisite: graduate status. Offered summer (odd years).

MUSE 503: School Music Administration and Supervision

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 (even years).

MUSE 525: Advanced Studies in Music Education

Basic concepts in the philosophy of music education, aesthetics, the history of music education, sociology, and psychology are presented. (Formerly Education 525.) 3 credit hours. Prerequisite: consent of instructor. Offered summer (odd years).

MUSE 526: Student Teaching in Music Education

Graduate music students participate in student teaching at both the elementary and secondary levels. 9 credit hours. Prerequisite: admission to the M.A.T. teacher preparation program; satisfactory completion of MUSE 412, 413, and all major and professional courses required prior to student teaching; concurrent enrollment in MUSE 560; cumulative GPA of 3.00 a full semester prior to student teaching; completion of technology competency requirement; completion of community service requirement; and negative result from the required tuberculin test. Offered fall.

MUSE 560: Student Teaching Seminar in Music Education

Graduate students reflect on their classroom experience. Topics include classroom management, learning styles, teaching strategies, and evaluation. 1 credit hour. Prerequisite: concurrent enrollment in MUSE 526. Offered fall.

MUSE 566: Seminar in Music Education

Selected problems are investigated. (Formerly Education 566.) 3 credit hours. Prerequisite: consent of instructor. Offered fall (odd years).

MUSE 592: Graduate Thesis

A formal research problem is investigated by the student. An advisor from the Department of Music, Theatre, and Dance is assigned to the student.

3 credit hours. Prerequisite: consent of departmental graduate committee. Offered as needed.

Nursing (NURS)

For nursing majors only, unless otherwise indicated.

NURS 101: The Nursing Education Experience I

Topics promoting success in the nursing program are covered, including issues in the learning and practice of nursing, study skills, personal growth, and involvement in the College and department.

1 credit hour. Prerequisite: COLL 101 and consent of department chair. Offered spring.

NURS 102: The Nursing Education Experience II

Students examine the social, cultural, and economic contexts of nursing through readings, discussion, guest lecturers, field trips, and participation in College activities.

1 credit hour. Prerequisite: NURS 101 and consent of department chair. Offered fall.

NURS 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.

3 credit hours. Prerequisite: BIOL 231, PSYC 230, prior or concurrent enrollment in BIOL 335 and 348, and prior or concurrent enrollment in NURS 220, 222, 223. Offered fall and spring.

NURS 261: Cross-Cultural Perspectives on Childbearing and Mothering

The universal experience of childbirth and mothering is explored, using cross-cultural perspectives. Focus is on analyzing and comparing Western and non-Western beliefs and customs. Writing and critical thinking skills are emphasized.

4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered fall, spring, summer.

NURS 262: Substance Abuse as a Global Issue

This is an examination of how substance abuse evolves from multicultural factors influencing human behavior and becomes a global issue. Emphasis is on ways in which dynamic processes operate in different cultures with respect to drugs.

4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered fall and summer.

NURS 263: Dying, Loss, and Grief: Cross-Cultural Perspectives

Death and dying across several cultures is surveyed from a public health perspective. A comparison is made between five religious traditions. Also examined are non-Western versus Western cultural beliefs.

4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered fall and summer.

NURS 264: The State of the World's Children

The impact of cultural identity and heritage upon the well-being of children around the world is analyzed. Included are global issues of child exploitation and the necessary global effort to halt that exploitation.

4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered spring and summer.

NURS 265: Cross-Cultural Perspectives on Healing Practices

Students examine healing practices from a global perspective. Emphasis is on historical, cultural, social, philosophical, and economic influences on the evolving model of East-West healthcare.

4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered fall, spring, summer.

NURS 312: Death and Dying

Students explore their own feelings about death and dying from historical, ethical, and legal perspectives.

3 credit hours. Prerequisite: consent of instructor. Offered spring.

NURS 313: Mental Health and Aging

Focus is on mental health issues as they relate to the elderly. Using a primary, secondary, tertiary intervention framework, issues related to loneliness, loss, isolation, and grief are explored. (Formerly Health Maintenance of the Elderly.)

3 credit hours. Prerequisite: SOC 217 or consent of instructor. Offered spring.

NURS 316: Physical Assessment of the Adult and Child

Diagnostic skills are used to assess clients of all age groups. Assessment of health and developmental status is done through interview, inspection, palpation, percussion, and auscultation.

4 credit hours. Prerequisite: junior or senior students and RNs. Offered fall and spring.

NURS 340: Psychiatric/Mental Health Nursing

Psychiatric/mental health theory, practice, and the professional role are introduced, with emphasis on the adult client. Common psychiatric disorders across the lifespan are introduced.

(12) 6 credit hours. Prerequisite: 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 fall and spring.

NURS 390H–391H: Directed Study

The honors candidate conducts individual research and/or creative projects in nursing for two semesters.

3 credit hours each. Prerequisite: honors program in nursing. Offered fall and spring.

NURS 471: Practicum in Chemical Dependency/Addiction Studies

Students practice intervention strategies. Emphasis is on self-awareness and self-assessment as well as observation and evaluation by the practicum supervisor. Students cannot receive credit for both Psychology 471 and Nursing 471.

(5) 4 credit hours. Prerequisite: acceptance into the chemical dependency/addiction studies program and PSYC 451 and 452. Offered fall, spring, summer.

NURS 474: Internship in Chemical Dependency/Addiction Studies

Students gain field experience in an agency providing substance abuse services. Included are weekly seminar sessions, on-site visits, and field consultation. Students cannot receive credit for both Psychology 474 and Nursing 474.

(13) 4 credit hours. Prerequisite: PSYC 453, 471, and approval of practicum and internship instructors. Offered fall, spring, summer.

Performing Arts (PFA)**PFA 158: Experiencing the Performing Arts**

An interdisciplinary approach is used to introduce the student to the performing arts. Perspectives concerning music, theatre, and dance as collaborative art forms are studied. The student is involved as listener, creator, and active participant.

3 credit hours. Gen. Ed. Category A. Offered fall, as needed.

Philosophy (PHIL)**PHIL 165: The Heritage of Asian Philosophy**

The philosophical traditions of India, China, and Japan are explored. Focus is on Asian conceptions of reality, theories of knowledge, systems of ethical relationships and beliefs about human nature, and the role of philosophy in human affairs.

4 credit hours. Gen. Ed. Core 3. Offered fall, spring, summer.

PHIL 167: Native American Philosophy

Focus is on the wisdom found in Native American traditions. Current primary sources are used so that students can experience Native American philosophy directly.

4 credit hours. Gen. Ed. Core 3. Offered fall, spring, summer.

PHIL 200: Introduction to Philosophy

Basic philosophic issues, such as the existence of God, free will, minds, the nature of reality, knowledge, and truth, are examined. Emphasis is on reasoning and justification.

3 credit hours. Offered fall, spring, summer.

PHIL 201: Introduction to Eastern Philosophy

Theories of reality, knowledge, and the meaning of human existence in Eastern philosophical traditions are investigated. Attention is given to the metaphysical speculations of the Indian schools and to the ethical theories of East Asian schools.

3 credit hours. Offered fall, spring, summer.

PHIL 205: Introduction to Logic

This course covers principles of valid reasoning in responsible statement and argument, the detection of fallacies, and inductive procedures in the sciences. Application of these principles is made in subject matter and put to practical use in critical thinking.

3 credit hours. Gen. Ed. Category SM. Offered fall, spring, summer.

PHIL 206: Ethics

An examination and explanation of ethical judgments is made. Clarification and analysis of ethical terms and the validity of norms of conduct from the standpoint of formalistic, intuitional, hedonistic, and naturalistic ethical theories are considered.

3 credit hours. Offered fall, spring, summer.

PHIL 230: Aesthetics

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 is an inquiry into the ontological, epistemological, and axiological ramifications of religious experience.

3 credit hours. Offered fall, spring, summer.

PHIL 261: Ethical Issues in Health Care

This is a critical inquiry into ethical issues in health care. Moral theories from both Western and non-Western traditions are discussed and applied to issues in health care.

4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered fall, spring, summer.

PHIL 262: Freedom

This critical and cross-cultural examination presents various views on such topics as free will, religion and freedom, the nature of human freedom, and social, political, and economic freedom.

4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered as needed.

PHIL 263: God(s)

Western and non-Western concepts of divinity are examined. Topics include polytheism, monotheism, monism, atheism, gender, and the God(ess). Students examine their own ideas in the context of various philosophical and religious traditions.

4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered fall, spring, summer.

PHIL 264: The Great Ethical Traditions

This is a critical inquiry into ethical issues and the great ethical traditions. Moral theories from both Western and non-Western traditions are examined.

4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered fall and spring.

PHIL 265: Sex and Gender in Cross-Cultural Perspective

Fundamental questions regarding a philosophical analysis of sexuality and the categories of sex/gender are introduced.

4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered as needed.

PHIL 300: American Philosophy

In this survey of philosophy in America from the colonial period to the present, some of the major works of significant American philosophers are read and discussed. Among the philosophers considered are Charles Peirce, William James, and John Dewey.

4 credit hours. Offered spring (even years).

PHIL 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. Students are introduced to epistemology.

3 credit hours. Prerequisite: any 200-level philosophy course. Offered spring (even years).

PHIL 315: Evidence, Reasoning, and Proof

The concept of evidence, types of reasoning, and standards of proof are examined. Topics include types of evidence, evaluating evidence, eyewitness claims, expert testimony and memory, appraising reasoning, and standards of proof.

3 credit hours. Prerequisite: any 200-level philosophy course or consent of department chair. Offered once annually.

PHIL 320: Philosophy of Science

Induction and probability, causality and the laws of nature, as well as the nature of explanation and justification are covered.

4 credit hours. Prerequisite: consent of instructor. Offered fall (odd years).

PHIL 321: Social and Political Philosophy

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 rational policy decision making.
3 credit hours. Prerequisite: any 200-level philosophy course or consent of department chair. Offered as needed.

PHIL 330: Metaphysics

This is a problem-oriented introduction to some of the central issues of contemporary metaphysics. Topics may include ontology (what exists), necessity, causation, free will/determinism, space and time, and identity-over-time.
3 credit hours. Prerequisite: any 200-level philosophy course or consent of department chair. Offered fall (even years).

PHIL 333: Philosophy of Mind

The status and the role of mind in relation to body is studied. Diverse theories, such as mind/body dualism, identity theory, behaviorism, functionalism, and emergence, are discussed. Other topics may include the contents of mental states, consciousness, and artificial intelligence.
3 credit hours. Prerequisite: any 200-level philosophy course or consent of department chair. Offered fall (odd years).

PHIL 351: Plato, Aristotle, and Greek Philosophy

The origins of philosophy in Greek thought are explored. Works of philosophers such as Plato and Aristotle are read. (Formerly Plato, Aristotle, and Greek Thought.)
4 credit hours. Prerequisite: any 200-level philosophy course. Offered fall.

PHIL 353: Epicurus, Plotinus, and Hellenistic Philosophy

The development of philosophy in Greece and Rome, from the death of Aristotle to the medieval period, is studied. Emphasis is on Epicurean, Stoic, and Neoplatonic ethics, epistemology, and ontology. (Formerly Hellenistic Philosophy.)
3 credit hours. Prerequisite: any 200-level philosophy course. Offered spring (odd years).

PHIL 355: Augustine, Aquinas, and Medieval Philosophy

The origins of medieval thought are traced. The institutionalization of philosophic thought is analyzed. The works of Aquinas and Augustine are studied. (Formerly Aquinas, Bonaventure, and Medieval Thought.)
4 credit hours. Prerequisite: any 200-level philosophy course. Offered fall.

PHIL 356: Descartes, Hume, Kant, and Modern Philosophy

Works from European philosophers from Descartes to Kant are read. (Formerly Seventeenth- and Eighteenth-Century Philosophers.)
4 credit hours. Prerequisite: any 200-level philosophy course. Offered spring.

PHIL 357: Hegel, Nietzsche, and Nineteenth-Century Philosophy

Selections from the works of Hegel and Nietzsche are analyzed and critiqued along with other nineteenth-century philosophers, such as Kierkegaard, Schopenhauer, Marx, and Freud.
4 credit hours. Prerequisite: any 200-level philosophy course. Offered spring (even years).

PHIL 358: Existentialism and Contemporary Philosophy

In addition to the analysis of current existentialist, positivist, analytic, and religious philosophers, some of the germinal thinkers and forces of nineteenth-century life are studied. (Formerly Philosophy 357.)
4 credit hours. Prerequisite: any 200-level philosophy course. Offered spring (odd years).

PHIL 359: Contemporary Analytic Philosophy

Focus is on late nineteenth- and twentieth-century philosophers of language, with particular emphasis on their technical works in analytical philosophy. G. E. Moore, Gilbert Ryle, Ludwig Wittgenstein, Rudolph Carnap, G. Morris, and A. Tarski are among the philosophers studied who applied techniques of the logical analysis of language to philosophical problems of knowledge, existence, and value.

3 credit hours. Prerequisite: any 200-level philosophy course. Offered as needed.

PHIL 363–364: Seminar in Philosophy

Concepts, individual thinkers, or institutional movements may be chosen to be explored intensively.

3 or 4 credit hours. Prerequisite: consent of instructor and department chair. Offered as needed.

PHIL 391–394: Independent Study

The student, working with a faculty advisor, selects a topic for study and researches the topic in depth.

1–4 credit hours. Prerequisite: consent of instructor and department chair. Offered as needed.

PHIL 532: Media Ethics: Law and Management

The ethical and legal context of contemporary media is examined.

4 credit hours. Prerequisite: admission to the Master of Arts program in art, with a concentration in media studies, or consent of department chair. Offered fall.

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.
- 105 Bowling. Offered as needed.
- 109 Swimming—Beginning. Offered fall and spring.
- 111 Field Hockey. Offered as needed.
- 118 Lacrosse. Offered as needed.
- 119 Lifesaving. Offered fall.
- 122 Softball. Offered as needed.
- 123 Outdoor Activities—Summer. Offered fall and spring.
- 124 Swimming—Intermediate. Offered spring.
- 125 Soccer. Offered as needed.
- 126 Track and Field. Offered as needed.

- 128 Volleyball. Offered fall and spring.
 - 129 Weight Training. 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 spring.

PED 205: Conditioning for Personal Fitness

Students develop personal fitness through participation in a variety of supervised activities and develop a knowledge base necessary to design their own fitness programs. Fitness-related topics and fitness testing are also included.

(4) 2 credit hours. Offered fall and spring.

PED 206: Fundamental Movement and Its Analysis

Through lecture 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 fall and spring.

PED 208: Motor Skill Development for Lifetime Wellness II

Basic competencies are developed in a variety of individual and dual activities. Included are skill analysis, strategies, rules, and history relevant to the activities. Emphasis is on the role of individual and dual sports in achieving a lifestyle of wellness.

(4) 2 credit hours. Prerequisite: PED 206. Offered fall and spring.

PED 243: Foundations of Movement

The basic concepts of motor learning and performance are studied. Emphasis is on the neurological basis of motor learning and the effects of growth and developmental factors.

3 credit hours. Offered fall and spring.

PED 251: Recreation Delivery Systems

Services provided by agencies in both the public and private sectors of leisure-service industries are examined. Functions of these agencies are investigated through lectures, field trips, and on-site volunteer work. (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 minimum grade of C; PED 140 and 243, each with 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 prekindergarten through grade twelve. (6) 3 credit hours. Prerequisite: PED 140, 207, 243, 301, or consent of department chair; and admission to the physical education teacher preparation program. Offered spring.

PED 305: Advanced Prevention and Care of Athletic Injuries

Preventative screening, pathomechanics of injury, and evaluation techniques are analyzed. Relying heavily on the case-study approach, laboratory sessions include opportunities for supervised practice and the application of training procedures.

3 credit hours. Prerequisite: PED 201. Offered as needed.

PED 308: The Science of Coaching

Scientific aspects of coaching, motor skill acquisition, sport psychology, and developmentally appropriate sport programs are analyzed. The use of systematic observation is emphasized.

3 credit hours. Prerequisite: junior standing or consent of instructor. Offered as needed.

PED 346: Methods and Materials in Elementary School Health Education and Physical Education

Basic principles of comprehensive health education and physical education programs for elementary schools are addressed. Students cannot receive credit for both Health Education 346 and Physical Education 346.

(4) 3 credit hours. Prerequisite: 60 credit hours of undergraduate courses and enrollment in the elementary education teacher preparation program. Offered fall, spring, summer.

PED 351: Leadership and Supervision of Recreation

Leadership styles and techniques appropriate for different age groups and a variety of settings are analyzed. (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.

1–3 credit hours. Prerequisite: consent of department chair. Offered as needed.

PED 409: Adapted Physical Education

Individual differences that affect motor learning and performance are considered. Individual educational programs in adaptive, developmental, corrective, and inclusive physical education are designed. Laboratory is included.

3 credit hours. Prerequisite: SPED 300 and concurrent enrollment in PED 413. Offered fall.

PED 410: Evaluation and Measurement in Physical Education

The assessment of motor performance is introduced. Emphasis is on criterion- and norm-referenced standards for evaluation. Basic statistical techniques are included.

3 credit hours. Prerequisite: PED 205, 243, 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: Prekindergarten through Grade Twelve

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: completion of or concurrent enrollment in 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, or consent of department chair; and admission to the physical education teacher preparation program. Offered fall.

PED 414: Practicum in Individual and Dual Activities

Students analyze selected individual and dual sport skills and develop appropriate teaching progressions for them. Observations and supervised teaching experiences in prekindergarten-through-grade-twelve school settings are included.

(6) 3 credit hours. Prerequisite: PED 132, 208, 302, 413, or consent of department chair; and admission to the physical education teacher preparation program. Offered spring.

PED 415: Individualized Physical Education for Populations with Disabilities

Students are instructed in organizing, conducting, and evaluating individualized physical education programs for populations with disabilities. Emphasis is on the diagnostic-prescriptive approach.

3 credit hours. Prerequisite: PED 409 and SPED 300 or equivalents. Offered spring.

PED 420: Physiological Aspects of Exercise

Emphasis is on the physiological response of the human muscular and cardiorespiratory systems to the acute and chronic effects of physical activity. Lecture and laboratory.

(4) 3 credit hours. Prerequisite: BIOL 335 and admission to the physical education teacher preparation program or consent of department chair. Offered fall and spring.

PED 426: Student Teaching in Physical Education

Teaching experiences in physical education are provided under the joint supervision of certified cooperating teachers and a College supervisor.

5 or 9 credit hours. Prerequisite: satisfactory completion of all major, cognate, and professional courses required prior to student teaching; proof of completion of a first aid course; CPR certification at the time of application; concurrent enrollment in PED 428; a positive recommendation from the professor of each physical education practicum; cumulative GPA of 2.50 a full semester prior to student teaching; completion of technology competency requirement; completion of community service requirement; and negative result from the required tuberculin test. Offered fall and spring.

PED 428: Student Teaching Seminar in Health and Physical Education

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 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. Emphasis is on laboratory experiment. Lecture and laboratory. Students cannot receive credit for both Physical Science 103 and Physics 101–102.

(6) 4 credit hours. Gen. Ed. Category LS. Offered fall, spring, summer.

PSCI 205: Earth's Physical Environments

Natural processes that control the earth, oceans, and atmosphere are investigated. 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 208: Introduction to Forensic Science

This is an introduction to modern forensic techniques used in crime scene analysis. Emphasis is on the methods used to collect and interpret crime scene data.

3 credit hours. Gen. Ed. Category SM. Offered spring (as needed).

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, and weathering and soil formation. Lecture and laboratory.

4 credit hours. Gen. Ed. Category LS. Offered fall and summer.

PSCI 214: Introduction to Meteorology

The structure of the atmosphere and the processes relevant to the study of weather are considered. Emphasis is on the physical laws that govern atmospheric phenomena. Lecture.

3 credit hours. Gen. Ed. Category SM. Offered spring.

PSCI 217: Introduction to Oceanography

Topics include mapping the sea floor, formation of the ocean basins, sediments as recorders of ocean history, the composition and physical properties of seawater, ocean circulation, El Niños, waves, and tides. Lecture and laboratory.

4 credit hours. Gen. Ed. Category LS. Offered spring and summer.

PSCI 340: Field Methods in Geology

This is an introduction to mapping and the interpretation of geological structures, with emphasis on the geology of local areas. Included are identification of rocks in the field and methods of recording field observations. Laboratory and field trips.

(4) 3 credit hours. Prerequisite: PSCI 212 or consent of instructor. Offered as needed.

PSCI 357: Historical and Contemporary Contexts of Science

The development of science and technology is explored through case histories from the physical, biological, and environmental sciences. Students cannot receive credit for both History 357 and Physical Science 357. (Formerly Physical Science 338.)

(4) 3 credit hours. Offered as needed.

PSCI 490: Independent Study in Physical Science

A particular area of physical science is studied on the basis of the interest of the student and the instructor.

3 credit hours. Prerequisite: consent of department chair. Offered as needed.

PSCI 491, 492, 493: Research in Physical Science

The student researches an area selected after consulting with the instructor and prepares a report of the work. A maximum of 6 credit hours may be earned in these courses.

1–3 credit hours. Prerequisite: consent of department chair. Offered as needed.

Physics (PHYS)**PHYS 101: General Physics I**

This noncalculus-based course includes vectors, statics, kinematics, Newton's laws, energy, momentum, fluids, thermodynamics, and wave motion. Lecture and laboratory.

(7) 4 credit hours. Gen. Ed. Category LS. Offered fall and summer.

PHYS 102: General Physics II

This noncalculus-based course includes electrostatics, DC and AC circuits, magnetism, electromagnetic waves, and an introduction to atomic and nuclear physics. Lecture and laboratory.

(7) 4 credit hours. Gen. Ed. Category LS. Prerequisite: PHYS 101. Offered spring and summer.

PHYS 200: Mechanics

This calculus-based course includes vectors, statics, kinematics, momentum, energy, rotational motion, small oscillations, and fluid mechanics. Lecture and laboratory.

(7) 4 credit hours. Gen. Ed. Category LS. Prerequisite: MATH 212. Offered fall.

PHYS 201: Electricity and Magnetism

This calculus-based course includes electrostatics in a vacuum and in the presence of matter, DC and AC circuits, electromagnetism, and an introduction to optics. Lecture and laboratory.

(7) 4 credit hours. Prerequisite: 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 314, PHYS 201, 202. Offered as needed.

PHYS 407: Quantum Mechanics

Topics include the breakdown of classical physics, the wave function as a means of describing particle and wave properties, the Schrodinger Equation, solutions to simple eigenvalue problems, the hydrogen atom, and approximation methods. Lecture.

3 credit hours. Prerequisite: MATH 314 and PHYS 300. Offered as needed.

PHYS 411: Thermodynamics and Statistical Mechanics

Topics include the thermodynamic laws, chemical and phase equilibria, advanced kinetic theory of gases, transport phenomena, and quantum statistical mechanics. Advanced mathematical methods are used extensively. Lecture.

3 credit hours. Prerequisite: CHEM 104; MATH 416; PHYS 201, 202. Offered as needed.

PHYS 413: Senior Laboratory

Advanced experiments in mechanics, waves, thermodynamics, optics, electromagnetism, and other topics are conducted. Laboratory.

(6) 3 credit hours. Prerequisite: PHYS 201 and 202. Offered as needed.

PHYS 467: Honors Colloquium in Physics

Current topics in science at an advanced level are presented through department colloquia with outside speakers and through a series of seminars led by resident experts. This course may be repeated for credit with a change in content.

(1) 0.5 credit hour. Prerequisite: PHYS 201 and consent of department chair. Offered fall and spring.

PHYS 490: Independent Study in Physics

An area of physics is studied on the basis of the interest of the student and the instructor.

3 credit hours. Prerequisite: consent of department chair. Offered as needed.

PHYS 491, 492, 493: Research in Physics

The student conducts original research in an area selected after consulting with the instructor and prepares a report on the work. A maximum of 6 credit hours may be earned in these courses.

1–3 credit hours. Prerequisite: consent of department chair. Offered as needed.

Political Science (POL)**POL 161: Politics and Culture in Southeast Asia**

Focus is on the interplay of culture and politics in Southeast Asia. Where possible, students approach Southeast Asian culture and politics through the writings and works of Southeast Asian leaders and citizens themselves.

4 credit hours. Gen. Ed. Core 3. Offered once annually.

POL 200: Introduction to Political Science

The scope and methods of political science are introduced, along with political ideologies, socialization, and institutions.

3 credit hours. Gen. Ed. Category SB. Offered fall, spring, summer.

POL 201: Development of American Democracy

The struggle for democratic values and political institutions from the Revolution to the present are considered. Documents in America's political history are analyzed for their impact on institutions and culture.

3 credit hours. Offered fall, spring, summer.

POL 202: American Government

The institutions and principles of American national government are examined. Attention is given to the constitutional foundation, federalism, political parties, Congress, the presidency, the Supreme Court, and civil rights.

3 credit hours. Gen. Ed. Category SB. Offered fall, spring, summer.

POL 203: Global Politics

This is an introduction to the governance of other contemporary national political systems and to the forces, principles, and transnational arrangements of international politics.

3 credit hours. Gen. Ed. Category SB. Offered fall and spring.

POL 204: Introduction to Political Thought

Fundamental concepts and issues of philosophy and political theory are investigated. Basic precepts about authority, law, government, and the terms of obligation are examined in light of contemporary concerns.

3 credit hours. Gen. Ed. Category SB. Offered fall and spring.

POL 208: Introduction to the Law

How the law and legal system affect the everyday lives of citizens is analyzed. Emphasis is on topics of current concern at all levels of government.

3 credit hours. Offered fall and spring.

POL 261: Global Competition: The United States and Its Trading Partners

Issues surrounding global economic competition are examined along with the merits of free trade for the United States and other global competitors.

4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered fall and spring.

POL 262: Power and Community

The observation and use of power shapes many traditions of political inquiry. Students explore these traditions in Western and non-Western thought, with emphasis on the effort to understand power in diverse urban communities.

4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered once annually.

POL 263: Citizenship, National Identity, and Immigration

The ways in which different societies have dealt with citizenship, immigration, and national identity are introduced. Emphasis is on comparative analysis and the moral issues involved in debates over citizenship and immigration.

4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered alternate semesters.

POL 264: Federalism and Nation Building

Literature produced by the development of American federalism and its relevance to contemporary issues in diverse cultural settings is studied.

4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered once annually.

POL 300: Methodology in Political Science

Philosophical, historical, and analytical approaches to political science research are explored.

3 credit hours. Prerequisite: POL 202 or consent of department chair. Offered fall.

POL 301: Foundations of Public Administration

The art and science of public administration is introduced. Attention is given to the broad range of administrative functions, techniques, problems, and solutions confronting public sector managers.

3 credit hours. Prerequisite: POL 202 or consent of department chair. Offered fall.

POL 303: International Law and Organization

Both twentieth-century international organization and the place of evolving international law are considered with respect to the settlement of disputes and the maintenance of peace.

3 credit hours. Prerequisite: one 200-level political science course or consent of department chair. Offered as needed.

POL 304: Research Methods II

Students develop skill in the preparation, analysis, and interpretation of data. Lecture and laboratory. Students cannot receive credit for both Political Science 304 and Sociology 404.

(5) 4 credit hours. Prerequisite: POL 300 or SOC 302, or consent of department chair. Offered as needed.

POL 306: State and Local Government

Students examine the political structures, processes, policies, and power distributions in state and local governments in the United States. Topics include intergovernmental relations, executive leadership, and legislative policy making.

3 credit hours. Prerequisite: POL 202 or consent of department chair. Offered every third semester.

POL 307: Political Behavior

Through a comparative critical study of selected readings, students develop and practice behavior indicative of political culture, political socialization, organization and leadership, and stratification.

3 credit hours. Prerequisite: POL 202. Offered fall.

POL 308: Current Political Controversy

Students learn the art and science of political analysis by critically reading and writing about political controversies currently in the news, while learning to use the tools and data available to political scientists.

4 credit hours. Prerequisite: POL 202, 203, 204; or POL 202 and consent of department chair. Offered fall.

POL 309: Women and Politics

Focus is on the increasing involvement of women in the politics and issues of contemporary America. The political socialization, voting behavior, and political role playing of women in government are also discussed.

3 credit hours. Prerequisite: one 200-level political science course or consent of department chair. Offered as needed.

POL 315: Western Legal Systems

This is a comparative study of the development of English common law and continental European civil law, with emphasis on jurisprudence, legislation, law codes, and intellectual and economic trends. Students cannot receive credit for both Political Science 315 and History 315.

3 credit hours. Prerequisite: HIST 161 or consent of department chair. Offered as needed

POL 316: Modern Western Political Thought

The ideas of major Western political thinkers are reviewed. Students cannot receive credit for both Political Science 316 and History 316. (Formerly Political Science 310: Political Thought and the Modern World.)

3 credit hours. Prerequisite: POL 204 or consent of department chair. Offered fall.

POL 317: Politics and Society

Relationships of power and authority and their social foundations are examined. Students cannot receive credit for more than one of the following: Political Science 317, Sociology 317, History 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 theories of political development and the analysis of developmental problems, including terrorism, the role of the military, instability, and the alteration of political cultures.

3 credit hours. Prerequisite: POL 203 or consent of department chair. Offered as needed.

POL 342: The Politics of Global Economic Change

Fundamental changes in world politics and the international economy in recent years are examined. Topics include the integration of Western Europe and the rise of newly industrialized countries in Asia.

3 credit hours. Prerequisite: POL 203 or consent of department chair. Offered every third semester.

POL 343: The Politics of Western Democracies

The political structures, processes, and policies of the principal West European and Anglo-American postindustrial societies are compared and analyzed.

4 credit hours. Prerequisite: one 200-level political science course or consent of department chair. Offered as needed.

POL 353: Parties, Interest Groups, and the Media

The roles of political parties, interest groups, election campaigns, and the media in the American political system are examined. Focus is on contemporary political behavior and participation.

3 credit hours. Prerequisite: POL 202 or consent of department chair. Offered fall of election years.

POL 357: The American Presidency

The constitutional and institutional evolution of the presidency is studied, including the demands and resources of the office. Students cannot receive credit for both History 332 and Political Science 357.

3 credit hours. Prerequisite: any 200-level history or political science course or consent of department chair. Offered as needed.

POL 358: The American Congress

Students examine the development of Congress and assess its structure, the behavior of its members, and its role in American politics.

3 credit hours. Prerequisite: POL 202 or consent of department chair. Offered every third semester.

POL 359: Political and Governmental Communications

The needs, methods, restrictions, and impacts of goal theory and political communication are reviewed. Also examined are issues of symbolism in communications theory, agenda setting, and media effectiveness.

3 credit hours. Prerequisite: POL 202 or consent of instructor. Offered as needed.

POL 371: Readings in Political Science

The student engages in independent readings.

3 credit hours. Prerequisite: major in political science and consent of advisor and instructor. Offered as needed.

POL 381: Workshop in Public Service

Selected topics are investigated in various formats.

1–4 credit hours. Prerequisite: varies. Offered summer.

POL 390: Independent Research in Political Science

The student selects a topic and undertakes concentrated research under the supervision of an advisor.

4 credit hours. Prerequisite: consent of department chair, advisor with whom student wishes to work, and dean. Offered as needed.

POL 444: British Politics and Cultural Studies

Focus is on British politics, government, constitution, political subcultures, and media since World War II and British involvement in the European Union. See The London Course under the political science program.

(6) 3 credit hours. Prerequisite: consent of department chair. Offered summer.

POL 445: European Political Geography

The political geography, city planning, and urban policy within the European Union is studied, with focus on London. See The London Course under the political science program.

(12) 3 credit hours. Prerequisite: consent of department chair. Offered summer.

POL 446: Foreign Policy

American foreign policy, decision making, and politics are examined. The policies and decision-making particulars of other governments are developed where appropriate.

3 credit hours. Prerequisite: POL 203. Offered as needed.

POL 452: Leadership and Bureaucratic Politics

Focus is on the leadership and political environment of mid- and upper-level public managers and administrators in public agencies.

3 credit hours. Prerequisite: POL 202 or consent of department chair. Offered fall.

POL 455: Policy Formation Process

Public policy formulation, from input to output, by the major institutions of government is studied. Included are the internal processes and interactions of legislatures and executives.

4 credit hours. Prerequisite: POL 202 or consent of department chair. Offered fall.

POL 456: Policy Analysis

The substance of public policy in the United States is investigated. Focus is on various models of policy analysis that seek to explain the variables 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.

POL 531: Public Policy in the Arts

This is a study of the history, interests, purposes, rationales, politics, and programs of public agencies involved in shaping public policy in the arts.

3 credit hours. Prerequisite: admission to the M.F.A. in the theatre program or consent of department chair. Offered spring.

Portuguese (PORT)

The general prerequisite for 200- and 300-level Portuguese courses is proficiency in intermediate Portuguese demonstrated through examination or successful completion of Portuguese 114 or the equivalent.

PORT 101: Elementary Portuguese I

Students learn to understand, speak, read, and write in Portuguese and gain an understanding of Portuguese life and character. Language laboratory is required. Not open to students who have offered admission credit in Portuguese.

4 credit hours. Offered fall.

PORT 102: Elementary Portuguese II

Four skills in elementary Portuguese: listening, speaking, reading, and writing are further developed within the context of Portuguese culture. Language laboratory is required.

4 credit hours. Prerequisite: PORT 101 or one year of secondary school Portuguese, or consent of department chair. Offered spring and summer.

PORT 113: Intermediate Portuguese

The cultural and linguistic heritage of the Portuguese-speaking world is examined through selected readings. Grammar is reviewed and basic oral and written skills developed. Language laboratory is required.

3 credit hours. Gen. Ed. Category SB. Prerequisite: PORT 102 or three years of secondary school Portuguese or a score of 500–549 on the CEEB Achievement Test in Portuguese. Offered fall.

PORT 114: Readings in Intermediate Portuguese

Students develop both reading skill and an appreciation of literature as a reflection of the heritage of the Portuguese people. Development of oral skill is continued, and some attention is given to written practice.

3 credit hours. Prerequisite: PORT 113 or equivalent, or consent of department chair. Offered spring.

PORT 201: Conversation and Composition

Students develop correct pronunciation through practice in the language laboratory and elementary work in phonetics. Emphasis is on the use of correct spoken Portuguese on an advanced level.

4 credit hours. Prerequisite: PORT 114 or equivalent, or consent of department chair. Offered fall.

PORT 202: Composition and Conversation

Writing skills in Portuguese are developed through grammatical exercises, controlled composition, original themes, and the stylistic analysis of literary texts. Discussions in Portuguese of the written materials provide oral practice.

4 credit hours. Prerequisite: PORT 114 or equivalent, or consent of department chair. Offered spring.

PORT 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 SB. Offered fall, spring, summer.

PSYC 215: Social Psychology

The ways in which individuals are affected by, and in turn affect, their social environment are studied at the introductory level. Topics include intragroup and intergroup relations and cultural influences on behavior.

3 credit hours. Gen. Ed. Category SB. Offered fall, spring, summer.

PSYC 217: Drugs, Society, and Chemical Dependency

Psychoactive drugs and their effects are reviewed. Emphasis is on physiological brain response, history of drug use and drug control, chemical dependency, and drug abuse education. (Formerly Drug Use and Personal Decision Making.)

3 credit hours. Prerequisite: PSYC 110. Offered fall, spring, summer.

PSYC 221: Foundations of Psychological Research

The purposes and procedures of psychological research are introduced. Included is the nature of empirical research, varieties of research strategies and methods, the process of conducting research, and elementary data analysis.

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.

4 credit hours. Prerequisite: PSYC 110 or equivalent. Offered fall, spring, summer.

PSYC 251: Personality

Personality functioning is studied, including genetic, constitutional, and cultural determinants; theories of personality; and techniques of personality assessment in children and adults.

4 credit hours. Prerequisite: PSYC 110 or equivalent. Offered fall, spring, summer.

PSYC 320: Introduction to Psychological Methods

Statistical methods and research design as they are used in psychological investigations are examined. Topics include measures of central tendency, variance, probability, and parametric and nonparametric statistical tests.

4 credit hours. Prerequisite: PSYC 221 or equivalent. Offered fall, spring, summer.

PSYC 331: Child Psychology

Physical, social, emotional, and cognitive development from conception to early adolescence are studied. Emphasis is on the current state of knowledge of both biological and environmental influences on growth.

4 credit hours. Prerequisite: PSYC 221 and 230 or equivalents. Offered fall, spring, summer.

PSYC 332: Adolescent Psychology

Significant factors in adolescent development are studied. Adjustment to adolescent roles and the search for self-identity are emphasized.

4 credit hours. Prerequisite: PSYC 221 and 230 or equivalents. Offered fall, spring, summer.

PSYC 335: Family Psychology

Students examine the theories and research on family structure, functioning, and development, and the interdependent relationships between an individual's thoughts, feelings, and behaviors and the family system.

4 credit hours. Prerequisite: PSYC 221 and 230 or equivalents. Offered as needed.

PSYC 339: Psychology of Aging

Theory and research relating to psychological processes in adulthood and old age are reviewed. Topics include behavior-biology interactions and perceptual, cognitive, and intellectual functioning.

4 credit hours. Prerequisite: PSYC 221 and 230 or equivalents. Offered fall, spring, summer.

PSYC 341: Perception

The variables that determine what we perceive are studied, including input from sensory systems and the effects of attention and past experience. Included are experimental techniques used to investigate perceptual phenomena.

4 credit hours. Prerequisite: PSYC 221 or equivalent. Offered fall, spring, summer.

PSYC 342: Behavior Modification

The principles of behavior modification are studied. These principles are applied to a variety of behaviors and settings. (Formerly Operant Conditioning.)

4 credit hours. Prerequisite: PSYC 221 or equivalent. Offered fall, 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.

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 and spring.

PSYC 353: History and Systems of Psychology

The growth of psychology from its philosophical roots to its current status is surveyed. Emphasis is on the great historical questions and controversies and on the people involved with them.

4 credit hours. Prerequisite: PSYC 221 and 251 or equivalents. Offered fall.

PSYC 354: Abnormal Psychology

Traditional and contemporary approaches to the understanding and treatment of a wide range of abnormal behaviors, both in children and in adults, are studied.

4 credit hours. Prerequisite: PSYC 221 and 251 or equivalents. Offered fall, spring, summer.

PSYC 356: Psychology of Women

Documented sex differences from biological, biosocial, and social-psychological perspectives are analyzed. Included are theories and research findings relating to personality, self-concept, and mental health.

4 credit hours. Prerequisite: PSYC 215 and 221 or equivalents. Offered fall and spring.

PSYC 357: Social Cognition

Classical and contemporary theoretical and empirical approaches to how individuals think about and understand the social environment are examined, including attribution processes and social inferences, and attention and memory processes.

4 credit hours. Prerequisite: PSYC 215 and 221 or equivalents. Offered as needed.

PSYC 358: Social Psychology and the Law

Applications of social psychological theory and research to the legal system are examined. Topics may include the psychological factors influencing eyewitness testimony, jury deliberations and decision making, and criminal sentencing.

4 credit hours. Prerequisite: PSYC 215 and 221 or equivalents. Offered as needed.

PSYC 359: Health Psychology

The psychological influences on how people stay healthy, how they become ill, and how they respond when they become ill are examined. Emphasis is on the applications of psychological research and theory to health promotion.

4 credit hours. Prerequisite: PSYC 221 and either PSYC 215 or 251 or equivalents. Offered 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, 335, 339, 346, or equivalent. Offered fall, spring, summer.

PSYC 374: Research Methods in Experimental Psychology

Standard experimental laboratory procedures, research design, and the analysis and interpretation of data are presented. Experiments illustrating the basic methods are performed.

(5) 4 credit hours. Prerequisite: PSYC 320 and at least one course from PSYC 341, 342, 344, 345, 346, or equivalent. Offered fall and spring.

PSYC 375: Research Methods in Personality and Social Psychology

Laboratory and field procedures, research design, and the analysis and interpretation of data from personality and social psychology are presented. Investigations using basic research methods are undertaken.

(5) 4 credit hours. Prerequisite: PSYC 320 and at least one course from PSYC 346, 353, 354, 356, 357, 358, 359, or equivalent. Offered fall, spring, summer.

PSYC 376: Research Methods: Applied Areas of Psychology

This course presents standard research procedures, research design, and analysis and interpretation of data from the applied and human services areas of psychology. Investigations using basic research methods are undertaken.

(5) 4 credit hours. Prerequisite: PSYC 320 and at least one course from PSYC 346, 354, 356, 357, 358, 359. Offered spring.

PSYC 390: Directed Research

The student selects a topic and undertakes concentrated research under the supervision of an advisor.

3 credit hours. Prerequisite: PSYC 221 or equivalent, 6 credit hours of 300-level psychology courses, and consent of department chair and dean. Offered as needed.

PSYC 391: Directed Research

This is a continuation of Psychology 390.

3 credit hours. Prerequisite: PSYC 390 and consent of department chair and dean. Offered as needed.

PSYC 392: Problems in Psychological Research

Topics of current interest are selected from psychological literature. Under the supervision of the instructor, students conduct investigations into these topic areas. One class per week is devoted to problems of research design and methodology.

4 credit hours. Prerequisite: PSYC 373 or 374 or 375 and consent of department chair and dean. Offered as needed.

PSYC 393: Directed Reading

Under faculty supervision, the student engages in intensive reading on a specific issue within the area of psychology.

3 credit hours. Prerequisite: PSYC 221 or equivalent, 6 credit hours of 300-level psychology courses, and consent of department chair and dean. Offered as needed.

PSYC 400: Issues in Child Growth and Development

Theories and empirical evidence relating to contemporary issues in child development and learning are considered. Representative topics include intelligence, personality, adjustment, social behavior, self-concept, and cognitive development.

3 credit hours. Prerequisite: graduate status and 6 credit hours of psychology courses, or consent of department chair. Offered fall, spring, summer.

PSYC 402: The Social Psychology of Adolescence

Patterns of development and social interaction are analyzed within a social-psychological frame of reference. The adolescent's peer group interactions and the adolescent's search for identity are examined.

3 credit hours. Prerequisite: graduate status and 6 credit hours of psychology courses, or consent of department chair. Offered fall, 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 fall.

PSYC 452: Theories of Psychological Intervention

The basics of theory and methods of promoting psychological change and behavior modification are presented. Included is a survey of appropriate theories and an introduction to practical resources for treatment. (Formerly Psychology 623.)

3 credit hours. Prerequisite: PSYC 217 and 354 or equivalents. Offered fall.

PSYC 453: Community Psychology

The relationships between environmental stressors and emotional reactions are examined. Strategies for the prevention of disorders by altering environmental factors and social interactions are considered. (Formerly Psychology 654.)

3 credit hours. Prerequisite: PSYC 451 and 452 or equivalents. Offered spring.

PSYC 471: Practicum in Chemical Dependency/Addiction Studies

Students practice intervention strategies. Emphasis is on self-awareness and self-assessment as well as observation and evaluation by the practicum supervisor. Students cannot receive credit for both Psychology 471 and Nursing 471.

(5) 4 credit hours. Prerequisite: acceptance into the chemical dependency/addiction studies program and PSYC 451 and 452. Offered fall.

PSYC 474: Internship in Chemical Dependency/Addiction Studies

Students gain field experience in an agency providing substance abuse services. Included are weekly seminar sessions, on-site visits, and field consultation. Students cannot receive credit for both Psychology 474 and Nursing 474.

(13) 4 credit hours. Prerequisite: PSYC 453, 471, and approval of practicum and internship instructors. Offered spring.

PSYC 508: Behavior in Groups and Social Organizations

The psychological aspects of group task performance, role behavior, and social dynamics in working situations are covered. Emphasis is on analytic techniques, institutional climates, leadership methods, and human values.

3 credit hours. Prerequisite: graduate status and 6 credit hours of psychology courses, or consent of department chair. Offered 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 6 credit hours of psychology courses, or consent of department chair. Offered fall, spring, summer.

PSYC 521: Industrial Psychology

Emphasis is on the measurement of human abilities and the understanding of psychological principles in decision making, planning, industrial training, and group interaction.

3 credit hours. Prerequisite: graduate status and 6 credit hours of psychology courses, or consent of department chair. Offered 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 556: Seminar in Personality Theory

Personality theories are considered in the context of the philosophical and sociocultural environments in which they evolved. Relationships between behavioral development and theoretical predictions are examined. (Formerly Psychology 566.)

3 credit hours. Prerequisite: graduate status and PSYC 251 and 354 or equivalents, or consent of department chair. Offered fall.

PSYC 558: Seminar in Social Psychology

An overview is given of the field of social psychology organized around major research areas. Each of the areas is critically examined using primary sources and representative empirical research.

3 credit hours. Prerequisite: graduate status and a course in research methods, or consent of department chair. Offered spring.

PSYC 559: Seminar in Psychopathology

Psychopathology, in both children and adults, is studied. Classification, etiology, major theoretical approaches, and various categories of disordered behavior are considered. (Formerly Psychology 569.)

3 credit hours. Prerequisite: graduate status and PSYC 556 or equivalent, or consent of department chair. Offered 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 6 credit hours of psychology courses, or consent of department chair. Offered as needed.*

PSYC 590: Directed Research

The student selects a topic and undertakes concentrated research under the supervision of a faculty advisor. *3 credit hours. Prerequisite: graduate status, six semesters of psychology courses, PSYC 320 or equivalent, and consent of department chair and dean. Offered as needed.*

PSYC 593: Directed Reading

Under the supervision of a faculty member, the student engages in intensive readings on a specific topic in psychology. *3 credit hours. Prerequisite: graduate status, a course in research methods, and consent of department chair and dean. Offered as needed.*

Public Administration (PBAD)**PBAD 325: Politics of Public Management: Budgeting and Personnel Administration**

Emphasis is on the central role of public budgets in policy formation and on the search for balance among a representative public work force, neutral competence, and political responsiveness. *4 credit hours. Prerequisite: POL 301 or consent of department chair. Offered spring.*

Secondary Education (SED)**SED 405: Dimensions of Secondary Education**

Teaching in the secondary schools is introduced. Topics include basic planning, teaching skills, strategies for improving learning, and furthering students' literacy development. Microteaching, school visits, and tutoring are required. *4 credit hours. Prerequisite: admission to a secondary education teacher preparation program or consent of department chair. Offered fall, spring, summer.*

SED 410: Practicum in Secondary Education

Students study principles, methods, and curriculum in their teaching area, including global perspectives and health issues. Students prepare and deliver lessons and work with individual students, small groups, and classes in secondary schools. *5 credit hours. Prerequisite: SED 405, with minimum grade of B-, and fulfillment of retention standards. Offered fall and spring.*

SED 421: Student Teaching in the Secondary School

Students teach for five full days a week in a middle, junior, or senior high school under the supervision of a cooperating teacher and a College supervisor. *5 or 9 credit hours. Prerequisite: concurrent enrollment in SED 422; completion of all program requirements; completion of all required education courses, with minimum grade of B (except SED 422); satisfactory completion of all courses in the major required prior to student teaching; recommendation of practicum instructor; undergraduates, second degree, and RITE students must have cumulative GPA of 2.50 a full semester prior to student teaching; graduate students must have cumulative GPA of 3.00 a full semester prior to student teaching; completion of technology competency requirement; completion of community service requirement; and negative result from the required tuberculin test. Offered fall and spring.*

SED 422: Student Teaching Seminar in Secondary Education

This is an integrative and culminating experience in the professional program in secondary education. Students reflect upon their initial experience as classroom teachers. *2 credit hours. Prerequisite: concurrent enrollment in SED 421. Offered fall and spring.*

SED 444: Teaching Adolescent Literature

This is a blending of the academic appreciation of young adult literature with pedagogical strategies for its classroom use. Students read widely in the field and develop individualized demonstration projects for use in the secondary English class. *3 credit hours. Offered summer.*

SED 445: The Teaching of Writing in Secondary Schools

Study includes the evaluation of aims and objectives, selection and organization of content, principles and methods of writing instruction, and current research and practice in the teaching of writing. *3 credit hours. Offered as needed.*

SED 461: Latinos in the United States

Students are introduced to the experiences and perspectives of Latinos in the United States. Students may receive credit for only one of the following: Anthropology 461, Secondary Education 461, or Social Science 461.

3 credit hours. Prerequisite: 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 minimum academic requirements for certification in the discipline or consent of department chair. Offered as needed.

SED 529: Mathematics in the Secondary Schools

Aspects directly concerned with the actual teaching of mathematics are emphasized. Attention is given to recent curriculum recommendations that affect methodology and the teacher's fundamental approach to mathematics.

3 credit hours. Prerequisite: completion of minimum academic requirements for certification in the discipline or consent of department chair. Offered as needed.

SED 531: Models of Instruction

Students examine and practice a variety of theory-based models. Reading and discussion puts the instructional models in the context of contemporary secondary school issues and reform efforts.

3 credit hours. Offered spring.

SED 542: English in Secondary Schools

Study includes the evaluation of aims and objectives, selection and organization of content, principles and methods of English instruction, and current research in English instruction.

3 credit hours. Prerequisite: completion of minimum academic requirements for certification in the discipline or consent of department chair. Offered as needed.

SED 543: Social Studies in Secondary Schools

Study includes the evaluation of aims and objectives, selection and organization of content, principles and methods of social studies instruction, and current research in social studies instruction.

3 credit hours. Prerequisite: completion of minimum academic requirements for certification in the discipline or consent of department chair. Offered as needed.

SED 548: Science Methods in Secondary Schools

Focus is on five major areas relative to science instruction in the secondary schools. Discussion of each area is supplemented with library research.

3 credit hours. Prerequisite: completion of minimum academic requirements for certification in the discipline or consent of department chair. Offered as needed.

SED 591–594: Directed Research

Under the direction of a member of the department faculty, students initiate a formal inquiry into an area of concern associated with their present professional responsibility. A maximum of four credit hours may be earned in this sequence.

1–4 credit hours. Prerequisite: consent of department chair. Open only to students enrolled in the M.Ed. program in secondary education or the educational specialists programs. Offered as needed.

Social Science (SSCI)**SSCI 102: Introduction to Computer Use in the Social Sciences**

The applications of computer technology in the social sciences are introduced, including word processing, data storage, management, and analysis. Familiarity with main frame and microcomputers is also developed.

3 credit hours. Offered as needed.

SSCI 162: The 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 twentieth century are examined in terms of their geographic and historic origins and political, social, and economic implications. Social science faculty members and visiting specialists may lecture.

3 credit hours. Prerequisite: any 200-level course in a social science. Offered as needed.

SSCI 312: The Middle East

Focus is on Middle Eastern societies and their structural adaptation to the dynamics of change in the twentieth century.

3 credit hours. Prerequisite: any 200-level course in a social science. Offered as needed.

SSCI 315: The City in the Twentieth 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 twentieth-century cities are considered.

3 credit hours. Prerequisite: any 200-level course in a social science. Offered as needed.

SSCI 400: New England and the Sea

Students explore various aspects of New England's coastal maritime cultural environment and worldview. Included are field trips to "alongshore" sites. Students cannot receive credit for both Anthropology 400 and Social Science 400.

(8) 3 credit hours. Prerequisite: 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: 6 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 may receive credit for only one of the following: Anthropology 461, Secondary Education 461, or 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: 6 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 may receive credit for only one of the following: Anthropology 561, Secondary Education 461, or Social Science 561.

3 credit hours. Prerequisite: graduate status and any 300-level social or behavioral science course, or consent of department chair. Offered as needed.

Social Work (SWRK)

Prior to enrolling in any graduate-level (500- and 600-level) social work course, all students must be accepted into the M.S.W. program. Nonmatriculated graduate students may take SWRK 520 and 522, if they have a bachelor's degree.

SWRK 010: Basic Computer Skills for Case Management Practice

Students develop basic computer literacy skills, using Microsoft Word, the Internet, and electronic case-recording devices.

(1.5) 0 credit hour. Prerequisite: acceptance into the Case Management Certification program. Offered fall and spring.

SWRK 110: Introduction to Case Management

Students are introduced to the knowledge, values, and skills underlying case management practice. Issues of diversity, community resources, and arenas of case management practice are presented.

3 credit hours. Prerequisite: acceptance into the Case Management Certification program. Offered fall and spring.

SWRK 111: Basic Interviewing Skills for Case Management Practice

Students practice relationship building, interviewing, and engagement skills. Students also integrate practice experience with classroom learning.

(3) 1 credit hour. Prerequisite: acceptance into the Case Management Certification program. Offered fall and spring.

SWRK 120: Generalist Case Management Practice

Focus is on a generalist approach to case management practice, which entails core foundation knowledge and skills in the areas of assessing, planning, linking, monitoring, recording, and evaluating.

3 credit hours. Prerequisite: acceptance into the Case Management Certification program. Offered fall and spring.

SWRK 220: Case Management Planning and Intervention

Focus is on common features of generalist case management practice needed for working with individuals, families, and groups.

3 credit hours. Prerequisite: SWRK 110 and 120. Offered spring and summer.

SWRK 230: Advanced Case Management Skills

Focus is on case management assessment and intervention skills needed for working with individuals, families, and groups.

3 credit hours. Prerequisite: SWRK 110 and 120. Offered spring and summer.

SWRK 240: Introduction to Social Work and Social Welfare

Topics include the historical evolution of welfare programs, the structure of public and voluntary social services, current welfare programs, and the development and status of social work as a profession.

3 credit hours. Offered fall and spring.

SWRK 260: Case Management Integrative Seminar and Field Experience

This seminar serves as a forum for students to share their experiences in field placement and to obtain assistance integrating their fieldwork and classroom learning.

(6) 3 credit hours. Prerequisite: SWRK 110 and 120. Offered spring and summer.

SWRK 302: Social Work Practice Evaluation and Research

Skills are developed 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: SWRK 326. Offered spring.

SWRK 320: Policy Analysis

Social science, historical, and ideological concepts and perspectives are explored as foundations of analytical approaches to policy and social programs. Social service policies and programs are used to link policies with professional practice. Sociology 320 cannot be substituted for Social Work 320.

3 credit hours. Prerequisite: ECON 200, POL 202, SWRK 240, or consent of department chair. Offered fall and spring.

SWRK 324: Human Behavior in the Social Environment: Individual, Family, and Small Group

A wide range of interactions between individuals and other social systems are examined, with emphasis on the impact of societal institutions on individual development, functioning, and values. The impact of social inequality is highlighted.

3 credit hours. Prerequisite: BIOL 103, PSYC 215, 230, SWRK 240, or consent of department chair. Offered fall and spring.

SWRK 325: Human Behavior in the Social Environment: Social System, Institution, and Organization

Social systems, institutions, and values in American society are examined by focusing on the ways in which individuals function within and shape linking structures (e.g., workplace, community) and the social environment (e.g., culture, class).

3 credit hours. Prerequisite: ECON 200, POL 202, SWRK 240, or consent of department chair. Offered fall and spring.

SWRK 326: Generalist Social Work Practice

Students are oriented to problem solving and to the roles and activities of the social worker with individuals, families, small groups, organizations, and communities in a variety of fields of practice. Concurrent volunteer experience is recommended.

3 credit hours. Prerequisite: SWRK 240 and prior or concurrent enrollment in SWRK 324 and 325. Offered fall.

SWRK 327: The Helping Process

Skills in working with individuals and small groups are developed. Focus is on interviewing and relationship management skills as the basis for facilitating mutual problem solving.

3 credit hours. Prerequisite: acceptance into the B.S.W. program, SWRK 326, and prior or concurrent volunteer experience in a social agency. Offered spring.

SWRK 338: Introduction to Fieldwork

Students become oriented to how social agencies carry out the mission of social work. Included are structured observations and brief intervention experiences. Eight hours per week are required in a social agency.

(8) 2 credit hours. Prerequisite: acceptance into the B.S.W. program, SWRK 326, and concurrent enrollment in SWRK 327. Offered spring.

SWRK 390: Independent Study

Study involves independent reading or an independent research project. Structure and credit hours vary.

Prerequisite: social work majors with junior or senior standing. Offered as needed.

SWRK 421: Social Work Practice and the Law

Students become familiar with the structure of the legal system and the expectations of social workers in various legal arenas. Students cannot receive credit for both Social Work 421 and 516.

3 credit hours. Prerequisite: concurrent enrollment in SWRK 436 or 437, or consent of instructor. Offered fall and spring.

SWRK 426: Creating Change through Social Work Practice I

The process of planned social change with all systems is reviewed and expanded in coordination with concurrent experiences. (Formerly Social Work 429: Advanced Generalist Social Work Practice.)

3 credit hours. Prerequisite: SWRK 302, 320, 327, 338, and concurrent enrollment in SWRK 436 and 463. Offered fall.

SWRK 427: Creating Change through Social Work Practice II

Advanced skills in creating change in systems of all sizes are explored. The skills for achieving change outcomes are a focus of student development.

3 credit hours. Prerequisite: SWRK 426, 436, 463, and concurrent enrollment in SWRK 437 and 464. Offered spring.

SWRK 434: Ethnic-Sensitive Social Work Practice

Major cross-cultural social work practice frameworks are examined, as well as ethnically competent practice required to help ethnic groups toward empowerment. Students cannot receive credit for both Social Work 434 and 534.

3 credit hours. Prerequisite: concurrent enrollment in SWRK 436 or 437, or consent of department chair. Offered as needed.

SWRK 435: Crisis Intervention and Brief Treatment

Focus is on the development of knowledge and skill in the application of basic theory and techniques of crisis intervention and brief casework services. Students cannot receive credit for both Social Work 435 and 535.

3 credit hours. Prerequisite: concurrent enrollment in SWRK 436 or 437, or consent of department chair. Offered as needed.

SWRK 436: Fieldwork

Theoretical formulations from other courses are tested, and skills essential to social work intervention are developed. Sixteen hours per week in a social work agency are required. Grading is S or U. Students cannot receive credit for both Social Work 436 and Social Work 446.

4–7 credit hours. Prerequisite: SWRK 302, 327, 338, preceding or concurrent enrollment in SWRK 320, and concurrent enrollment in SWRK 426 and 463. Open only to social work majors. Offered fall.

SWRK 437: Advanced Fieldwork

Theoretical formulations from other courses are tested. Specific objectives are collaboratively identified by student, agency field instructor, and faculty liaison. Sixteen hours per week in a social work agency are required. Grading is S or U. Students cannot receive credit for both Social Work 437 and Social Work 447.

4–7 credit hours. Prerequisite: SWRK 429, 436, 463, and concurrent enrollment in SWRK 427 and 464. Open only to social work majors. Offered spring.

SWRK 438: Social Work Interventions in Substance Abuse

Substance assessment and intervention is studied, using a systems framework. Emphasis is on the development of techniques and skills used for community-based interventions. Students cannot receive credit for both Social Work 438 and 538.

3 credit hours. Prerequisite: senior standing and enrollment in field, or consent of department chair. Offered fall, as needed.

SWRK 441: Women's Issues in Social Work Practice

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 445: Summer Extended Fieldwork

Theoretical formulations and skills essential to social work intervention begin. One hundred and twenty hours in a social work agency and ten hours of seminar discussion are required. Grading is S or U.

(12) 3 credit hours. Prerequisite: SWRK 302, 327, 338. Open only to social work majors. Offered summer.

SWRK 446: Fall Extended Fieldwork

Theoretical formulations from other courses are tested and skills essential to social work intervention developed. Twelve hours per week in a social work agency are required. Grading is S or U. Students cannot receive credit for both Social Work 436 and Social Work 446.

(12) 3 credit hours. Prerequisite: SWRK 445 and concurrent enrollment in SWRK 426 and 463. Open only to social work majors. Offered fall.

SWRK 447: Spring Extended Fieldwork

Theoretical formulations from other courses are tested. The student, agency, field instructor, and faculty collaboratively identify learning objectives. Twelve hours a week in a social work agency are required. Grading is S or U. Students cannot receive credit for both Social Work 437 and Social Work 447.

(12) 3 credit hours. Prerequisite: SWRK 429, 446, 463, and concurrent enrollment in SWRK 427 and 464. Open only to social work majors. Offered spring.

SWRK 463: Fieldwork Seminar

Students discuss the theoretical and practice implications of their experiences in fieldwork, assessing the varied roles that a generalist may play within the social work profession. Integration of theory and practice is emphasized.

3 credit hours. Prerequisite: SWRK 302, 320, 327, and concurrent enrollment in SWRK 426 and 436. Offered fall.

SWRK 464: Senior Seminar in Social Work

Students engage in an in-depth exploration of policy and practice issues, building an integrated base of knowledge, values, and skills for entry into the profession of social work.

3 credit hours. Prerequisite: SWRK 320, 429, 436, 463, and concurrent enrollment in SWRK 427 and 437. Offered spring.

SWRK 472: Sexual Orientation and Gender Identity

Students develop practice skills in working with lesbian, gay, bisexual, and transgender issues within the context of institutionalized oppression. Students cannot receive credit for both Social Work 472 and Social Work 572.

3 credit hours. Prerequisite: concurrent enrollment in field education or consent of department chair. Offered spring and summer.

SWRK 490: Directed Study

Students admitted to the social work honors program, in consultation with an advisor, conduct library and/or empirical research organized around social work practice.

(1–3) 3 credit hours. Prerequisite: admission to social work honors program. Offered as needed.

SWRK 491: Advanced Directed Study

Students admitted to the social work honors program, in consultation with an advisor, write an honors thesis based on research organized around social work practice.

(1–3) 3 credit hours. Prerequisite: admission to social work honors program and SWRK 490. Offered as needed.

SWRK 500: Field Education and Seminar I

Students engage in social work practice under approved social work supervision in a selected public or private nonprofit agency. Grading is S or U.

(16) 3 credit hours. Prerequisite: acceptance into the M.S.W. program and concurrent enrollment in SWRK 530 and 532. Offered fall.

SWRK 501: Field Education and Seminar II

This is a continuation of Social Work 500. Grading is S or U.

(16) 3 credit hours. Prerequisite: SWRK 500 and concurrent enrollment in SWRK 531 and 533. Offered spring.

SWRK 510: Ethical Issues in Social Work

Compelling ethical issues in social work are introduced, including common ethical dilemmas, ethical decision-making frameworks, and practical strategies to protect clients and prevent ethics-related complaints and lawsuits.

3 credit hours. Prerequisite: acceptance into the M.S.W. program and SWRK 522, or consent of department chair. Offered once annually.

SWRK 516: Social Work Practice and the Law

The structure of the legal system and the expectations of social workers in various legal arenas are studied. Emphasis is on legal issues and reading case law. Students cannot receive credit for both Social Work 421 and 516.

3 credit hours. Prerequisite: acceptance into the M.S.W. program. Offered 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. Also emphasized is cultural diversity, discrimination, and the needs of minorities.

3 credit hours. Prerequisite: SWRK 520. Offered spring.

SWRK 530: Generalist Foundation and Skills: Policy and Organizing I

A generalist problem-solving approach is taken to social work policy analysis and organizing in order to achieve social justice.

3 credit hours. Prerequisite: matriculation into the M.S.W. program. Offered fall.

SWRK 531: Generalist Foundation and Skills: Policy and Organizing II

A generalist approach is taken to social work policy practice and organizing. Emphasis is on the development of group task and process skills to achieve social justice.

3 credit hours. Prerequisite: matriculation into the M.S.W. program. Offered spring.

SWRK 532: Generalist Foundation and Skills: Direct Practice I

The values, knowledge, and skills relevant to practice are explored. Students also practice social work skills and integrate fieldwork experiences.

3 credit hours. Prerequisite: concurrent enrollment in SWRK 500. Offered fall.

SWRK 533: Generalist Foundation and Skills: Direct Practice II

Building upon Social Work 532, concepts and skills used in assessment and intervention with client systems of various sizes are examined.

3 credit hours. Prerequisite: SWRK 532 and concurrent enrollment in SWRK 501. Offered spring.

SWRK 534: Ethnic-Sensitive Social Work Practice

Major cross-cultural social work practice frameworks are examined, along with ethnically competent practice required to help ethnic groups toward empowerment. Students cannot receive credit for both Social Work 434 and 534.

3 credit hours. Prerequisite: SWRK 520 or consent of department chair. Offered as needed.

SWRK 535: Crisis Intervention and Brief Treatment

Students develop knowledge and skill in the application of basic theory and techniques of crisis intervention and brief casework services. Students cannot receive credit for both Social Work 435 and 535.

3 credit hours. Prerequisite: SWRK 520 or consent of department chair. Offered as needed.

SWRK 538: Social Work Interventions in Substance Abuse

Substance assessment and intervention is studied, using a systems framework. Emphasis is on the development of techniques and skills for community-based interventions. Students cannot receive credit for both Social Work 438 and 538.

3 credit hours. Prerequisite: SWRK 520 or consent of department chair. Offered fall, as needed.

SWRK 539: Child Welfare Practice

Focus is on the knowledge and skills needed for professional social work practice in child welfare. An ecosystems framework for family assessment and the problem-solving process for intervention planning are used.

3 credit hours. Prerequisite: SWRK 520 or consent of department chair. Offered spring.

SWRK 541: Social Work Research and Evaluation I

Students discover problem formulation, measurement, research design, evaluation of practice, and how to read critically the empirical literature related to social work practice.

3 credit hours. Prerequisite: matriculation into the M.S.W. program. Offered fall.

SWRK 542: Social Work Research and Evaluation II

Building upon Social Work 541, social work practice and programs are evaluated. Exemplars from practice are used as a basis for instruction in study design, 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 572: Sexual Orientation and Gender Identity

Students develop skills for working with lesbian, gay, bisexual, and transgender issues within the context of institutionalized oppression. Students cannot receive credit for both Social Work 472 and Social Work 572.

3 credit hours. Prerequisite: concurrent enrollment in field education or consent of department chair. Offered spring and summer.

SWRK 600: Field Education and Seminar III

A continuation of Social Work 501, this second year of field placement 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 612 and/or SWRK 619. 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 613 and/or 623 or 624. Offered spring.

SWRK 612: Leadership and Management

Students gain a conceptual understanding of social work administration and develop skill in organizational analysis, leadership, and management of human resources. (Formerly SWOPA Practice: Leadership and Management.)

3 credit hours. Prerequisite: second-year standing in the M.S.W. program. Offered fall.

SWRK 613: Program Planning and Development

Students develop administrative skill in program planning and development. Grant writing, strategic planning, financial management, and program monitoring are also addressed. (Formerly SWOPA Practice: Program Planning and Development.)

3 credit hours. Prerequisite: second-year standing in the M.S.W. program. Offered spring.

SWRK 614: Advanced Policy Practice

Students gain a conceptual understanding of social work policy practice and develop specific skills and strategies to address complex social justice issues.

3 credit hours. Prerequisite: second-year standing in the M.S.W. program. Offered fall.

SWRK 615: Leadership for Progressive Change

Students gain a conceptual understanding of leadership development and leadership roles in creating progressive social change. Specific leadership skills are developed to promote social justice issues in our society.

3 credit hours. Prerequisite: second-year standing in the M.S.W. program. Offered spring.

SWRK 619: Clinical Social Work Practice I

Using a biopsychosocial framework that builds on a strengths-based, empowerment perspective, issues in clinical practice and intervention models are examined. A case presentation/intervention format is used.

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 fieldwork practicum is also provided.

3 credit hours. Prerequisite: SWOPA or dual concentration student, with second-year standing in the M.S.W. program, or consent of department chair. Offered as needed.

SWRK 621: Health and Mental Health Policy

Students analyze health/mental health policies, programs, and modes of service delivery in order to evaluate their impact on practice. (Formerly Health and Mental Health Policy Practice.)
 3 credit hours. Prerequisite: second-year standing in the M.S.W. program. Offered spring.

SWRK 622: Child and Family Policy

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. (Formerly Child and Family Policy Practice.)
 3 credit hours. Prerequisite: second-year standing in the M.S.W. program. Offered spring.

SWRK 623: Clinical Practice II: Health and Mental Health

Biopsychosocial, empowerment, and strengths perspectives are incorporated to explore topics in health/mental health. A case presentation/analysis and consultation group format is used.
 3 credit hours. Prerequisite: second-year standing in the M.S.W. program and SWRK 619. Offered spring.

SWRK 624: Clinical Practice II: Children and Families

Biopsychosocial, empowerment, and strengths perspectives are applied to students' cases involving families across the lifespan. Focus is on clinical skills development and topics in clinical practice.
 3 credit hours. Prerequisite: second-year standing in the M.S.W. program and SWRK 619. Offered spring.

SWRK 625: Social Work Practice with Groups

The theory and experience necessary for understanding group dynamics and for developing effective group skills are introduced. (Formerly Introduction to Social Work Practice with Groups.)
 3 credit hours. Prerequisite: clinical or dual concentration student, with second-year standing in the M.S.W. program. Offered fall and offered summer (as needed).

SWRK 630: Family Practice: Models

Current conceptual models of family practice are examined. Emphasis is on assessment and intervention with application to diverse family systems. (Formerly Social Work Practice in Marriage and Family Settings.)
 3 credit hours. Prerequisite: clinical or dual concentration student, with second-year standing in the M.S.W. program, or consent of department chair. Offered as needed.

SWRK 635: Social Work Practice with Trauma Clients

Students are provided a theoretical and experiential base in dealing with various treatment modalities. Commonalities and differences are explored in the experiences of various traumatized populations.
 3 credit hours. Prerequisite: clinical or dual concentration student, with second-year standing in the M.S.W. program, or consent of department chair. Offered spring and summer.

SWRK 642: Integrative Project: Research and Policy I

Students design and carry out research and policy activities in their primary area of practice. A project proposal is required at the end of the semester.
 3 credit hours. Prerequisite: second-year standing in the M.S.W. program. Offered fall.

SWRK 643: Integrative Project: Research and Policy II

This is a continuation of Social Work 642.
 3 credit hours. Prerequisite: SWRK 642. Offered spring.

SWRK 690: Independent Study in Social Work

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.

Sociology (SOC)**SOC 161: Contemporary China and Social Control**

Students explore how Chinese culture and historical traditions have shaped the characteristics of contemporary Chinese social organization, social control, and legal system. (Formerly Social Control in the People's Republic of China.)
 4 credit hours. Gen. Ed. Core 3. Offered as needed.

SOC 200: Society and Social Behavior

Contemporary society is studied through a sociological perspective. Using innovative learning experiences, students are given a basic understanding of sociological concepts and their application to everyday life. (Formerly The Social Dimension.)
 3 credit hours. Gen. Ed. Category SB. Offered fall and spring.

SOC 202: The Family

The family is studied as a social institution, with emphasis on its role in American society, socialization, family roles, and interaction. Historical, cross-cultural, and subcultural materials are used.

3 credit hours. Gen. Ed. Category SB. Offered fall, spring, summer.

SOC 204: Urban Sociology

Urban and suburban life in the context of rural/urban differences and models of metropolitan growth are explored. Topics include cultural variety, racial and ethnic diversity, congestion, crime, poverty, and population growth and shifts.

3 credit hours. Gen. Ed. Category SB. Offered as needed.

SOC 207: Crime and Criminal Justice

This is an introduction to crime, delinquency, and the criminal justice system. The nature, extent, causes of crime, and forms of criminal expression are examined.

3 credit hours. Gen. Ed. Category SB. Offered fall, spring, summer.

SOC 208: Minority Group Relations

The social dynamics of selected minority groups are examined from historical and contemporary perspectives. Topics include racial and ethnic identity, discrimination, and conflict and cooperation among majority and minority groups.

3 credit hours. Gen. Ed. Category SB. Offered as needed.

SOC 217: Aging and Society

The basic concepts and perspectives of sociology are introduced through the study of the problems of aging in society. Social issues of aging, such as retirement, employment, housing, income, and health care, are considered.

3 credit hours. Gen. Ed. Category SB. Offered fall and spring.

SOC 261: Fountain of Age

Students examine personal, artistic, and scientific depictions of aging. Also explored are economic, ethical, and public policy challenges for a growing aged society in the United States and other societies.

4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. This course will not count toward the sociology major. Offered as needed.

SOC 262: The Sociology of Money and Economic Exchange

This critical inquiry into the nature of monetary exchange helps students reflect on one of the most uncritically accepted concepts of everyday life: money.

4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. This course will not count toward the sociology major. Offered as needed.

SOC 263: Unequal Sisters: How Race/Ethnicity, Class, Age, and Sexual Orientation Shape Women's Work and Relationships

Focus is on women's work lives and personal relationships. Students analyze women's common experiences and those shaped by membership in groups bound by race/ethnicity, age, social class, and sexual orientation.

4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. This course will not count toward the sociology major. Offered as needed.

SOC 264: Where in the World Is Gender Inequality?

The unequal access of women and men to socially valued resources is explored. Students examine, from a cross-cultural and historical perspective, the organized and private efforts to eradicate inequality.

4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. This course will not count toward the sociology major. Offered as needed.

SOC 265: Changing the World: Social Movements/Activism

The roles of social activists and social movements in creating and sustaining social change across the globe are examined. Topics include human rights, environment, and race and gender.

4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. This course will not count toward the sociology major. Offered once annually.

SOC 300: Classical Sociological Theories

The development and functions of sociological theory in its historical, social, and scientific contexts are studied. Also analyzed are the more important theories from those of Comte to the early Parsons.

4 credit hours. Prerequisite: any 200-level sociology course or consent of department chair. Offered fall and spring.

SOC 302: Social Research Methods I

Social research methods are examined, with focus on the connection between theory and research, values and ethical issues in research, study design, conceptualization, measurement, and methods of data collection.

4 credit hours. Prerequisite: any 200-level sociology course. Offered fall, spring, summer.

SOC 303: The Sociology of Work

Students' work experiences and career choices are examined against the backdrop of occupational and social change: the workplace, labor markets, and the family. Students cannot receive credit for both Labor Studies 303 and Sociology 303.

3 credit hours. Prerequisite: any 200-level sociology course or consent of department chair. Offered as needed.

SOC 304: Comparative Law and Justice

Systems of law and justice are examined in prestate and state societies to understand the operation of law and justice in cross-cultural contexts and the United States. Students cannot receive credit for both Sociology 304 and Anthropology 303.

3 credit hours. Prerequisite: any 100- or 200-level course in a social science. Offered as needed.

SOC 306: Formal Organizations

In analyzing the goals, operation, and impact of modern organizations, consideration is given to such characteristics as bureaucratization, the role of the bureaucrat, industrial relations, and organizational change.

3 credit hours. Prerequisite: any 200-level sociology course or consent of department chair. Offered as needed.

SOC 309: The Sociology of Delinquency and Crime

Theoretical orientations toward the causes of delinquent and criminal behavior are studied. Also examined are various types of criminal behavior, as well as research, measurement, and prediction methods. Relevant social policy is explored.

3 credit hours. Prerequisite: SOC 207 or consent of department chair. Offered as needed.

SOC 312: Class, Status, and Power

The distribution of power and privilege in societies is studied. Various social characteristics, such as occupation and education, are considered as factors important in establishing rank and class systems. (Formerly Social Stratification).

3 credit hours. Prerequisite: any 200-level sociology course or consent of department chair. Offered as needed.

SOC 313: Sociology of Religion

Religion is studied as a social phenomenon. Attention is given to the relationship between religion and other social characteristics, such as morality, collective behavior, status and class, economics, family, and politics.

3 credit hours. Prerequisite: any 200-level sociology course or consent of department chair. Offered as needed.

SOC 314: The Sociology of Health and Illness

Topics include the influence of the social and economic environment on health and disease, and social-cultural forces affecting medicine. (Formerly Medical Sociology.)

3 credit hours. Prerequisite: any 200-level sociology course or consent of department chair. Offered as needed.

SOC 315: Community

The concept of community is analyzed, including methods of studying the community and the historical development of human communities, with reference to the development of social institutions, their functions, and structure.

3 credit hours. Prerequisite: any 200-level sociology course or consent of department chair. Offered as needed.

SOC 316: Sociology of Education

The school is examined as one of the major institutions in contemporary society concerned with the socialization of children (and adults).

3 credit hours. Prerequisite: any 200-level sociology course or consent of department chair. Offered as needed.

SOC 317: Politics and Society

Relationships of power and authority and their social foundations are examined. Students may receive credit for only one of the following: Political Science 317, Sociology 317, or History 317.

3 credit hours. Prerequisite: any 200-level sociology course or consent of department chair. Offered as needed.

SOC 318: Law and Society

Law as a social institution is examined. Attention is given to theories of law; law as it relates to social control and social change; the organization, making, implementation, and impact of law; and the profession and practice of law.

3 credit hours. Prerequisite: any 200-level sociology course or consent of department chair. Offered as needed.

SOC 320: Law and the Elderly

The major laws affecting the older population (e.g., Social Security) are studied, as well as areas where criminality may occur, such as elder abuse. (Formerly Sociology 420: Social Policy of Aging in Comparative Perspective.)

3 credit hours. Prerequisite: any 200-level sociology course or consent of department chair. Offered spring.

SOC 330: Deviant Behavior

Theoretical perspectives on the societal aspects of deviant behavior are presented. Research on the labeling process, maintenance of the deviant role, the deviant subculture, and the function of deviance in society are also discussed.

3 credit hours. Prerequisite: any 200-level sociology course or consent of department chair. Offered as needed.

SOC 331: The Individual and Society

Current theories and research on the convergence of the individual and the social structure are examined. Contributions of several social scientific disciplines are used in investigating social systems, conflict situations, and especially socialization.

3 credit hours. Prerequisite: any 200-level sociology course or consent of department chair. Offered as needed.

SOC 340: Law Enforcement: Theory and Application

The philosophy, history, and practice of law enforcement are examined. Organization and jurisdiction of local, state, and federal law enforcement agencies and their roles in the administration of criminal justice are explored.

3 credit hours. Prerequisite: SOC 207 or consent of department chair. Offered as needed.

SOC 341: Corrections: Process and Theory

Focus is on the history and development of corrections in the United States, including rationales of punishment, critical analysis of correctional processes and theories, and alternatives to incarceration.

3 credit hours. Prerequisite: SOC 207 or consent of department chair. Offered as needed.

SOC 342: Women, Crime, and Justice

Focus is on women's experiences with crime, justice, and the law. Topics include an overview of American laws that affect women, the impact of social movements on justice for women, women and crime, and women in the criminal justice system.

3 credit hours. Prerequisite: any 200-level sociology course or consent of department chair. Offered as needed.

SOC 343: Juveniles and Justice

The impact of juvenile status on the rights of the individual, the historical and philosophical foundations of the juvenile justice system, and its current organization and administration are examined.

3 credit hours. Prerequisite: any 200-level sociology course or consent of department chair. Offered as needed.

SOC 344: Minority Issues in Justice Systems

This national cross-cultural investigation focuses on minorities and considers whether there are informal or institutionalized biases toward minorities in specific areas of the criminal justice system.

3 credit hours. Prerequisite: any 200-level sociology course or consent of department chair. Offered as needed.

SOC 345: Victimology

The extent to which individuals and groups are victimized by crime, the criminal justice system, terrorism, and the abuse of power is examined.

3 credit hours. Prerequisite: any 200-level sociology course or consent of department chair. Offered as needed.

SOC 346: Underworld and Upperworld Crime and Criminals

Approaches to the study of white-collar crime and organized crime are presented and the historical circumstances from which these crimes evolved. Law enforcement efforts to suppress white-collar and organized crime are evaluated.

3 credit hours. Prerequisite: any 200-level sociology course or consent of department chair. Offered as needed.

SOC 400: Contemporary Sociological Theories

The development of sociological theory in its historical and social contexts since the early work of Parsons is explored. Also analyzed are contemporary schools of theory and representative theorists.

4 credit hours. Prerequisite: SOC 300. Offered fall and spring.

SOC 404: Social Research Methods II

Students develop skill in the preparation, analysis, and interpretation of data, and in the use of technology in the research process. Lecture and laboratory. Students cannot receive credit for both Political Science 304 and Sociology 404. (5) *4 credit hours. Prerequisite: POL 300 or SOC 302 or consent of department chair. Offered fall, spring, summer.*

SOC 460: Senior Seminar in Sociology

This is an integrating experience for the sociology major. *4 credit hours. Prerequisite: 18 credit hours of sociology courses, including SOC 400 and 404. Offered fall and spring.*

SOC 490: Independent Study

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 491–492: Directed Study

Students admitted to the honors program in sociology write and orally defend an honors thesis in an area selected by the student in consultation with an advisor. (Formerly Sociology 491H–492H: Directed Study for Honors.) *3 credit hours each. Prerequisite: admission to the sociology honors program and consent of department chair. Offered as needed.*

Spanish (SPAN)

The general prerequisite for 200- and 300-level Spanish courses is proficiency in intermediate Spanish demonstrated through examination or through successful completion of Spanish 114 or the equivalent.

SPAN 101: Elementary Spanish I

Students learn to understand, speak, read, and write in Spanish and gain an understanding of Hispanic life and character. Language laboratory is required. Not open to students who have offered admission credit in Spanish. *4 credit hours. Offered fall, spring, summer.*

SPAN 102: Elementary Spanish II

Four skills in elementary Spanish: listening, speaking, reading, and writing are further developed within the context of Hispanic culture. Language laboratory is required. *4 credit hours. Prerequisite: SPAN 101 or one year of secondary school Spanish, or consent of department chair. Offered spring and summer.*

SPAN 110: Review of Basic Spanish

Students who are continuing their study of Spanish begun in secondary school, review four skills: listening, speaking, reading, and writing. Aspects of culture and civilization are stressed. Language laboratory is required. *3 credit hours. Gen. Ed. Category SB. Prerequisite: two years of secondary school Spanish or consent of department chair. Not open to students who have completed SPAN 101 or 102. Offered fall, spring, summer.*

SPAN 113: Intermediate Spanish

The cultural and linguistic heritage of the Spanish-speaking world is examined, while grammar is reviewed and basic oral and written skills are developed. Language laboratory is required. *3 credit hours. Gen. Ed. Category SB. Prerequisite: SPAN 102 or 110, or three years of secondary school Spanish, or a score of 500–549 on the CEEB Achievement Test in Spanish. Offered fall and summer.*

SPAN 114: Readings in Intermediate Spanish

Emphasis is on the development of reading Spanish and on the appreciation of literature as a reflection of the heritage of the Hispanic peoples. Attention is given to written practice. *3 credit hours. Prerequisite: SPAN 113 or equivalent, or a score of 550–599 on the CEEB Achievement Test in Spanish, or consent of department chair. Offered spring and summer.*

SPAN 200: Spanish for Spanish Speakers

For students who are aurally/orally proficient but who have little formal knowledge of grammar. Emphasis is on writing and reading. Written assignments progress from short compositions to more complex essays. *4 credit hours. Prerequisite: consent of instructor. Offered fall.*

SPAN 201: Conversation and Composition

The use of correct spoken Spanish on an advanced level is emphasized. Attention is given to the correction of pronunciation through practice in the language laboratory and elementary work in phonetics. *4 credit hours. Prerequisite: SPAN 114 or equivalent, or a score of 600 or above on the CEEB Achievement Test in Spanish, or consent of department chair. Offered fall.*

SPAN 202: Composition and Conversation

Writing skills in Spanish are developed through grammatical exercises, controlled composition, original themes, and the stylistic analysis of literary texts. Discussions in Spanish of the written materials provide oral practice. *4 credit hours. Prerequisite: SPAN 114 or equivalent, or consent of department chair. Offered spring.*

SPAN 310: Spanish Literature and Culture: Pre–Eighteenth Century

The cultural, social, and historical aspects that define Spanish identity are examined from its inception to the end of the seventeenth century. In addition, the major literary currents associated with each period are studied. *3 credit hours. Prerequisite: SPAN 202 or consent of department chair. Offered fall.*

SPAN 311: Spanish Literature and Culture: From Eighteenth Century

The cultural, social, and historical aspects that define Spanish identity are examined from the eighteenth century to the modern period. The major literary currents associated with each period are also studied.

3 credit hours. Prerequisite: SPAN 202 or consent of department chair. Offered spring.

SPAN 312: Latin American Literature and Culture: Pre-Eighteenth Century

The history, culture, and most important literary movements of Latin America are examined from the pre-Columbian period to the wars of independence.

3 credit hours. Prerequisite: SPAN 202 or consent of department chair. Offered fall.

SPAN 313: Latin American Literature and Culture: From Eighteenth Century

The history, culture, and most important literary movements of Latin America are examined from the eighteenth century to modern times.

3 credit hours. Prerequisite: SPAN 202 or consent of department chair. Offered spring.

SPAN 390: Directed Study

The student selects a topic and undertakes concentrated research under the supervision of a faculty advisor.

3 credit hours. Prerequisite: consent of department chair. Offered as needed.

SPAN 400: Applied Linguistics

The meaning and nature of language and its application to the teaching of Spanish is studied. Emphasis is on the planning and presentation of basic audio-lingual structures. Practical work in the language laboratory is included.

3 credit hours. Offered as needed.

SPAN 401: Studies in Hispanic Prose

Topics and materials are selected from the Spanish or Spanish American essay, short story, or novel and may include a study of a particular genre, movement, period, theme, or writer. This course may be repeated for credit with a change in content.

3 credit hours. Prerequisite: completion of two of the following: SPAN 310, 311, 312, 313; or consent of department chair. Offered alternate falls.

SPAN 403: Studies in Hispanic Theatre/Film

Topics and materials are selected from Spanish or Spanish American theatre or film. The instructor may select for study any period, school, movement, dramatist, or director. This course may be repeated for credit with a change in content.

3 credit hours. Prerequisite: completion of two of the following: SPAN 310, 311, 312, 313; or consent of department chair. Offered alternate springs.

SPAN 404: Studies in Hispanic Poetry

Focus is on the definition, social function, and spiritual character of poetic creation as it relates to the historical and artistic context of a movement, period, writer, or theme. This course may be repeated for credit with a change in content.

3 credit hours. Prerequisite: completion of two of the following: SPAN 310, 311, 312, 313; or consent of department chair. Offered alternate springs.

SPAN 420: Applied Grammar

A practical application of grammar in both oral and written forms is emphasized, along with intensive study of construction and of idiomatic expressions.

3 credit hours. Prerequisite: completion of two of the following: SPAN 310, 311, 312, 313; or consent of department chair. Offered alternate years.

SPAN 460: Seminar in Spanish

Intensive individual and group study of literary, philosophical, historical, political, social, or aesthetic problems is emphasized. Students submit a major paper as a culmination of the semester's work. Topics are announced in advance.

3 credit hours. Offered fall.

SPAN 501: Studies in Hispanic Fiction

Topics and materials are selected from significant periods or movements of the Spanish or Spanish American novel or short story. With consent of the department chair, this course may be repeated for credit with a change in content.

3 credit hours. Offered as needed.

SPAN 503: Studies in the Hispanic Theatre

Topics and materials are selected from a major movement of Spanish and Spanish American drama. With consent of the department chair, this course may be repeated for credit with a change in content.

3 credit hours. Offered as needed.

SPAN 504: Studies in Hispanic Poetry

Focus is on the definition, social function, and spiritual character of poetic creation as it relates to historical and artistic topics. With consent of the department chair, this course may be repeated for credit with a change in content.

3 credit hours. Offered as needed.

SPAN 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. Prerequisite: minimum grade of B- for admission to the Department of Special Education. Offered fall, spring, summer.

SPED 310: Principles and Procedures of Behavior Management for Children and Youth with Disabilities

Included is an eclectic review of behavioral, psychodynamic, and humanistic concepts and strategies. Data collection, intervention, and evaluation procedures are explored. Thirty hours of fieldwork are required.

4 credit hours. Prerequisite: SPED 300 and admission to the Department of Special Education. Offered fall, spring, summer.

SPED 311: Language Development and Communication Problems of Children

The processes of language development in children are emphasized. Specific techniques for enhancing language development in children with disabilities are considered. (Formerly Special Education 309.)

3 credit hours. Prerequisite: SPED 300 and admission to the Department of Special Education. Offered fall and spring.

SPED 312: Assessment Procedures for Children and Youth with Disabilities

The principles and procedures of educational assessment for preschool through secondary level students with mild/moderate disabilities are examined. Practicum included.

4 credit hours. Prerequisite: SPED 300, 310, and admission to the Department of Special Education; or consent of department chair. Offered fall, 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 of Department of Special Education's admission and retention requirements and the admission and retention requirements for the elementary or secondary education program; cumulative GPA of 2.50 a full semester prior to student teaching; completion of technology competency requirement; completion of community service requirement; and negative result on the tuberculin test. Offered fall and spring.

SPED 424: Assessment, Curriculum, and Methodology for Adolescents and Young Adults with Mild/Moderate Disabilities at the Middle School and Secondary Levels

Curriculum and instructional approaches for adolescents and young adults with mild to moderate disabilities are analyzed. A practicum is included.

4 credit hours. Prerequisite: SPED 300, 310, 312, and admission to the special education teacher preparation program. Offered fall and summer.

SPED 427: Career Exploration and Vocational Preparation of Middle School and Secondary Level Students with Disabilities

Focus is on assessment, curriculum, and methods and materials designed to prepare adolescents and young adult persons who have disabilities for the world of work. Observation and practicum experience are included.

3 credit hours. Prerequisite: SPED 300, 310, 312, and admission to the Department of Special Education. Offered fall, spring, summer.

SPED 428: Student Teaching in the Middle School or Secondary Level

One quarter of the academic year is spent teaching in special education programs under the supervision of an experienced teacher and a College supervisor. (Formerly Student Teaching in the Middle School or Secondary Level Special Class.)

5 credit hours. Prerequisite: satisfactory completion of Department of Special Education's admission and retention requirements and the admission and retention requirements for the elementary or secondary education program; cumulative GPA of 2.50 a full semester prior to student teaching; completion of technology competency requirement; completion of community service requirement; and negative result on the tuberculin test. Offered fall and spring.

SPED 433: Adaptation of Instruction for Inclusive Education

The teacher's role in inclusive education is defined by the assessment and adaptation of curriculum, methods, and materials. (Formerly Adaptive Instruction for Students in the General Education Setting.)

3 credit hours. Prerequisite: admission to and retention in a teacher preparation program; successful completion of one of the following courses: ELED 422, 423, HED 300, SED 405, or TECH 406; or consent of department chair. Offered fall and spring.

SPED 435: Assessment and Instruction of Children with Severe/Profound Disabilities

This is an analysis of assessment, methodology, curriculum, instructional procedures, and adaptations of materials and strategies for children with severe and profound disabilities. A thirty-hour practicum is required.

4 credit hours. Prerequisite: SPED 300, 310, 312, and admission to the Department of Special Education. Offered fall.

SPED 436: Assessment and Instructional Alternatives for Adolescents and Young Adults with Severe/Profound Disabilities

This is an analysis of assessment, methodology, curriculum, instructional procedures, and adaptations of materials and strategies for adolescents and young adults with severe/profound disabilities. A thirty-hour practicum is required.

4 credit hours. Prerequisite: SPED 300, 310, 312, and admission to the Department of Special Education. Offered spring.

SPED 437: Student Teaching in the School Program for Students with Severe/Profound Disabilities

One quarter of the academic year is spent teaching in special education programs under the supervision of an experienced teacher and a College supervisor.

5 credit hours. Prerequisite: satisfactory completion of Department of Special Education's admission and retention requirements and the admission and retention requirements for the elementary or secondary education program; cumulative GPA of 2.50 a full semester prior to student teaching; completion of technology competency requirement; completion of community service requirement; and negative result on the tuberculin test. Offered fall and spring.

SPED 438: Student Teaching Seminar: Special Class for Students with Severe/Profound Disabilities

Students attend this seminar once a week. Topics include multicultural and global perspectives, IEP refinement, reflective teaching practices, and parental and technology issues.

1 credit hour. Prerequisite: concurrent enrollment in SPED 437. Offered fall and spring.

SPED 440: Collaboration: Home, School, and Community

The collaborative purposes, models, strategies, and roles of the special educator are addressed. Topics include collaborative teaching, parent interactions and planning, and teaching and assessment strategies.

3 credit hours. Prerequisite: concurrent enrollment in SPED 419 or 428, or consent of department chair. Offered fall and spring.

SPED 501: Advanced Assessment of Children and Youth with Mild/Moderate Learning and Behavior Problems

Experienced teachers develop skills in diagnostic assessment of the academic and behavioral abilities of children and adolescents with disabilities.

3 credit hours. Prerequisite: SPED 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: Psychoeducational Procedures for Children and Youth with Learning and Behavioral Problems

This is an eclectic approach to the management of behavior in children and youth with learning and behavioral disorders. Psychodynamic, humanistic, and behavioral strategies are examined.

3 credit hours. Prerequisite: SPED 310 and 312 or equivalents. Offered spring.

SPED 505: 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 Nonschool Settings with Severe/Profound Disabilities

Study includes a delineation of the population, an integrated model for organizing a total program, and methods for developing adaptive behavior in a variety of community, residential, vocational, and leisure settings.

3 credit hours. Prerequisite: SPED 300. Offered summer.

SPED 525: Development of Communication and Movement

Patterns of human development are analyzed, with emphasis on the development of communication and movement. Alternate communication strategies for the nonverbal student are also discussed.

3 credit hours. Prerequisite: graduate status or consent of department chair. Offered fall (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. Prerequisite: ELED 500 and SED 405 or consent of department chair. 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/internship or experience in the education or human service 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 551: Urban Multicultural Special Education

Sociocultural foundations of urban multicultural special education are explored in order to design, implement, and evaluate culturally and linguistically relevant educational programs for students with disabilities in urban school environments.

3 credit hours. Prerequisite: certification in special education or consent of department chair. Offered fall.

SPED 552: Dual Language Development and Intervention

Linguistic theories of first and second language development are examined with consideration of disability. Assessment procedures for distinguishing speech and language differences from delays/disorders are also examined.

3 credit hours. Prerequisite: certification in special education and concurrent enrollment in SPED 651, or consent of department chair. Offered fall.

SPED 553: Content-Based ESL Instruction for Exceptional Students

Students analyze curriculum and instructional approaches that integrate language, literacy, and content instruction for English language learners with disabilities, while analyzing the adaptation of instruction for students' identified disabilities. *3 credit hours. Prerequisite: certification in special education, SPED 552 and 651, or consent of department chair. Offered fall.*

SPED 554: Curriculum Design for Exceptional Bilingual Students

Students examine the theories of and approaches to curriculum design and development as well as approaches to the adaptation of curriculum and instruction for English language learners with special needs. *3 credit hours. Prerequisite: certification in special education; research methods course; SPED 551, 552, 553, 651; or consent of department chair. Offered spring.*

SPED 555: Literacy for English Language Learners with Disabilities

Methods and materials are presented for teaching literacy to English language learners with disabilities. Assessment and teaching methods are analyzed from a dual language perspective. *3 credit hours. Prerequisite: certification in special education; SPED 551, 552, 651; concurrent enrollment in SPED 652; or consent of department chair. Offered spring.*

SPED 557: Assessing English Language Learners with Disabilities

Students gain skill in assessing the linguistic, academic, and behavioral abilities of English language learners with disabilities. Emphasis is on the selection, administration, and interpretation of multifaceted assessments. *3 credit hours. Prerequisite: certification in special education; SPED 551, 552, 651; concurrent enrollment in SPED 653; or consent of department chair. Offered spring.*

SPED 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 651: Language Development Practicum—Exceptional Bilingual Students

Students practice assessment procedures for distinguishing speech and language differences from delays/disorders. Language intervention techniques are applied in classroom settings. *(17) 1 credit hour. Prerequisite: certification in special education and concurrent enrollment in SPED 552, or consent of department chair. Offered fall.*

SPED 652: Literacy Practicum—Exceptional Bilingual Students

Students put into practice the methods used for teaching literacy to English language learners with disabilities. Literacy intervention techniques are applied in classroom settings.

(17) 1 credit hour. Prerequisite: certification in special education; SPED 551, 552, 651; concurrent enrollment in SPED 555; or consent of department chair. Offered spring.

SPED 653: Assessment Practicum—Exceptional Bilingual Students

Students evaluate the linguistic, academic, and behavioral abilities of selected English language learners with disabilities. Students select, administer, and interpret multifaceted assessments and write individual educational plans.

(17) 1 credit hour. Prerequisite: certification in special education; SPED 551, 552, 553, 555, 651, 652; concurrent enrollment in SPED 557; or consent of department chair. Offered spring.

SPED 654: Internship in Urban Multicultural Special Education

Students are supervised in special education settings that provide services to culturally and linguistically diverse youngsters with disabilities. Students conduct assessments, give instruction, and collaborate with professionals and parents.

3 credit hours. Prerequisite: certification in special education; BLBC 415 or SPED 534, and BLBC 416 or SPED 554; SPED 551, 552, 553, 555, 557, 651, 652, 653; or consent of department chair. Offered fall and spring.

SPED 660: Practicum in the Education of Children with Disabilities

Concentrating in an area of specialization, each student spends a minimum of seventy-five clock hours in clinical and teaching centers.

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 in 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.

6 credit hours. Prerequisite: consent of department chair. Offered fall and spring.

SPED 665: Internship in the School Program for Students with Severe/Profound Disabilities

The intern is required to evaluate, plan for, and teach students with severe/profound disabilities in a special education program. This course requires at least 300 clock hours.

6 credit hours. Prerequisite: consent of department chair. Offered fall and spring.

SPED 668: Internship in Early Childhood Special Education

The intern implements intervention strategies for young children with disabilities in early intervention and early childhood settings.

6 credit hours. Prerequisite: consent of department chair. Offered fall, spring, summer.

Teaching English as a Second Language (TESL)**TESL 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 cannot receive credit for both Elementary Education 507 and Teaching English as a Second Language 507.

3 credit hours. Prerequisite: graduate status and TESL 439 or 449 or 541. Offered fall and summer.

TESL 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 548: Curriculum and Methods for Content ESL Instruction

Focus is on the selection and use of methods and techniques that facilitate the learning of English and content area subjects by ESL students within the mainstream curriculum in secondary school.

3 credit hours. Prerequisite: graduate status and TESL 439 or TESL 449, or consent of department chair. Offered spring and summer.

TESL 551: Curriculum Development and Language Assessment in ESL

Basic principles in ESL curriculum development and second-language assessment are examined.

3 credit hours. Prerequisite: TESL 546 or consent of department chair. Offered spring.

TESL 552: Applied Research and Teaching in ESL

Teaching skills are developed through ESL classroom observation and an ESL practicum. Included are weekly seminar discussions and a forty-five-clock-hour practicum, under the guidance of College and laboratory school instructors.

3 credit hours. Prerequisite: TESL 449, 546, 551, or consent of department chair. Offered fall and spring.

Technology Education (TECH)**TECH 200: Introduction to Technological Systems**

This is an introduction to the development, societal impacts, and implications of technology. Study includes technological literacy and the use of technological systems to solve social-technical problems. (Formerly Technological Systems.)

(4) 3 credit hours. Offered fall and spring.

TECH 202: Design in Technology Education

Students examine the elements of design necessary for production in a technological society. Emphasis is on design sequence and processes. Techniques for sketching, modeling, prototyping, and CAD are also introduced.

(4) 3 credit hours. Offered fall.

TECH 204: Energy and Control Systems

Energy sources and common energy processing techniques are introduced. Study includes control devices, energy transmission technology, and the operation of energy conservation systems.

(4) 3 credit hours. Offered spring.

TECH 205: Production Processes

This is an examination of the production methods related to the tools and materials found in technology education laboratories. Included are fundamental manufacturing and industrial processes, tool and machine safety, and lab management.

(4) 3 credit hours. Prerequisite: TECH 202. Offered spring.

TECH 216: Computer-Aided Design

International drafting-language protocol is explored and used in solving design problems in orthographic and pictorial presentation. Study includes basic computer-aided drafting.

(6) 3 credit hours. Offered as needed.

TECH 300: Orientation to Technology Education

This is an introduction to the field of technology education and its historic role in education. Included are past and contemporary trends, technological literacy standards, program and curriculum development, and professional traits.

(4) 3 credit hours. Prerequisite: TECH 200, 202, 204, 205, with minimum GPA of 2.75; completion of 12 credit hours of content area courses, with minimum GPA of 2.75; and minimum cumulative GPA of 2.75. Offered fall and spring.

TECH 310: Historic Innovation and Invention

Individual and regional contributions to the overall development of technology are explored. Topics include inventors, their innovations, and the diffusion of local industries and technologies.

(4) 3 credit hours. Prerequisite: TECH 200. Offered spring.

TECH 325: Technology Assessment

Focus is on the decision making involved in the selection and use of technological products. Study includes assessment procedures, life cycle analysis, and the application of pollution prevention measures.

(4) 3 credit hours. Prerequisite: TECH 200 and 310. Offered fall.

TECH 326: Communication Systems

Communication processes, systems, and their applications are examined. Study includes the technological processes used in developing, producing, delivering, and storing ideas and information in a technological society.

(4) 3 credit hours. Prerequisite: TECH 200, 202, 204. Offered fall.

TECH 327: Construction Systems

This is an introduction to skills, knowledge, environments, and people of the construction industry. A laboratory component is required for students to plan, design, and build a structure. (Formerly Technology Education 305: Construction Technology.)

(6) 3 credit hours. Prerequisite: TECH 200. Offered spring.

TECH 328: Manufacturing Systems

This is an exploration of contemporary manufacturing systems, design considerations, production techniques, and automated systems and control devices to produce products. Organizational and management structures are also practiced.

(4) 3 credit hours. Prerequisite: TECH 200, 202, 205. Offered spring.

TECH 329: Transportation Systems

Focus is on transportation technology, modes, vehicular systems, and support systems for moving people and cargo in various environments. Study includes the effects of transportation on individuals, society, and the environment.

(4) 3 credit hours. Prerequisite: TECH 200, 202, 204. Offered fall and summer.

TECH 400: Technological Enterprise

This is an examination of the organization, management, and operation of a technological enterprise. Students design, produce, and evaluate a product, along with organizing, staffing, and operating an enterprise.

(4) 3 credit hours. Prerequisite: TECH 200, 202, 205. Offered as needed.

TECH 406: Methods in Technology Education

Students are introduced to a variety of teaching strategies involved in the daily instruction of technology education. Included are support materials and evaluation tools.

(4) 3 credit hours. Prerequisite: CEP 215 or equivalent, with minimum grade of C; FNED 340; TECH 300, with minimum grade of B-; completion of 18 credit hours of content area courses, with minimum GPA of 2.75 in these courses; and admission to the technology education teacher preparation program or consent of department chair. Offered fall and spring.

TECH 407: Practicum in Elementary Technology Education (Grades K through Six)

Strategies for presenting technological topics and learning activities at the elementary school level are introduced. Topics include theory, activity safety, and the development of elementary integration activities.

(6) 4 credit hours. Prerequisite: CEP 215 or equivalent, with minimum grade of C; FNED 340; TECH 300, with minimum grade of B-; TECH 406, with minimum grade of B- and positive recommendation from the instructor; completion of 55 credit hours of required and cognate courses in the major, or consent of department chair; minimum grade of C in all content area courses, unless otherwise required; minimum cumulative GPA of 2.75; and minimum GPA of 2.75 in content area. Offered spring.

TECH 408: Practicum in Technology Education (Grades Seven through Twelve)

Three major instructional units in technology education are presented. Topics include the principles and practices of technology education, selected technology learning activities, and laboratory planning and management concepts.

4 credit hours. Prerequisite: admission to the technology education teacher preparation program. Offered fall.

TECH 421: Student Teaching in Technology Education

For one semester, students teach in a middle, junior, or senior high school under the joint supervision of a certified cooperating teacher and a College supervisor.

9 credit hours. Prerequisite: TECH 407 and 408, with minimum grade of B- and positive recommendations from the instructors; concurrent enrollment in TECH 422; completion of all required education courses, with minimum grade of B- (except CEP 215); completion of all content area courses, with minimum GPA of 2.75; minimum cumulative GPA of 2.75 a full semester prior to student teaching; completion of technology competency requirement; completion of community service requirement; and negative result from the required tuberculin test. Offered fall and spring.

TECH 422: Student Teaching Seminar in Technology Education

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 prevocational curriculum thrusts are identified and analyzed for implementation in technology education programs.

3 credit hours. Prerequisite: certification in technology education or consent of department chair. Offered as needed.

TECH 561: Seminar on Technology Education Research

Basic forms of research and evaluation are introduced. Students are required to develop a research proposal in the field of technology education or in another area of technology.

3 credit hours. Prerequisite: completion of four courses in the Professional Education Component and/or consent of department chair. Offered as needed.

Theatre (THTR)**THTR 105: Introduction to Theatre**

Basic principles of playwriting, acting, and directing are examined. Twenty hours of laboratory experience on major Rhode Island College Theatre productions are required: ten hours in costume work and ten hours in backstage work.

3 credit hours. Offered fall and spring.

THTR 110: Fundamentals of Theatrical Design and Production

Basic principles and practices of design and production are examined. Twenty hours of laboratory experience on major Rhode Island College Theatre productions are required: ten hours in costume work and ten hours in backstage work.

3 credit hours. Offered fall and spring.

THTR 220: Voice and Articulation for the Performer

The fundamentals of voice production and articulation are studied from the physiological and phonetic bases of speech.

3 credit hours. Offered fall.

THTR 221: Movement for the Actor

The performer is trained in controlling, shaping, and moving the body. Attention is given to the development of physical characterization.

3 credit hours. Prerequisite: THTR 105 or consent of department chair. Offered fall and spring.

THTR 222: The Actor's Self: Improvisation and Technique

The actor is introduced to self-discovery in performance. Improvisational techniques free the beginning actor physically, vocally, and emotionally.

3 credit hours. Prerequisite: THTR 105 or consent of department chair. Offered fall and spring.

THTR 230: Stagecraft

The basics of drafting, theatrical building practices, electrical, and sound pathways are introduced. Research and shop projects as well as ten laboratory hours are required.

3 credit hours. Prerequisite: Art 101, 104; THTR 105, 110; or consent of department chair. Offered once annually.

THTR 231: Scenography

Basic color theory, theatrical rendering techniques, and the fundamentals of the theatrical scenic model are studied. Ten laboratory hours and special supplies are required.

3 credit hours. Prerequisite: Art 101, 104; THTR 105, 110; or consent of department chair. Offered once annually.

THTR 240: Appreciation and Enjoyment of the Theatre

The theatrical process—from playwriting to performance to criticism—is studied. Attendance at theatre productions is required.

3 credit hours. Gen. Ed. Category A for nonmajors. Offered fall and spring.

THTR 241: American Musical Theatre

The development of musical comedy and its variations within the United States from the eighteenth century to the present are traced.

3 credit hours. Offered fall (even years).

THTR 261: Contemporary Black Theatre: Cultural Perspectives

African American theatre in America and English-speaking Africa since the 1960s is studied, with emphasis on representative plays, playwrights, movements, and artists.

4 credit hours. Prerequisite: Gen. Ed. Core 1, 2, and 3. Fulfills Gen. Ed. Core 4. Offered spring (even years).

THTR 302: Oral Interpretation

The analysis, preparation, and performance of a variety of literary forms are examined, including drama, prose, and poetry.

3 credit hours. Prerequisite: COMM 220 or THTR 220 or consent of department chair. Offered as needed.

THTR 320: Character Study: Psychological Realism

The actor is introduced to basic elements of characterization. Play structure, the function of characters within the structure, and individual characters are analyzed. (Formerly Character Study I.)

3 credit hours. Prerequisite: THTR 220 and either 221 or 222, or consent of department chair. Offered fall.

THTR 321: Character Study: Transformation

Through scene studies, students prepare complex and eccentric characterizations as found in the plays of Albee, Brecht, Ionesco, and others. (Formerly Character Study II.)

3 credit hours. Prerequisite: THTR 220 and either 221 or 222, or consent of department chair. Offered spring.

THTR 346: Musical Theatre Performance

The performance of music for musical theatre is studied in its theatrical context. Emphasis is on performance techniques and stylistic characteristics unique to the genre in solo and ensemble performance.

3 credit hours. Prerequisite: THTR 220, 221, and consent of instructor(s) and department chair. Offered spring (even years).

THTR 378: Theatre Production

Students work forty-five hours on a RIC Theatre production under faculty supervision (in performance, technical theatre, costumes/makeup, or stage/theatre management). This course may be repeated for credit a maximum of three times.

1 credit hour. Prerequisite: THTR 105 and 110, or consent of department chair. Offered fall and spring.

THTR 405: Readers Theatre

Focus is on alternative modes of readers theatre, including selection, adaptation, and presentation of material. Included are casting, rehearsing, performing, and directing techniques.

(4) 3 credit hours. Prerequisite: 60 credit hours of undergraduate courses or consent of department chair. Offered as needed.

THTR 411: Technical Direction

The skills needed by a technical director in both commercial and noncommercial theatre are introduced and developed. Twenty laboratory hours on a major Rhode Island College Theatre production are required.

3 credit hours. Prerequisite: 60 credit hours of undergraduate courses, including THTR 105, 110, 230, or consent of department chair. Offered every third semester.

THTR 412: Scene Design for the Theatre

The design process as it relates to the production as a whole is explored. Designer's concepts are translated into practical, theatrical, visual terms through sketching, mechanical drawings, and model building.

3 credit hours. Prerequisite: 60 credit hours of undergraduate courses, including THTR 105, 110, 231, or consent of department chair. Offered every third semester.

THTR 414: Costume for the Theatre

Theoretical and practical design concepts, civil dress history, and characterizations are studied through theatre application and projects. Twenty hours of laboratory experience on a major Rhode Island College Theatre production are required.

3 credit hours. Prerequisite: 60 credit hours of undergraduate courses, including THTR 105, 110, 231, or consent of department chair. Offered fall.

THTR 415: Lighting for Theatre and Dance

The aesthetic quality of light in lighting for the stage is explored. Fifteen hours of laboratory experience on a major Rhode Island College Theatre or Dance Company production are required. Students cannot receive credit for both Theatre 415 and Dance 415.

3 credit hours. Prerequisite: 60 credit hours of undergraduate courses, including THTR 105, 110, 231, or consent of department chair. Offered every third semester.

THTR 416: Makeup for the Stage, Film, and Television

Techniques of makeup, chart construction, and research are studied. Twenty hours of laboratory experience on a major Rhode Island College Theatre production are required.

3 credit hours. Prerequisite: THTR 110 or consent of department chair. Offered spring.

THTR 417: Stage Management for Theatre and Dance

Study is made of the responsibilities of a stage manager for both commercial and noncommercial theatre and dance companies. Students cannot receive credit for both Theatre 417 and Dance 417.

(3–4) 3 credit hours. Prerequisite: 60 credit hours of undergraduate courses, including THTR 105 and 110, or consent of department chair. Offered as needed.

THTR 419: Performing Arts Management

The problems of organizing and publicizing the performing arts, and the coordination and administration of staff, budgets, and facilities are explored. This course may be counted as a management elective with consent of the advisor.

3 credit hours. Prerequisite: one 300-level course in art, dance, music, or theatre; or consent of department chair. Offered as needed.

THTR 422: Period Styles of Acting I

The actor is trained in the performance of Greek tragedy, commedia dell'arte, and the plays of Molière.

(4) 3 credit hours. Prerequisite: THTR 221, 222, 320, 321, or consent of department chair. Offered fall (odd years).

THTR 423: Period Styles of Acting II

The actor is trained in the performance of Elizabethan and Jacobean tragedy and comedy, Restoration comedy, and nineteenth-century melodrama and farce.

(4) 3 credit hours. Prerequisite: THTR 221, 222, 320, 321, or consent of department chair. Offered spring (even years).

THTR 424: Auditioning Techniques

Through the selection, preparation, presentation, evaluation, and coaching of audition materials, students improve their auditioning skills.

3 credit hours. Prerequisite: 60 credit hours of undergraduate courses, including THTR 105, 220, 221, 222, 320, 321, or consent of department chair. Offered fall.

THTR 425: Fundamentals of Directing

Basic play interpretation, casting, rehearsal procedures, and other directorial duties are covered. Student-directed scenes involve problems in composition, movement, tempo, and rhythm. (Formerly Theatre 325.)

3 credit hours. Prerequisite: THTR 105, 110, 320, 321, or consent of department chair. Offered fall.

THTR 430: Creative Drama with Children and Youth

Improvised drama is explored as a process in fostering creative expression within children and youth in a variety of educational and community settings. (Formerly Theatre 330.)

3 credit hours. Prerequisite: theatre majors: 60 credit hours of undergraduate course work or consent of department chair. Elementary education students: ELED 300 or consent of department chair. Offered fall.

THTR 435: Theatre for Children and Youth

The theoretical aspects involved in the selection and preparation of scripts, casting, rehearsing, and production of theatre for and with children and youth are explored. (Formerly Theatre 335.)

3 credit hours. Prerequisite: THTR 430 or consent of department chair. Offered spring.

THTR 440: History of Theatre: Origins to 1625

The development of the physical theatre and of dramatic art from their origins to 1625 is studied. (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: 60 credit hours of undergraduate courses 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: 60 credit hours of undergraduate courses or consent of department chair. Offered every third semester.

THTR 460: Seminar in Theatre

A selected area of theatre is explored in depth, culminating in a major research paper and oral presentation.

3 credit hours. Prerequisite: THTR 221, 222, 320, 321; 30 credit hours of theatre courses; or consent of department chair. Offered spring.

THTR 475: Theatre Internship

Students gain a comprehensive understanding of theatre arts through on-the-job training. Full-time work with an approved theatre company is required. Grading is H, S, or U.

9 credit hours (6 credit hours for summer). Prerequisite: THTR 105 and 110; open only to theatre majors (1) who are juniors or seniors, and (2) who have GPA of 3.00 in the major and minimum cumulative GPA of 2.00. Application must be made one semester prior to the period of internship. Offered as needed.

THTR 477: Touring Theatre Production

The student actor and student technician are trained in the touring process. Focus is on vivid material and concept, movement, and dialogue, rather than on technical production. (Formerly Theatre 377.)

(15) 3 credit hours. Prerequisite: for student actors: THTR 105, 110, 220, 221, 222, 320, 321, and consent of department chair. For student technicians: THTR 105, 110, 411, and one course from 412, 414, 415, 417, and consent of department chair. Offered fall.

THTR 478: Theatre Production

Students work forty-five hours on a RIC Theatre production under faculty supervision (in performance, technical theatre, costumes/makeup, or stage/theatre management). This course may be repeated for credit a maximum of three times.

1 credit hour. Prerequisite: THTR 378, graduate status, or consent of department chair. Offered fall, spring, summer.

THTR 490: Independent Study in Theatre

Scholarly research culminating in a thesis paper is required. This course may be repeated once for credit with a change in content.

3 credit hours. Prerequisite: junior or senior standing and consent of department chair and dean. Offered as needed.

THTR 491: Special Problems in Theatre

A project and a written report of the procedures followed in accomplishing the project are required. This course may be repeated once for credit with a change in content.

3 credit hours. Prerequisite: junior or senior standing and consent of department chair and dean. Offered as needed.

THTR 493: Special Problems in Design

A design project and a written report of the procedures followed in accomplishing the project are required. This course may be repeated once for credit with a change in content.

3 credit hours. Prerequisite: junior or senior standing and consent of department chair and dean. Offered as needed.

THTR 498: Special Problems in Directing

A directing project and a written report of the procedures followed in accomplishing the project are required. This course may be repeated once for credit with a change in content.

3 credit hours. Prerequisite: junior or senior standing and consent of department chair and dean. Offered as needed.

THTR 522: Acting and Directing for Nonperformers

This is an examination of the history of acting and directing and the vocabulary of actors and directors. Students also experiment with acting and directing techniques and scene study in a laboratory setting.

3 credit hours. Prerequisite: admission to the M.F.A. program or consent of department chair. Offered fall.

THTR 523: Drafting for the Theatre

This is a practical laboratory course on design and technical drafting packages. Emphasis is on the communication of design ideas.

3 credit hours. Prerequisite: admission to the M.F.A. program or consent of department chair. Offered fall.

THTR 530: Stage Management I

Students analyze the four phases of stage management and the various tools used during these phases.

3 credit hours. Prerequisite: admission to the M.F.A. program or consent of department chair. Offered fall.

THTR 531: Stage Management Observation I

Students observe the stage manager's craft in the production of comic and serious plays in different venues and discussion is made of the processes observed.

(5) 3 credit hours. Prerequisite: admission to the M.F.A. program or consent of department chair. Offered fall.

THTR 532: Stage Management II

Focus is on how the stage manager interprets contracts used for specific kinds of productions.

3 credit hours. Prerequisite: admission to the M.F.A. program and THTR 530 or consent of department chair. Offered fall.

THTR 533: Stage Management Observation II

Stage managers are observed working on various kinds of musical theatre productions. Discussion is made of the processes observed.

(5) 3 credit hours. Prerequisite: admission to the M.F.A. program and THTR 531 or consent of department chair. Offered fall.

THTR 534: Stage Management Observation III

The stage manager is observed working on corporate events, ceremonies, and touring events. Discussion is made of the processes observed.

(5) 3 credit hours. Prerequisite: admission to the M.F.A. program and THTR 531 and 533, or consent of department chair. Offered fall.

THTR 535: Technical Direction and Theatre Safety

This is an overview of the vocabulary of technical direction. Emphasis is on developing a common technical language and its importance to all theatrical practitioners.

3 credit hours. Prerequisite: admission to the M.F.A. program or consent of department chair. Offered spring.

THTR 536: Production Planning

Students analyze the elements that could be used in a production, how to decide on which elements should be included, and map out the process of implementation.

3 credit hours. Prerequisite: admission to the M.F.A. program or consent of department chair. Offered spring.

THTR 538: Law and the Arts

Study is made of arts and entertainment law, such as copyrights, contracts, tax-exempt status, censorship, free speech, and Actors Equity rights.

3 credit hours. Prerequisite: admission to the M.F.A. program or consent of department chair. Offered fall.

THTR: 539: Labor and Employee Relations

This is a study of managerial issues, the structure and language of contracts, and the making of contracts. Emphasis is on hours and wages, collective bargaining, employment discrimination, union negotiations, and grievances.

3 credit hours. Prerequisite: admission to the M.F.A. program or consent of department chair. Offered fall.

THTR 540: Production Management

The role of the production manager is examined. Students create budgets for a three-play season and develop techniques and strategies for maintaining these budgets.

3 credit hours. Prerequisite: admission to the M.F.A. program or consent of department chair. Offered spring.

THTR 543: Dramatic Literature I

This is a study of representative non-Western and Western plays from ancient Egypt to the eighteenth century.

3 credit hours. Prerequisite: admission to the M.F.A. program or consent of department chair. Offered fall (odd years).

THTR: 544: Dramatic Literature II

This is a study of representative non-Western and Western plays from the eighteenth century to the present.

3 credit hours. Prerequisite: admission to the M.F.A. program or consent of department chair. Offered spring (even years).

THTR 545: Dramatic and Performance Criticism

Aesthetic theories that create the experience of theatre are analyzed. Included is dramatic criticism and the writing of critical reviews. Attendance at performances is required.

3 credit hours. Prerequisite: admission to the M.F.A. program or consent of department chair. Offered fall (even years).

THTR 547: History of Design 400 B.C. to A.D. 1800

Theatrical practices of period style in early theatre and the technological advances of that period are examined. Emphasis is on research and synthesis of information.

3 credit hours. Prerequisite: admission to the M.F.A. program or consent of department chair. Offered fall.

THTR 548: History of Design: 1800 to Present

Theatrical practices of period style in nineteenth-century and modern theatre and the technological advances of that period are examined. Emphasis is on research and synthesis of information.

3 credit hours. Prerequisite: admission to the M.F.A. program or consent of department chair. Offered spring.

THTR 549: Commercial and Regional Theatre

This is an examination of the history of the development of commercial and regional theatre in the United States. Included are the similarities and differences that have occurred over time.

3 credit hours. Prerequisite: admission to the M.F.A. program or consent of department chair. Offered spring.

THTR 565: Seminar: Collaboration in Production

The collaborative aspects of production are explored through discussions with guest directors, designers, actors, and stage managers.

3 credit hours. Prerequisite: admission to the M.F.A. program or consent of department chair. Offered fall.

THTR 566: Seminar: Personnel Issues in the Arts

This is an exploration of leadership techniques and the dynamics and interaction between personnel in arts institutions.

3 credit hours. Prerequisite: admission to the M.F.A. program or consent of department chair. Offered spring.

THTR 571: Collaboration Practicum

Depending on their degree of expertise, the student serves as stage manager for an undergraduate production or a graduate directing project.

3 credit hours. Prerequisite: admission to the M.F.A. program or consent of department chair. Offered spring.

THTR 572: Stage Management Practicum I

Depending on their degree of expertise, the student serves as stage manager for an undergraduate production or a graduate directing project.

3 credit hours. Prerequisite: admission to the M.F.A. program and THTR 571 or consent of department chair. Offered spring.

THTR 573: Stage Management Practicum II

Depending on their degree of expertise, the student serves as stage manager for a graduate directing project or assists the stage manager in a production by the Trinity Repertory Company.

3 credit hours. Prerequisite: admission to the M.F.A. program and THTR 572 or consent of department chair. Offered fall.

THTR 577: Internship/Residency in Technical Theatre

Students take part in an internship or residency at an appropriate theatre or arts-related facility to apply concepts they have learned and to explore future career options.

6 credit hours. Prerequisite: admission to the M.F.A. program or consent of department chair. Offered fall.

THTR 590: Independent Study in Theatre

Scholarly research culminating in a thesis paper is required. This course may be repeated once for credit with a change in content.

3 credit hours. Prerequisite: admission to the M.F.A. program and consent of department chair and dean. Offered as needed.

THTR 591: Special Problems in Theatre

A project and a written report of the procedures followed in accomplishing the project are required. This course may be repeated once for credit with a change in content.

3 credit hours. Prerequisite: admission to the M.F.A. program and consent of department chair and dean. Offered as needed.

THTR 592: Production Assignment

This practical laboratory course focuses on design and technical drafting packages. Emphasis is on communication of design ideas.

0 credit hours. Prerequisite: admission to the M.F.A. program or consent of department chair. Offered fall and spring.

THTR 593: Special Problems in Design

A design project and a written report of the procedures followed in accomplishing the project are required. This course may be repeated once for credit with a change in content.

3 credit hours. Prerequisite: admission to the M.F.A. program and consent of department chair and dean. Offered as needed.

THTR 595: Directed Graduate Study

Under the guidance of a faculty advisor, the student prepares and presents a final project or research thesis.

3 credit hours. Prerequisite: admission to the M.F.A. program and consent of department chair and dean. Offered as needed.

THTR 598: Special Problems in Directing

A directing project and a written report of the procedures followed in accomplishing the project are required. This course may be repeated once for credit with a change in content.

3 credit hours. Prerequisite: admission to the M.F.A. program and consent of department chair and dean. Offered as needed.

THTR 612: Professional Theatre Production I

This is a detailed study of common technical direction and production practices. Emphasis is on staging, rigging, electrical, and safety.

3 credit hours. Prerequisite: admission to the M.F.A. program. Offered fall.

THTR 613: Professional Theatre Production II

This is a detailed study of advanced technical direction and production practices. Emphasis is on scenic materials, pneumatics, hydraulics, and automation.

3 credit hours. Prerequisite: admission to the M.F.A. program. Offered spring.

THTR 623: Advanced Technical Drafting for the Theatre

Advanced problems and solutions in theatrical drafting are explored. Emphasis is on building a drafting portfolio of projects and demonstrations.

3 credit hours. Prerequisite: THTR 523 and admission to the M.F.A. program or consent of department chair. Offered fall.

THTR 624: Structural Design for the Stage

This is an introduction to the basics of engineered structural design for the stage. Emphasis is on achievement of the designed look through safe standards and practices. Load analysis of materials is included.

3 credit hours. Prerequisite: admission to the M.F.A. program or consent of department chair. Offered fall.

THTR 642: Production Practicum I

Second-year students are assigned work on a theatrical production(s).

3 credit hours. Prerequisite: admission to the M.F.A. program or consent of department chair. Offered spring.

THTR 643: Production Practicum II

Third-year students are assigned work on a theatrical production(s).

3 credit hours. Prerequisite: admission to the M.F.A. program or consent of department chair. Offered spring.

THTR 674: Performance

Focus is on techniques of body mechanics, relaxation exercises, voice production, articulation, singing, dancing, acting, and directing in relation to theatre and media studies. This course may be repeated for credit.

3 credit hours. Prerequisite: admission to the M.F.A. program. Offered fall and spring.

THTR 675: Theatre Engaging Communities and Schools

Performance study continues with the possibility of a semester placement in an approved conservatory program—either within the continental United States or abroad. This course may be repeated for credit.

9 credit hours. Prerequisite: admission to the M.F.A. program. Offered fall and spring.

THTR 676: Performance and Social Change

Emphasis is on the social context of performance. This course may be repeated for credit.

6 credit hours. Prerequisite: admission to the M.F.A. program. Offered fall and spring.

THTR 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 to 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 to 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 to 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, the student prepares a performance manifesto as the culmination of three years of M.F.A. study.

3 credit hours. Prerequisite: admission to the M.F.A. program and consent of department chair and dean. Offered fall.

THTR 695: Final M.F.A. Project

Under the supervision of a faculty advisor, the student presents a project as the culmination of three years of M.F.A. study.

3 credit hours. Prerequisite: admission to the M.F.A. program and consent of department chair and dean. Offered spring.

Women's Studies (WMST)**WMST 162: Women in Japan**

The historical development of Japanese society's treatment of women through religion, mythology, education, and language is explored.

4 credit hours. Gen. Ed. Core 3. Offered as needed.

WMST 200: 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 SB. 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.

(5) 3 credit hours. Prerequisite: junior or senior standing, WMST 200, and consent of program director following an interview. Offered as needed.

WMST 360: Women and the Professions

Focus is on the economic roles of women, including consideration of their participation in the labor force and career options. Students design a project that integrates their academic backgrounds with their professional interests.

4 credit hours. Prerequisite: WMST 200 and senior standing. Offered as needed.

Writing (WRTG)**WRTG 100: Introduction to Academic Writing**

Students are introduced to some of the genres of academic writing and to the writing process. Writing assignments present a progressively more complex sequence of rhetorical situations and purposes.

4 credit hours. Offered fall, spring, summer.



**RHODE ISLAND COLLEGE
DIRECTORY**

Officers of the College

Executive Officers

John Nazarian
President

Dan L. King
Vice President for Academic Affairs

To be appointed
Vice President for Administration and Finance

Gary M. Penfield
Vice President for Student Affairs and Dean of Students

Marguerite M. Brown
Vice President for Development and College Relations

Committee of Deans

Richard R. Weiner
Dean, Faculty of Arts and Sciences

Julie E. Wollman-Bonilla
Interim Dean, Feinstein School of Education and Human Development

To be appointed
Dean, School of Social Work

James A. Schweikart
Dean, School of Management and Technology

Tjalda Nauta
Director of the James P. Adams Library

Past Principals and Presidents

Dana P. Colburn
Principal, 1854–1859

Joshua Kendall
Principal, 1860–1864

James C. Greenough
Principal, 1871–1883

Thomas Morgan
Principal, 1883–1888

George A. Littlefield
Principal, 1889–1892

William E. Wilson
Principal, 1892–1898

Fred Gowing
Principal, 1898–1901

Charles S. Chapin
Principal, 1901–1907

John Lincoln Alger
Principal and President, 1908–1938

Lucius A. Whipple
President, 1939–1950

William C. Gaige
President, 1952–1966

Joseph F. Kauffman
President, 1968–1973

Charles B. Willard
President, 1973–1977

David E. Sweet
President, 1977–1984

Carol J. Guardo
President, 1986–1989

Commissioner/Board of Governors for Higher Education

Commissioner of Higher Education

Jack R. Warner

Board of Governors for Higher Education

Frank Caprio

Chair

Providence

Kenneth Aurecchia

Johnston

Kenneth Carter

North Kingstown

Miriam Curtis Coleman

East Greenwich

Alison DiPetrillo

Coventry

James A. DiPrete

West Warwick

José González

Providence

Daniel J. Issa

Central Falls

Pierre L. LaPerriere

Exeter

Thomas Rockett

East Greenwich

Daniel J. Ryan

Providence

Michael F. Ryan

Providence

Michael H. Schuster

Narragansett

Solomon A. Solomon

East Providence

Anne Szostak

Providence

Rhode Island College Foundation 2003–2005

The Rhode Island College Foundation, established in 1965, exists for the purpose of obtaining private and public support to enhance the College's continued tradition of educational excellence. Gifts may be made to the College through the Foundation in many forms—cash, real estate, gifts-in-kind, stocks, bonds, certificates, and insurance policies. Gifts to the Foundation are deductible for income tax purposes.

Frank Champi

President

Paul Bourget '69

Vice President

Judith Cadigan-Parisi

Secretary

John Fitta

Treasurer

Patricia Ross Maciel '61

Immediate Past President

Marguerite M. Brown

Executive Director

Paul D. Forte

Assistant Treasurer

Rhode Island College Alumni Association 2003–2005

The Rhode Island College Alumni Association, first formed in 1887, acts to organize and serve alumni; to foster a sense of loyalty and pride in Rhode Island College; and to encourage continuing development of and support for the College.

At present, there are approximately 45,000 alumni in fifty states and more than thirty-five foreign countries. Approximately 67 percent of the College's graduates live in Rhode Island. After Rhode Island, the five states with the greatest Rhode Island College alumni population are Massachusetts, Florida, Connecticut, New York, and California.

Marianne Needham '59

President

Ellen Kitchell '81

Vice President

Jason Anthony '99

Secretary

Frank Todisco '92

Treasurer

Miguel Lopes '71

Past President

Ellie O'Neill

Executive Director

Mary Tucker Thorp Professor Award Recipients

1979–1980

Joan I. Glazer (Elementary Education)
 Sheri L. Smith (Philosophy)
 Nancy Sullivan (English)

1980–1981

Lillian D. Bloom (English)
 Robert T. Rude (Elementary Education)

1981–1982

Richard L. Dickson (Special Education)
 Alene F. Silver (Biology)

1982–1983

Marilyn Eanet (Elementary and Secondary Education)
 Sally Jean Marks (History)

1983–1984

S. Salman Wasti (Biology)

1984–1985

William H. Robinson Jr. (English)
 Ezra L. Stieglitz (Elementary Education)

1985–1986

Charles J. Marzzacco (Chemistry)

1986–1987

A. Anthony Antosh (Special Education)
 Harriet Brisson (Art)

1987–1988

Joan I. Glazer (Elementary Education)
 J. Stanley Lemons (History)

1988–1989

Terence E. Hays (Anthropology)
 Frederic G. Reamer (Social Work)

1989–1990

Edythe L. P. Anthony (Biology)
 Judith H. DiMeo (Special Education)

1990–1991

Mary Ann Bromley (Social Work)
 Judith L. Stillman (Music)

1991–1992

John J. Gleason (Special Education)
 Amritjit Singh (English)

1992–1993

Joan C. Bloom (Henry Barnard School)
 Curtis K. LaFollette (Art)
 Ellsworth A. Starring (Elementary Education)

1993–1994

Stephen E. Fisher (Art)
 Nancy H. Gewirtz (Social Work)

1994–1995

Patricia A. Cordeiro (Elementary Education)
 Peter S. Meyer (Geology)
 Elizabeth H. Rowell (Elementary Education)

1995–1996

Sharon M. Fennessey (Henry Barnard School)
 Thomas E. Malloy (Psychology)

1996–1997

Yael Avissar (Biology)
 Carolyn P. Panofsky (Foundations of Education)

1997–1998

Richard A. Lobban Jr. (Anthropology)
 William J. Oehlkers (Elementary Education)

1998–1999

C. David Brell Jr. (Foundations of Education)
 Carolyn Fluehr-Lobban (Anthropology)
 Patricia Medeiros-Landurand (Special Education)

1999–2000

Barbara A. Schapiro (English)
Felicia Wilczenski (Counseling and Educational Psychology)
Julie E. Wollman-Bonilla (Elementary Education)

2000–2001

Peter S. Allen (Anthropology)
Karen S. Castagno (Health and Physical Education)

2001–2002

Cathleen Calbert (English)
Daniel Weisman (Social Work)

2002–2003

Jayashree Nimmagadda (Social Work)
Jeannine Olson (History)

2003–2004

James F. Barton (Elementary Education)
Pamela Irving Jackson (Sociology)

Emeriti Faculty and Administration

William R. Aho

Professor Emeritus of Sociology—B.S., Fitchburg State College; M.A., Ph.D., University of Notre Dame

Louis Alfonso

Professor Emeritus of Foundations of Education—B.A., M.A., Ph.D., University of Connecticut

Ernest C. Allison

Professor Emeritus of English—A.B., Bates College; A.M., Boston University

Paul W. Anghinetti

Professor Emeritus of English—B.S., Ed.M., A.M., Boston University; Ph.D., Florida State University

Edith C. Becker

Professor Emerita of Art—B.F.A., M.F.A., Syracuse University; Ed.D., New York University

Frances Benson

Assistant Professor Emerita of Nursing—B.S., Simmons College; M.S., Boston University

James E. Bierden

Professor Emeritus of Mathematics and Secondary Education—B.A., St. Mary's College (Minnesota); M.A., University of Minnesota; Ph.D., University of Michigan

Lillian D. Bloom

Professor Emerita of English—A.B., A.M., New York University; Ph.D., Yale University

Kenneth E. Borst

Professor Emeritus of Chemistry—B.S., Bloomsburg State College; M.S., University of Wisconsin

Joao P. Botelho

Professor Emeritus of Secondary Education—B.A., Southeastern Massachusetts University; M.Ed., Bridgewater State College; Ed.D., Boston University

Harriet Brisson

Professor Emerita of Art—B.F.A., M.A.T., Rhode Island School of Design; M.F.A., Ohio University

Miner K. Brotherton

Professor Emeritus of Physical Sciences—B.S., M.A., East Carolina College

John E. Browning

Associate Professor Emeritus of History—A.B., The Ohio State University; A.M., University of Michigan

John A. Bucci

Professor Emeritus of Foundations of Education—A.B., Providence College; Ed.M., Rhode Island College; Ed.D., Boston University

Billie Ann Burrill

Associate Professor Emerita of Health and Physical Education—B.S., Boston University; M.S., Smith College

Paul P. Chassé

Professor Emeritus of French—A.B., University of New Hampshire; A.M., Ph.D., Université Laval

Robert D. Cloward

Professor Emeritus of Psychology—B.S., State University of New York; M.S., Syracuse University; Ed.D., Teachers College, Columbia University

Norman H. Cooke

Associate Professor Emeritus of History—A.B., University of Delaware; A.M., University of Minnesota

Dix S. Coons

Associate Professor Emeritus of Spanish—A.B., A.M., Brigham Young University; Ph.D., University of Texas

James R. Cornelison Jr.

Assistant Vice President Emeritus for Administration—B.A., Franklin College; M.S., Indiana University; Ed.D., Boston College

Alexander H. Cornell

Professor Emeritus of Economics and Management—B.A., Union College; M.S., The Ohio State University; Ph.D., American University

Muriel Cornell

Associate Professor Emerita of English—A.B., New York University; A.M., University of Rhode Island; Ph.D., University of Connecticut

Rita L. Couture

Associate Professor Emerita of Modern Languages and Secondary Education—A.B., Brown University; A.M., Middlebury College in France; Certificats d'Etudes, Université de Grenoble, Université de Paris, Ecole Normale Supérieure de Saint-Cloud, Centre International d'Etudes Pédagogiques de Sèvres

Moyne L. Cabbage

Professor Emeritus of Communications—B.A., Eastern Michigan University; M.A., Ph.D., University of Michigan

Robert N. Currier

Professor Emeritus of Music—A.B., New York University; A.M., Boston University

Mary G. Davey

Director Emerita of Public Relations and Alumni Affairs—Ed.B., Ed.M., Rhode Island College

George Deckey

Associate Professor Emeritus of Physical Science and Chemistry—B.S., Brown University

Lenore A. DeLucia

Vice President Emerita for Administration and Finance—A.B., Pembroke College; A.M., Ph.D., Brown University

John E. de Melim Jr.

Professor Emeritus of Art—B.S., Tufts University; M.F.A., Instituto Allende, San Miguel

Frank Dolyak

Professor Emeritus of Biology—A.B., University of Connecticut; Ph.D., University of Kansas

John A. Finger Jr.

Professor Emeritus of Education—B.S., Massachusetts Institute of Technology; Ed.D., Harvard University

John J. Fitta

Assistant Vice President Emeritus for Finance and Controller—B.S., Bryant College

Roy A. Frye

Associate Professor Emeritus of Instructional Technology—B.A., M.A., Eastern New Mexico University

Nancy H. Gewirtz

Professor Emerita of Social Work—B.A., University of Massachusetts; M.S.W., State University of New York (Buffalo); M.P.A., Ph.D., University of Connecticut

Joan I. Glazer

Professor Emerita of Elementary Education—B.S., M.A., Ph.D., The Ohio State University

Joseph D. Graham

Associate Professor Emeritus of Theatre—A.B., University of Michigan; A.M., Teachers College, Columbia University

Richard A. Green

Professor Emeritus of Elementary Education—B.S., Ph.D., University of Wisconsin; M.A., The Ohio State University

Mary Alice Grellner

Professor Emerita of English and Educational Studies—B.A., M.S., Saint Mary College; Ph.D., University of Wisconsin (Madison)

Henry P. Guillotte

Professor Emeritus of Mathematics and Secondary Education—Ed.B., Rhode Island College; A.M., University of Illinois; Ph.D., University of Connecticut

Margaret A. Hainsworth

Professor Emerita of Nursing—R.N., Brockville General Hospital School of Nursing; B.S., Salve Regina College; M.S., Boston College; Ph.D., University of Connecticut

H. Samuel Hall

Associate Professor Emeritus of Mathematics—B.S., Bloomsburg State College; Ed.M., Pennsylvania State University; M.S., University of Rhode Island

George C. Hartmann

Professor Emeritus of Biology—A.B., M.A.T., Harvard University; Ph.D., University of Rhode Island

Mary Ann Hawkes

Professor Emerita of Sociology—A.B., Mount Holyoke College; M.A., University of Kentucky; Ph.D., Boston University

Florence Hennen

Professor Emerita of Psychology—B.S., M.A., Ph.D., University of Minnesota

Myrl G. Herman

Professor Emeritus of Education—A.B., McKendree College; A.M., Washington University

Doris J. Hlavsa

Assistant Professor Emerita of Health and Physical Education—B.S., State University of New York College (Cortland); M.S., Hofstra University

Raymond W. Houghton

Professor Emeritus of Philosophy and Foundations of Education—A.B., A.M., Brown University; Ph.D., University of Connecticut

P. William Hutchinson

Professor Emeritus of Theatre—A.B., Franklin and Marshall College; B.D., Princeton Theological Seminary; M.A., Columbia University; Ph.D., Northwestern University

Joseph F. Kauffman

President Emeritus—B.A., University of Denver; M.A., Northwestern University; D.Ed., Boston University

James J. Kenny

Associate Professor Emeritus of Instructional Technology—B.S., Fairfield University; M.S., Ph.D., University of Connecticut

Richard A. Kenyon

Professor Emeritus of Art—B.F.A., M.S., Rhode Island School of Design; Ed.D., Teachers College, Columbia University

Pauline Ladd

Professor Emerita of Art—B.S., Rhode Island School of Design; M.A.T., Brown University; M.F.A., Rhode Island School of Design

Arthur L. Laferriere

Professor Emeritus of Chemistry—B.S., Brown University; M.S., Rutgers University; Ph.D., University of Rhode Island

Maureen T. Lapan

Professor Emerita of Administration and Curriculum—Ed.B., Rhode Island College; A.M., Brown University; Ph.D., University of Connecticut

Kenneth F. Lewalski

Professor Emeritus of History—Ph.B., University of Detroit; A.M., Ph.D., University of Chicago

Lawrence W. Lindquist

Professor Emeritus of Anthropology—Th.B., Northern Baptist Theological Seminary; A.M., Northwestern University; D.Phil., Oxford University

Kenneth V. Lundberg

Professor Emeritus of Economics—A.B., Wheaton College (Illinois); A.M., Ph.D., University of Wisconsin

Patricia A. Lyons

Associate Professor Emerita of Elementary Education—A.B., Trinity College; Ed.M., Ed.D., Boston University

Rena Maddox

Assistant Professor Emerita of Nursing—B.S., M.S., Boston University School of Nursing

Janis H. Marecsak

Assistant Professor Emerita of Health and Physical Education—B.S., Illinois State University; M.A., Southwest Texas State College

Sally Jean Marks

Professor Emerita of History—A.B., Wellesley College; M.A., University of North Carolina; Ph.D., University of London

Charles J. Marzacco

Professor Emeritus of Chemistry—B.A., Temple University; Ph.D., University of Pennsylvania

Philip T. McClintock

Professor Emeritus of Music and Secondary Education—B.A., M.Ed., Eastern Washington State College; M.A.T., D.Mus.Ed., Indiana University

James G. McCrystal

Associate Professor Emeritus of Technology Education and Secondary Education—B.S., Central Connecticut State College; M.A., University of Connecticut; Ed.D., University of Maryland

Joseph P. McSweeney

Associate Professor Emeritus of English and Secondary Education—A.B., Providence College; M.A.T., Rhode Island College

Rose C. Merenda

Associate Professor Emerita, Henry Barnard School (Kindergarten)—A.B., Emmanuel College; M.Ed., Rhode Island College

Leo Miller

Professor Emeritus of Sociology and Social Work—B.A., M.P.H., Harvard University; M.S., Boston University; Ph.D., Syracuse University

Judith Mitchell

Professor Emerita of English—B.A., Rhode Island College; M.A.T., Brown University; Ph.D., University of Connecticut

Patricia J. Moore

Associate Professor Emerita of Health and Physical Education—B.A., A.M., New Mexico Highlands University

Harry S. Novack

Professor Emeritus of Special Education—A.B., A.M., Emerson College; A.M., Northwestern University; Ph.D., Syracuse University

William J. Oehlkers

Professor Emeritus of Elementary Education—B.S., Concordia Teachers College; M.Ed., The Johns Hopkins University; Ph.D., University of Delaware

J. George O’Keefe

Professor Emeritus of Physics—B.S., Saint Bernadine of Siena College; M.S., Rensselaer Polytechnic Institute; Ph.D., Brown University

Richard A. Olsen

Associate Professor Emeritus of the James P. Adams Library—B.A., C. W. Post College; M.S., Long Island University

Ernest L. Overbey

Vice President Emeritus for Business Affairs—B.S., Western Kentucky State University

Armand I. Patrucco

Professor Emeritus of History—A.B., Queens College; A.M., Ph.D., Columbia University

John Pellegrino

Professor Emeritus of Music—B.M., Boston Conservatory of Music; M.M., University of Miami

Elaine Foster Perry

Associate Professor Emerita of Theatre—B.A., Russell Sage College; M.A., University of Illinois

Eugene H. Perry

Professor Emeritus of Political Science—A.B., Syracuse University; M.A., Teachers College, Columbia University; Ph.D., Syracuse University

John E. Peterson

Professor Emeritus of Physical Science—Ed.B., Rhode Island College; M.N.S., Worcester Polytechnic Institute; M.Ed., Rhode Island College

Raymond L. Picozzi

Professor Emeritus of Theatre—A.B., Providence College; Ed.M., Ed.D., Boston University

Dorothy R. Pieniadz

Professor Emerita of Foundations of Education—B.S., State University College of New York (Buffalo); A.M., Ed.D., Teachers College, Columbia University

Enrico V. Pinardi

Professor Emeritus of Art—B.S.E., Massachusetts College of Art; M.F.A., Rhode Island School of Design

Constance Pratt

Professor Emerita of Nursing—B.S.N., M.S.N., University of Rhode Island; Ph.D., University of Connecticut

Norman R. Pyle

Associate Professor Emeritus of History—A.B., LaSalle College; A.M., Ph.D., Georgetown University

Thomas W. Ramsbey

Professor Emeritus of Sociology—A.B., MacMurray College; S.T.B., Boston University School of Theology; Ph.D., Boston University

Joyce T. Reisner

Associate Professor Emerita of Elementary Education—B.A., Brooklyn College; M.S., Central Connecticut College; C.A.G.S., University of Hartford; Ph.D., University of Connecticut

Carey G. Rickabaugh

Associate Professor Emeritus of Political Science—B.A., Western Maryland College; M.A., Case Western Reserve University; Ph.D., University of Maryland

Sidney P. Rollins

Professor Emeritus of Education—B.S., M.S., Ph.D., Washington University

Angelo V. Rosati

Professor Emeritus of Art—B.S., State University of New York (Buffalo); M.A., Teachers College, Columbia University

James J. Rubovits

Professor Emeritus of Psychology—B.A., MacMurray College; M.A., Ph.D., University of Illinois

John J. Salesses

Vice President Emeritus for Academic Affairs—A.B., Providence College; M.A., Ph.D., University of Rhode Island

John M. Sapinsley

Professor Emeritus of Economics—B.A., M.A., Brown University

Carol J. Schaefer

Associate Professor Emerita of History—A.B., Wheaton College; A.M., Ph.D., Brown University

Edward A. Scheff

Professor Emeritus of Theatre—B.A., Brooklyn College; M.A., Ph.D., University of Kansas

Ridgway F. Shinn Jr.

Professor Emeritus of History—A.B., Oberlin College; A.M., Ph.D., Columbia University

Alene F. Silver

Professor Emerita of Biology—B.A., Barnard College; Ph.D., University of Illinois

Clyde C. Slicker

Professor Emeritus of Elementary Education—B.A., Oberlin College; M.A., Ed.D., Teachers College, Columbia University

Donald C. Smith

Professor Emeritus of Art—A.B., A.M., University of Missouri

Norman W. Smith

Professor Emeritus of History—A.B., Colgate University; A.M., University of Connecticut; Ph.D., University of Wisconsin

Chester E. Smolski

Professor Emeritus of Geography—B.S., Bridgewater State College; A.M., Clark University

Ellsworth A. Starring

Professor Emeritus of Elementary Education—B.S., M.A., Western Michigan University; Ed.S., Ph.D., University of Michigan

Albert Stecker

Associate Professor Emeritus of Management—B.S., Purdue University; M.B.A., Rutgers University; D.B.A., Indiana University

Ronald M. Steinberg

Professor Emeritus of Art—B.A., M.A., Ph.D., Columbia University

Carl Stenberg

Professor Emeritus of English—A.B., A.M., Brown University; A.M., The Queens University of Belfast; Ph.D., University of Connecticut

Earl E. Stevens

Professor Emeritus of English—A.B., Indiana University; M.A., University of Michigan; Ph.D., University of North Carolina

Robert F. Steward

Professor Emeritus of Mathematics—B.S., Wheaton College (Illinois); M.S., Rutgers University; Ph.D., Auburn University

Nancy Sullivan

Professor Emerita of English—A.B., Hunter College; A.M., University of Rhode Island; Ph.D., University of Connecticut

Robert J. Sullivan

Professor Emeritus of Geography—Ed.B., Rhode Island College; A.M., Clark University

Carolyn R. Swift

Professor Emerita of English—Ph.B., University of Chicago; A.M., Columbia University; Ph.D., Brown University

Byron C. Tillotson

Associate Professor Emeritus of French, Latin, and Secondary Education—A.B., Hamilton College; A.M., Middlebury College

James D. Turley

Professor Emeritus of English and Education—Ph.B., Queen of Apostles College; A.B., Boston College; Ed.M., Boston State College; M.A., Northeastern University; Ed.D., Boston University

Robert E. Viens

Professor Emeritus of Physics—Ed.B., Rhode Island College; M.S., Rensselaer Polytechnic Institute

Kenneth R. Walker

Professor Emeritus of Secondary Education—A.B., Providence College; M.Ed., Rhode Island College; Ed.D., Boston University

Ruth B. Whipple

Assistant Professor Emerita, Henry Barnard School—B.S., University of New Hampshire; M.A., Tufts University

James E. White

Professor Emeritus of English—A.B., Wesleyan University; A.M., University of Connecticut; Ph.D., Boston University

Frank S. Williston

Professor Emeritus of Philosophy—B.A., Clark University; M.A., Syracuse University; Ph.D., University of Minnesota

Marion I. Wright

Professor Emerita of Geography—Ed.B., Rhode Island College; A.M., Clark University

Faculty and Administration

*Denotes graduate faculty

*Christopher Abernathy

Associate Professor of Theatre—B.F.A., Webster University; M.F.A., University of Missouri (Kansas City)

*David L. Abrahamson

Professor of Mathematics—B.S., Harvey Mudd College; Sc.M., Ph.D., Brown University

*Emily Stier Adler

Professor of Sociology—B.A., M.A., Queens College; Ph.D., Tufts University

John M. Aflague

Assistant Professor of Nursing—B.S.N., Northeastern University; M.S.N., Boston University; Ph.D., University of Rhode Island

*Fredric C. Agatstein

Professor of Psychology—B.A., Brandeis University; M.A., Ph.D., Boston University

*Kenneth Ainley

Associate Professor of Health and Physical Education—B.S., University of Rhode Island; M.S., H.S.D., Indiana University

Brian Allen

Director of the Campus Center—B.S., Bryant College; M.B.A., University of Rhode Island

*Peter S. Allen

Professor of Anthropology—A.B., Middlebury College; A.M., Ph.D., Brown University

*John H. Ambrogio

Associate Professor of School Administration—B.A., George Washington University; M.Ed., University of Delaware; Ed.D., Temple University

*Samuel B. Ames

Professor of Art—A.B., San Diego State College; M.F.A., University of Wisconsin

*Mark Anderson

Associate Professor of English—B.A., Cornell University; M.A., University of Minnesota; M.F.A., Ph.D., Cornell University

Peter P. Andreozzi

Assistant Professor of Mathematics and Computer Science—B.S., Clemson College; M.A.T., Rhode Island College; Ph.D., George Peabody College

Deborah K. Andrews

Assistant Professor, Henry Barnard School—B.A., M.S., Purdue University

*Edythe L. P. Anthony

Professor of Biology and Department Chair—B.A., Wellesley College; A.M., Ph.D., Boston University

*A. Anthony Antosh

Professor of Special Education—B.A., Ohio University; M.Ed., Rhode Island College; Ed.D., University of Massachusetts

Robin Kirkwood Auld

Assistant Professor of Health and Physical Education—B.S., Springfield College; M.S., University of Rhode Island

*Yael Avissar

Professor of Biology—B.A., M.A., Ben Gurion University; Ph.D., Michigan State University

Lindsay Barker

Assistant Professor, Henry Barnard School—B.S., The University of Leeds; M.A., Seton Hall University

R. Carol Barnes

Associate Professor of Anthropology—A.B., University of Connecticut; A.M., Ph.D., University of Pennsylvania

*James F. Barton

Professor of Elementary Education—B.S., University of Vermont; M.A., Boston University; Ph.D., Stanford University

*Mildred Bates

Associate Professor of Social Work and B.S.W. Department Chair—B.A., Southwestern Memphis; M.S.W., Tulane University; D.S.W., Columbia University

Wendy L. Becker

Assistant Professor of Social Work—B.A., Brown University; M.S.W., Boston University

Patricia A. Beezer

Assistant Professor of Nursing—B.S.N., University of Rhode Island; M.S., University of Connecticut

***Pamela J. Benson**

Professor of English—B.A., M.A., University of California (Berkeley); Ph.D., Columbia University

***Karl P. Benziger**

Associate Professor of History and Secondary Education—B.A., State University of New York, College at Fredonia; M.A., Ph.D., New York University

***Judith H. Berg**

Associate Professor of Educational Leadership, and Associate Dean, Graduate Studies, Feinstein School of Education and Human Development—B.A., M.A., New York University; Ed.D., Boston University

***James J. Betres**

Professor of Elementary Education and Economics—B.S., Indiana University; M.Ed., University of Pittsburgh; M.A.T., Purdue University; Ph.D., Ohio University

***Dorothy Bianco**

Associate Professor of Psychology—B.A., State University of New York (Albany); M.A., Wesleyan University; Ph.D., University of Rhode Island

***Ellen M. Bigler**

Associate Professor of Anthropology and Secondary Education—B.A., The Ohio State University; M.A., Ph.D., State University of New York (Albany)

Jeffrey Blais

Associate Professor of Economics—B.A., University of Vermont; M.A., Ph.D., University of Pittsburgh

David M. Blanchette

Associate Professor of Marketing, and Management and Technology Department Chair—B.S., B.B.A., University of Massachusetts; D.B.A., University of Kentucky

Jason L. Blank

Associate Professor of Sociology—A.B., Harvard University; A.M., Boston University

Joan C. Bloom

Associate Professor, Henry Barnard School—Ed.B., Rhode Island College; M.Ed., Bridgewater State College

***Nancy Bockbrader**

Associate Professor of Art—B.F.A., M.F.A., Bowling Green State University

***Lesley M. Bogad**

Assistant Professor of Foundations of Education—B.A., Barnard College; M.S., Ph.D., Syracuse University

***Charles W. Bohnsack**

Professor of Biology—B.S., University of Buffalo; M.S., Ph.D., University of Rhode Island

***Charles M. Boisvert**

Assistant Professor of Counseling and Educational Psychology—B.S., Le Moyne College; M.A., Rhode Island College; Ph.D., University of Rhode Island

Karen L. Boren

Assistant Professor of English—B.A., Ph.D., University of Wisconsin (Milwaukee); M.F.A., Wichita State University

Douglas A. Bosch

Assistant Professor of Art—B.F.A., Columbus College of Art and Design; M.F.A., Yale University

Robert K. Bower

Director of Publishing Services—B.A., Simpson College; M.A., University of Wyoming

Thomas J. Bradley

Assistant Controller—B.S., M.B.A., Providence College

Edward M. Brady

Director of Facilities and Operations—B.Eng., University of Dayton

***C. David Brell Jr.**

Associate Professor of Foundations of Education—B.A., University of Massachusetts; M.A., Hampshire College; Ed.D., University of Massachusetts

Patricia B. M. Brennan

Head Reference Librarian and Assistant Professor in the James P. Adams Library—B.A., Brown University; M.S., Columbia University

***Mary Ann Bromley**

Professor of Social Work—B.S., Purdue University; M.S.W., D.S.W., Fordham University

Jean E. Brown

Associate Professor of Secondary Education and English—B.A., M.A., Pacific University; Ed.D., Utah State University

Marguerite M. Brown

Vice President for Development and College Relations—B.A., Wilson College; M.P.A., University of Rhode Island; Ph.D., University of Connecticut

***Peter B. Brown**

Professor of History—B.A., Stanford University; M.A., Ph.D., University of Chicago

***Stephen Brown**

Associate Professor of English—B.A., University of California (Irvine); M.A., Ph.D., University of Virginia

***Lawrence E. Budner**

Professor of Communications—B.A., Hunter College; M.A., University of Pennsylvania; Ph.D., New York University

Louise Buonmano

Assistant Professor, Henry Barnard School—B.S., Rhode Island College; M.Ed., Providence College; Ed.D., Boston University

Mary Byrd

Associate Professor of Nursing—B.S., State University of New York (Brockport); M.S., Syracuse University; Ph.D., University of Rhode Island

***Cathleen Calbert**

Professor of English—B.A., University of California (Berkeley); M.A., Syracuse University; Ph.D., University of Houston

Marybeth Cannon

Assistant Professor, Henry Barnard School—B.A., George Washington University; M.A.T., Rhode Island College; M.Ed., Harvard University

***Linda G. Capalbo**

Assistant Professor of Elementary Education—B.S., M.Ed., Rhode Island College; Ph.D., Rhode Island College and University of Rhode Island

Melissa A. Caprio

Assistant Professor, Henry Barnard School—B.A., University of Massachusetts; M.A., University of Maryland

***Robert F. Carey**

Associate Professor of Elementary Education—B.A., M.A.T., Rhode Island College; Ph.D., University of Connecticut

Rachel H. Carpenter

Reference Librarian and Assistant Professor in the James P. Adams Library—B.A., University of Rhode Island; M.L.S., State University of New York (Albany)

Margaret M. Carroll

Director of Writing Center—B.A., M.A., Rhode Island College

Shani D. Carter

Assistant Professor of Management—B.A., M.S., Ph.D., Cornell University

Anne Elizabeth Savage Carty

Professor of Nursing—B.S., Salve Regina College; M.S., Boston College; D.N.Sc., Boston University

Michael Casey

Associate Professor of Management—B.S.M.E., M.B.A., University of Massachusetts; Ph.D., Pennsylvania State University

***Karen S. Castagno**

Associate Professor of Health and Physical Education and Department Chair—B.S., Bridgewater State College; M.A., Ph.D., University of Connecticut

***Robert Castiglione**

Professor of Philosophy—A.B., M.A., Ph.D., Catholic University

Donna M. Christy

Assistant Professor of Mathematics—B.A., M.A.T., Rhode Island College; Ed.D., Boston University

***Lisa B. Church**

Associate Professor of Accounting—B.S., University of Rhode Island; M.S.T., Bryant College; J.D., New England School of Law

Desiree Ciambrone

Assistant Professor of Sociology—B.A., Rhode Island College; M.A., Ph.D., Brown University

***Roger D. Clark**

Professor of Sociology—B.A., Swarthmore College; A.M., Ph.D., Brown University

***Nancy Cloud**

Professor of Special Education—B.A., Lycoming College; M.A., Syracuse University; M.A., University of San Francisco; Ed.D., Teachers College, Columbia University

***Thomas Cobb**

Professor of English—B.A., M.F.A., M.A., University of Arizona; Ph.D., University of Houston

Teresa S. Coffman

Associate Professor of Music—B.M.Ed., University of Central Arkansas; M.A., Eastern Michigan University; D.M.A., University of Houston

Lenore D. Collins

Associate Professor of Communications—B.S., M.Ed., Rhode Island College; Ph.D., University of Connecticut

Suzanne Conklin

Assistant Professor of Biology and Secondary Education—B.S., University of California (Irvine); Ph.D., University of Wisconsin

Robert Conrad

Assistant Controller—B.S., M.B.A., University of Rhode Island

Jennifer S. Cook

Assistant Professor of English and Secondary Education—B.A., American University; M.Ed., Ed.D., University of Massachusetts (Amherst)

***Laura F. Cooley**

Professor of Chemistry—B.A., Barnard College; Ph.D., Brown University

Halil Copur

Professor of Management—B.S., Middle East Technical University; M.Sc., Ph.D., Cornell University

***Patricia A. Cordeiro**

Professor of Elementary Education and Department Chair—B.A., University of Connecticut; M.A., University of Massachusetts; Ed.M., Ed.D., Harvard University

***Crist H. Costa**

Professor of Computer Information Systems—B.Ed., Northeastern Illinois State College; M.A., Ph.D., University of Iowa

Joseph L. Costa

Director of Student Support Services—B.A., Rhode Island College; M.Ed., Northeastern University

Joanne Fawcett Costello

Assistant Professor of Nursing—B.S.N., St. Anselm College; M.P.H., Tulane University; M.S.N., Louisiana State University

Cyrille W. Cote

Director of Security and Safety—B.S., Salve Regina College; M.P.A., University of Rhode Island

***Lorraine M. Cotti**

Associate Professor of Elementary Education—B.S., Bridgewater State College; M.A., Boston University; Ph.D., Boston College

Kenneth C. Coulbourn

Director of Office Services

***Barbara H. Cowan**

Assistant Professor of Social Work—A.A., Westbrook Junior College; A.B., Eastern Michigan University; M.S.W., University of Connecticut; D.S.W., Fordham University

***John F. Custer**

Executive Director of Nazarian Center for the Performing Arts and Professor of Theatre—B.A., University of Washington; M.F.A., University of Wisconsin

***Robert L. Cvornyek**

Associate Professor of History and Secondary Education and Coordinator of Labor Studies Program—B.A., University of Delaware; M.A., University of Akron; M.A., Ph.D., Columbia University

***Joan C. Dagle**

Professor of English and Department Chair—B.A., Connecticut College; Ph.D., Brown University

Elizabeth M. Dalton

Assistant Professor of Special Education and University Affiliated Programs—B.A., University of Rhode Island; M.Ed., Rhode Island College

***James E. Davis**

Associate Professor of Instructional Technology—B.S., Kent State University; M.S., Ed.S., Ed.D., Indiana University

Dante Del Giudice

Associate Professor of Dance—B.A., Rhode Island College; M.P.A., University of Rhode Island

Diana Delia

Associate Professor of History—B.A., Queens College; M.A., Ph.D., Columbia University

***Susan J. Dell**

Assistant Professor of Special Education—B.S., Buffalo State College; M.Ed., Rhode Island College; Ph.D., San Diego State University

Andrea L. DelVecchio

Assistant Professor of Physical Sciences—B.S., Carnegie Mellon University; Ph.D., Harvard University

Stanford E. Demars

Professor of Geography—B.A., University of Utah; Ph.D., University of Oregon

John S. Denio

Director of Residential Life and Housing—B.S., State University of New York; M.S., Buffalo State College

Geraldine DeNuccio

Assistant Professor of Nursing—B.S.N., M.S.N., University of Rhode Island

Glenisson deOliveira

Assistant Professor of Chemistry—B.S., University of Florida; Ph.D., Purdue University

Randy L. DeSimone

Associate Professor of Management—B.A., West Virginia University; M.A., Ph.D., University of Akron

***Richard L. Dickson**

Professor of Special Education and Department Chair—B.S., Farmington State College; M.A., Ph.D., University of Connecticut

***John F. DiMeo**

Associate Professor of Special Education—B.S., M.Ed., Rhode Island College; Ph.D., University of Connecticut

***Judith H. DiMeo**

Professor of Special Education—B.S., M.Ed., Rhode Island College; Ph.D., University of Connecticut

James C. Dorian

Director of Records—B.S., M.B.A., Bryant College

***Ronald P. Dufour**

Professor of History—B.A., Merrimack College; M.A., Ph.D., College of William and Mary

Kelli L. Dupuis

Assistant Professor, Henry Barnard School—B.S., M.A., University of Connecticut

***Robert W. Elam**

Professor of Music—B.M., University of Kentucky; M.M., Ph.D., Conservatory of Music, University of Cincinnati

Valerie A. Endress

Assistant Professor of Communications—B.S., M.A., Ball State University; Ph.D., Indiana University

Sandra Enos

Associate Professor of Sociology—B.A., Rhode Island College; M.A., Brown University; Ph.D., University of Connecticut

***Willard F. Enteman**

Professor of Philosophy—B.A., Williams College; M.B.A., Harvard School of Business Administration; M.A., Ph.D., Boston University

George M. Epplé

Associate Professor of Anthropology—B.A., Brown University; Ph.D., Brandeis University

David Espinosa

Assistant Professor of History—B.A., M.A., Ph.D., University of California (Santa Barbara)

***E. Belle Evans**

Associate Professor of Social Work—B.S., B.S.N., Boston University; M.Ed., Tufts University; M.P.H., Yale University; M.S.W., Ph.D., Brandeis University

***Frank Farinella**

Associate Professor of Industrial Technology—B.A., B.S., Stonehill College; M.A., Ed.D., Boston University

***Richard Feldstein**

Professor of English—B.A., Temple University; M.A., Colorado State University; Ph.D., State University of New York (Buffalo)

Sharon M. Fennessey

Associate Professor, Henry Barnard School—B.S., Rhode Island College; M.A., Teachers College, Columbia University

Paola Ferrario

Associate Professor of Art—B.F.A., San Francisco Art Institute; M.F.A., Yale University

Rachel Filinson

Professor of Sociology and Department Chair and Coordinator of Gerontology Center—B.A., University of Illinois; M.Sc., University of Stirling; Ph.D., University of Aberdeen

David T. Filipek

Assistant Professor of Accounting, and Accounting and Computer Information Systems Department Chair—B.A., Boston College; M.B.A., Babson College

***Allan L. Fingeret**

Professor of Psychology—B.S., M.S., Ph.D., University of Wisconsin

***Stephen E. Fisher**

Professor of Art—B.F.A., Virginia Commonwealth University; M.F.A., Yale University

Vincent R. Flemming

Director of College Dining Services—B.S., M.B.A., Bryant College

***Carolyn Fluehr-Lobban**

Professor of Anthropology—B.A., M.A., Temple University; Ph.D., Northwestern University

***Joseph Foley**

Assistant Professor of Music—B.A., M.M., Boston University

Mary S. Foote

Assistant Professor of Nursing—B.S.N., M.S.N., University of Rhode Island; Ph.D., University of Connecticut

Paul D. Forte

Assistant Vice President for Finance and Controller—B.S., Merrimack College; M.I.B., University of South Carolina

Mary M. Foye

Professor, Henry Barnard School—A.B., Emmanuel College; M.Ed., Rhode Island College; Ph.D., University of Connecticut

Robert H. Franzblau

Associate Professor of Music and Educational Studies, and Music, Theatre, and Dance Assistant Department Chair—B.M., University of Iowa; M.M., Northwestern University; Ph.D., University of Nebraska (Lincoln)

Jane E. Fusco

Director of News and Public Relations—B.A., M.A., University of Rhode Island

***Ghislaine Géloin**

Associate Professor of French—Certificat, Licence, Maitrise, Université de Rennes; M.A., Ph.D., University of Illinois

***Dennis J. Ghindia**

Assistant Professor of Social Work—B.A., University of Akron; M.S.S.A., Ph.D., Case Western Reserve University

Patricia E. Giammarco

Director of Affirmative Action—B.A., M.P.A., University of Rhode Island; J.D., Roger Williams Law School

***Barry Gilbert**

Professor of Physics—B.S., Polytechnic Institute of Brooklyn; M.S., Ph.D., Lehigh University

***Peter K. Glanz**

Professor of Physical Science—B.S., Bates College; M.S., Bucknell University; Ph.D., University of Connecticut

***John J. Gleason**

Professor of Special Education and Co-director of Education Doctoral Program—B.A., Boston College; M.A., University of Michigan; Ed.D., Harvard University

***Beverly A. Goldfield**

Professor of Psychology—B.A., Connecticut College; M.A., University of Connecticut; Ed.D., Harvard University

***Gale Goodwin Gomez**

Associate Professor of Anthropology and Secondary Education, and Anthropology Department Chair—B.A., Florida Atlantic University; M.A., American University; M.Phil., Ph.D., Columbia University

***Neil I. Gonsalves**

Professor of Biology—B.S., Georgetown University; Ph.D., Brown University

***Anne M. Goodrow**

Assistant Professor of Elementary Education—B.A., University of Vermont; M.Ed., St. Michael's College; Ph.D., Tufts University

***David L. Greene**

Professor of Chemistry—B.S., University of Notre Dame; Ph.D., University of Kentucky

***Gary R. Grund**

Professor of English—A.B., B.A., Boston College; M.A., Ph.D., Harvard University

Eric S. Hall

Associate Professor of Biology—B.A., Rhode Island College; Ph.D., Wesleyan University

***Spencer Hall**

Professor of English—A.B., University of California (Los Angeles); A.M., Ph.D., Stanford University

James T. Hanbury

Director of Student Financial Aid—B.S., M.S., University of Bridgeport

***Peter W. Harman**

Professor of Economics and Computer Information Systems—B.S., Purdue University; M.B.A., Butler University; Ph.D., University of North Carolina

***Frederick R. Harrop**

Associate Professor of Mathematics—B.A., Providence College; Ph.D., Brown University

***Michael B. Hayden**

Assistant Professor of Computer Information Systems—B.S., M.S., Ph.D., University of Rhode Island

Patricia H. Hays

Director of User Support Services—B.A., University of North Carolina (Greensboro); M.A., University of Colorado (Boulder)

***Terence E. Hays**

Professor of Anthropology—B.A., University of Omaha; M.A., University of Colorado; Ph.D., University of Washington

***Elizabeth Henshaw**

Associate Professor of Elementary Education—B.S., University of Ife (Nigeria); M.A., Philadelphia College of Art; Ed.D., New York University

***Claus Hofhansel**

Professor of Political Science and Department Chair—LL.B., Universität Freiburg, Germany; M.A., Ph.D., University of North Carolina

***Robert E. Hogan**

Professor of English and Secondary Education—A.B., Harvard University; A.M., Ph.D., Boston University

***William R. Holland**

Professor of Educational Leadership—B.A., University of Rhode Island; M.Ed., University of Massachusetts; Ed.D., Boston University

***Krisjohn O. Horvat**

Professor of Art—B.F.A., Minnesota School of Art; M.F.A., Rhode Island School of Design

***Mary Ball Howkins**

Professor of Art and Director of Women's Studies Program—B.A., M.A., Syracuse University; Ph.D., Columbia University

Carol A. Hryciw-Wing

Head of Technical Services and Associate Professor in the James P. Adams Library—B.A., Brown University; M.A., University of Michigan; M.S., Simmons College

***Lisa Doolittle Humphreys**

Associate Professor of Mathematics—B.S., M.S., Ph.D., University of Connecticut

Donna Huntley-Newby

Associate Professor of Nursing—B.S.N., Northeastern University; M.S.N., University of Alabama; Ph.D., Boston College

***Steven C. Imber**

Professor of Special Education—B.A., State University of New York (Buffalo); M.A., Ph.D., University of Connecticut

***Kay Frank Israel**

Associate Professor of Communications—B.S., University of Utah; M.S., Boston University; Ph.D., Massachusetts Institute of Technology

***Pamela Irving Jackson**

Professor of Sociology and Director of Justice Studies Program—A.B., Regis College; M.A., Ph.D., Brown University

Zubeda Jalalzai

Assistant Professor of English—B.A., St. Lawrence University; M.A., Binghamton University; Ph.D., State University of New York (Buffalo)

Paul L. Janaway

Assistant Professor, Henry Barnard School—B.Hum., University of London

Dena M. Janson

Catalog Librarian and Assistant Professor in the James P. Adams Library—B.A., Clark University; M.S., Florida State University; M.A., Providence College

Roxann Johnson

Director of Budget—B.S., South Carolina State University; M.B.A., Salve Regina University

***William M. Jones**

Professor of Music and Elementary Education—B.M., Texas A & I; M.M., Ed.D., University of the Pacific

***Olga Juzyn**

Associate Professor of Spanish—B.A., M.A., University of Connecticut; Ph.D., Brown University

***Kathryn M. Kalinak**

Professor of English—B.A., M.A., Ph.D., University of Illinois

Scott D. Kane

Associate Dean of Student Life—B.S., State University of New York (Plattsburgh); M.S., Kansas State University; Ph.D., University of Maryland

Alema Karim

Associate Professor of Economics, and Economics and Finance Department Chair—B.A., M.A., Dhaka University; M.A., Ph.D., Boston University

Rajender Kaur

Assistant Professor of English—B.A., Lady Shri Ram College; M.A., M.Phil., University of Delhi; M.A., Duquesne University; Ph.D., Rutgers University

Gary Kayakachoin

Assistant Professor of Finance—B.S., Boston College; M.B.A., Cornell University; Ph.D., University of Rhode Island

Abbas Kazemi

Associate Professor of Finance—B.S., National University of Iran; M.A., Ph.D., State University of New York (Stony Brook)

***George H. Kellner**

Professor of History—B.A., Hiram College; M.A., University of Missouri; Ph.D., University of Missouri (Columbia)

***Donna Darling Kelly**

Associate Professor of Art and Educational Studies—B.S., Empire State College (SUNY, New Paltz); M.Ed., University of Massachusetts (Boston); Ph.D., Boston University

***Richard N. Keogh**

Director of Office of Research and Grants Administration and Professor of Biology—B.S., Tufts University; Ph.D., Brown University

***Diane Kern**

Assistant Professor of Elementary Education—B.A., M.Ed., University of Rhode Island; Ph.D., Rhode Island College/ University of Rhode Island

Laura G. Khoury

Assistant Professor of Sociology—B.A., Birzeit University; M.A., American University in Cairo; Ph.D., Kansas State University

***Heemong Kim**

Professor of Art and Department Chair—B.A., Rhode Island College; M.S., Pratt Institute

Randi I. Kim

Assistant Professor of Psychology—B.A., University of California (Los Angeles); M.S., California State University (Fresno); Ph.D., Michigan State University

Dan L. King

Vice President for Academic Affairs and Professor of Educational Leadership—B.A., Madonna University; M.A., University of Detroit Mercy; Ed.D., Wayne State University

***Kenneth P. Kinsey**

Associate Professor of Biology—B.S., M.S., San Diego State College; Ph.D., Bowling Green State University

***MacGregor Kniseley**

Professor of Elementary Education—B.A., Earlham College; M.Ed., University of New Hampshire; Ed.D., University of Nevada (Reno)

***Thomas T. Kochanek**

Professor of Special Education—B.A., M.A., American International College; Ph.D., University of Connecticut

Dana Kolibachuk

Associate Professor of Biology—B.A., University of Delaware; Ph.D., Cornell University

Raimundo M. Kovac

Assistant Professor of Mathematics—B.A., Universidad Nacional de Cordoba; Ph.D., Indiana University

***Vivian R. LaFerla-Morgan**

Associate Professor of Mathematics and Secondary Education—B.S., M.A., Ed.D., Boston University

***Marc C. Lamontagne**

Associate Professor of Physical Sciences—B.S., University of Massachusetts (Dartmouth); Ph.D., University of New Hampshire

Rebecca Lassar

Professor of Nursing—B.S., St. Joseph College of Nursing; M.S., Boston College; Ph.D., University of Connecticut

***Marta Laupa**

Assistant Professor of Psychology—B.A., MC Santa Cruz; M.A., Ph.D., University of California (Berkeley)

Thomas J. Lavin

Director of Counseling Center—B.A., St. Louis University; M.Ed., Ph.D., University of Missouri (Columbia)

***Maria E. Lawrence**

Assistant Professor of Elementary Education—B.A., M.A.T., Rhode Island College

***Francis J. Leazes Jr.**

Professor of Political Science—B.A., College of the Holy Cross; M.A., University of Massachusetts; M.P.A., Ph.D., University of Connecticut

***J. Stanley Lemons**

Professor of History—A.B., William Jewell College; M.A., University of Rochester; Ph.D., University of Missouri

Joseph A. Levi

Assistant Professor of Portuguese—Diploma de Lingua e Cultura Portuguesa, Universidade de Lisboa, Lisbon; M.A., Ph.D., University of Wisconsin (Madison)

***Jianhong Liu**

Professor of Sociology—B.S., South China Normal University; M.A., Nankai University; M.A., Ph.D., State University of New York (Albany)

***Richard A. Lobban Jr.**

Professor of Anthropology—B.S., Bucknell University; M.A., Temple University; Ph.D., Northwestern University

Yolande Lockett

Associate Professor of Nursing—B.S.N., Rhode Island College; M.S.N., Indiana University; Ph.D., University of Connecticut

***Bennett J. Lombardo**

Professor of Health and Physical Education—B.A., Queens College; M.S., Brooklyn College; Ed.D., Boston University

Nicholas T. Long

Legal Counsel—B.A., Cornell University; J.D., Columbia University

Marlene L. Lopes

Special Collections Librarian and Associate Professor in the James P. Adams Library—B.A., Connecticut College; M.L.S., Syracuse University

***Barbara E. Anderson Lounsbury**

Professor of Psychology—B.A., M.A., Ph.D., University of Connecticut

***Bonnie L. MacDonald**

Assistant Professor of Communications—B.A., Framingham State College; M.A., Rhode Island School of Design; Ph.D., Pennsylvania State University

George M. Mack

Professor of Music—B.M., Oberlin Conservatory of Music; M.M., Boston University

Harriet Magen

Associate Professor of Communications—B.A., Clark University; M.A., Ph.D., Yale University

***Elaine S. Magyar**

Professor of Chemistry—A.B., Mount Holyoke College; Ph.D., Northwestern University

***James Magyar**

Professor of Chemistry and Physical Sciences Department Chair—B.A., Dartmouth College; Ph.D., Northwestern University

***Thomas E. Malloy**

Professor of Psychology—B.A., LaSalle College; M.A., Temple University; Ed.D., University of Northern Colorado; Ph.D., University of Connecticut

Jane D. Malone

Assistant Professor, Henry Barnard School—B.A., Saint Joseph's College; M.Ed., University of Massachusetts

Pamela Manninen

Assistant Professor, Henry Barnard School—B.S., Keene State College; M.Ed., Boston University

Christine A. Marco

Assistant Professor of Psychology—B.A., St. Joseph's College; Ph.D., State University of New York (Albany)

Maricarmen R. Margenot

Assistant Professor of Spanish and Modern Languages Department Chair—B.A., Universidad de Sevilla; M.A., Ph.D., University of Connecticut

Peter A. Marks

Professor of Economics and Finance—B.S., University of North Carolina; M.S.I.M., Georgia Institute of Technology; Ph.D., University of North Carolina (Chapel Hill)

***Edward W. Markward**

Professor of Music—B.M.E., M.M., Drake University; D.M.A., University of Michigan

Diane R. Martell

Assistant Professor of Social Work—B.A., University of Massachusetts (Amherst); M.A., Brandeis University; M.S.W., University of Connecticut; Ph.D., Brandeis University

William G. Martin

Associate Professor of Art—B.F.A., Southern Illinois University; M.F.A., Louisiana State University

Colette J. Matarese

Assistant Professor of Nursing—B.S., Rhode Island College; M.S.N., Ph.D., University of Connecticut

***Lloyd Matsumoto**

Professor of Biology—A.B., M.A., Drake University; Ph.D., St. Louis University

***Joseph J. McCormick**

Professor of Special Education—Ed.B., Rhode Island College; Ed.M., Pennsylvania State University; Ed.D., Boston University

James H. McCroskery

Assistant Vice President for Academic Affairs and Professor of Psychology—A.B., Wheaton College (Illinois); M.S., Ph.D., University of Kentucky

***Edward D. C. McDowell**

Associate Professor of Mathematics and Computer Science—B.A., Columbia University; M.S., University of Rhode Island; Ph.D., Yale University

***James P. McGuire**

Associate Professor of Industrial Technology—B.S., Rhode Island College; M.A., Ball State University; Ph.D., University of Connecticut

***Mary Ellen McGuire-Schwartz**

Assistant Professor of Elementary Education—B.A., Goddard College; M.S., Bank Street College; Ed.D., University of Massachusetts

***Charles H. McLaughlin Jr.**

Associate Professor of Technology Education—B.S., M.Ed., Rhode Island College; Ph.D., University of Maryland

***Meradith McMunn**

Professor of English—B.S., M.A., Indiana University; Ph.D., University of Connecticut

***Patricia Medeiros-Landurand**

Professor of Special Education—B.A., Bridgewater State College; M.A., Clark University; M.A., Framingham State College; Ed.D., University of Massachusetts

***Thomas Meedel**

Professor of Biology—B.S., Nebraska Wesleyan University; Ph.D., University of Pennsylvania

Christine A. Meglio

Assistant Professor, Henry Barnard School—B.S., West Chester University; M.A., Rhode Island College

***Jerry Melaragno**

Professor of Biology—B.S., Allegheny College; Ph.D., University of Pittsburgh

Peter M. K. Mendy

Assistant Professor of History—B.A., University of Sheffield, England; M.Soc.Sc., Ph.D., University of Birmingham, England

Karen F. Meyer

Assistant Professor, Henry Barnard School—B.S., West Chester University; M.Ed., Providence College

***Peter S. Meyer**

Professor of Geology—B.A., Dartmouth College; M.S., Ph.D., University of Rhode Island

***Eung-Jun Min**

Professor of Communications—B.A., M.A., Temple University; Ph.D., The Ohio State University

Patricia A. Molloy

Assistant Professor of Nursing—B.A., M.A., University of Rhode Island

Orestes P. Monterey

Director of Capital Projects—B.S., M.C.P., University of Rhode Island; Ph.D., University of Connecticut

***Robin K. Montvilo**

Professor of Psychology—B.S., Brooklyn College; M.A., Ph.D., Fordham University

Peter R. Moore

Professor of Economics—A.B., Bucknell University; A.M., Ph.D., University of Illinois

E. Pierre Morenon

Associate Professor of Anthropology—B.A., The Johns Hopkins University; M.A., Ph.D., Southern Methodist University

***Ann E. Moskol**

Professor of Mathematics and Computer Science—B.S., Tufts University; M.A., Harvard University; M.S., University of Rhode Island; Ph.D., University of Maryland

Mark Motte

Associate Professor of Geography and Director of Study Abroad—B.A., University of London; M.A., University of Rhode Island; Ph.D., Rutgers University

***S. Scott Mueller**

Assistant Professor of Social Work—B.A., Brown University; M.S.W., Columbia University

Christine Mulcahey

Professor, Henry Barnard School—B.A., University of Rhode Island; M.A.T., Rhode Island College; Ph.D., Rhode Island College and University of Rhode Island

Trudy C. Mulvey

Assistant Professor of Nursing—B.S., Rhode Island College; M.S.N., Yale University

***Ann Marie Mumm**

Associate Professor of Social Work—B.A., M.A., State University of New York (Buffalo); Ph.D., Rutgers University

Tjalda Nauta

Director of the James P. Adams Library—B.A., McGill University; M.L.S., Simmons College

***John Nazarian**

President, and Professor of Mathematics—Ed.B., Rhode Island College; A.M., Brown University; M.A., University of Illinois; Ph.D., New York University

Maureen Newman

Associate Professor of Nursing—B.S., Boston College; M.S., Boston University; Ph.D., University of Virginia

Susan E. Nicholson

Assistant Professor of Music and Secondary Education—B.M., M.M.Ed., Winthrop University; D.M.A., University of Miami

Darek Niklas

Associate Professor of Sociology—M.A., Ph.D., University of Warsaw

***Jayashree Nimmagadda**

Associate Professor of Social Work—B.A., M.S.W., University of Madras; M.Phil., National Institute of Mental Health and Neurosciences; Ph.D., University of Illinois (Urbana)

***John M. Niska**

Assistant Professor of Middle Level Education—B.A., M.A., Michigan State University; Ed.S., Eastern Michigan University; Ph.D., Iowa State University

***Madeline F. Nixon**

Professor of Elementary Education—A.B., Notre Dame College; M.S.Ed., Wagner College Graduate School; M.L.S., University of Rhode Island; D.A., Simmons College

***June A. Nutter**

Assistant Professor of Health and Physical Education—B.S., University of Oklahoma; M.A., University of Nebraska (Omaha); Ph.D., University of Nebraska (Lincoln)

***Mifrando S. Obach**

Associate Professor of Counseling and Educational Psychology and Department Chair, and Interim Associate Dean, Undergraduate Studies, Feinstein School of Education and Human Development—B.S., College of Santa Fe; M.A., Saint Mary's College (Winona); M.S., Ph.D., Tulane University

John N. O'del

Assistant Professor of Management—B.A., M.S., Ph.D., State University of New York (Buffalo)

Stan Oldstein

Assistant Professor, Henry Barnard School—B.A., Franklin and Marshall College; M.Ed., Lesley College

***Audrey Perryman Olmsted**

Associate Professor of Communications and Department Chair—B.A., M.A., University of Northern Iowa; Ph.D., Indiana University

***Richard R. Olmsted**

Professor of Philosophy and Department Chair—B.A., M.A., Ed.S., University of Northern Iowa; M.Div., Harvard University; Ed.D., Indiana University

***Lenore J. Olsen**

Professor of Social Work and M.S.W. Department Chair—B.A., M.S.S.A., Ph.D., Case Western Reserve University

***Jeannine Olson**

Professor of History—B.A., Saint Olaf College; A.M., Ph.D., Stanford University

Ellie O'Neill

Director of Alumni Affairs—B.A., Ladycliff College

***Nancy Oppenlander**

Associate Professor of Political Science—B.A., Indiana University; M.A., Ph.D., Michigan State University

Lisa Owen

Assistant Professor of Elementary Education—B.A., University of South Florida; M.S., Florida State University; Ph.D., University of Texas (Austin)

***Charles W. Owens**

Associate Professor of Biology—B.S., M.A., Ph.D., Bowling Green University

***Mustafa Özcan**

Assistant Professor of Foundations of Education—B.A., M.A., University of Ankara; Ph.D., University of Iowa

Karen S. Paley

Assistant Professor of English—B.A., University of Rochester; M.Ed.; Boston State College; M.A., University of New Hampshire; Ph.D., Northeastern University

***Philip J. Palombo**

Associate Professor of Communications—B.A., Union of Experimenting Colleges and Universities; M.F.A., Massachusetts College of Art

G. Laurie Pamental

Associate Professor of Management—B.S., Holy Cross College; M.B.A., New York University; Ph.D., Boston College

***Carolyn P. Panofsky**

Professor of Foundations of Education—B.A., M.A. in English, M.A. in Reading Education, University of California; Ph.D., University of New Mexico

Laurie Parkerson

Assistant Professor, Henry Barnard School—B.S., University of Georgia; M.S.L.S., M.A.T., Spalding University

Dolores A. Passarelli

Director of Academic Support and Information Services—B.A., M.Ed., Rhode Island College

Susan K. Patterson

Assistant Professor of Educational Studies—B.S.E., Delta State University; M.Ed., University of Tennessee (Chattanooga); Ph.D., University of Alabama

***Roberta S. Pearlmuter**

Associate Professor of Social Work—B.A., Boston University; M.S.W., Ph.D., University of Kansas

Gary M. Penfield

Vice President for Student Affairs and Dean of Students—B.S., State University of New York (Albany); M.S., Ed.D., University of Cincinnati

***John A. Perkins**

Professor of Counselor Education—B.A., Ed.M., University of Maine; C.A.G.S., Boston University; Ph.D., University of Connecticut

Richard A. Perreault

Assistant Professor of Accounting and Computer Information Systems—B.B.A., University of Massachusetts; M.Ed., Bryant College

***John A. Perrotta**

Associate Professor of Political Science—B.A., University of Rhode Island; M.A., Ph.D., New York University

Dorothy V. Petrarca

Assistant Professor of Nursing—B.S.N., M.S.N., University of Rhode Island

***Peter E. Piccillo**

Associate Professor of History—B.S., M.S., State University College (Buffalo); Ph.D., State University College (Binghamton)

***Alan Pickart**

Assistant Professor of Theatre—B.F.A., University of Florida; M.F.A., University of South Carolina

***Willis E. Poole**

Associate Professor of Secondary Education—B.A., M.Ed., Rhode Island College; M.A.T., School for International Training; Ph.D., New York University

Russell A. Potter

Associate Professor of English—B.A., The Evergreen State College; M.A., Syracuse University; Ph.D., Brown University

***Victor L. Profughi**

Professor of Political Science—B.S., Indiana State College; M.A., Ph.D., University of Pittsburgh

Richard W. Prull

Assistant Vice President for Information Services—B.A., Duquesne University; M.A., University of Rhode Island; Ph.D., Boston College

***Jane E. Przybyla**

Assistant Professor of Accounting—B.A., Catholic University of America; M.B.A., Rutgers University

Patricia B. Quigley

Assistant Professor of Nursing—B.S.N., M.N.Ed., University of Pittsburgh

Stephen P. Ramocki

Professor of Marketing—B.S., University of Lowell; M.S., Clarkson College of Technology; Ph.D., Rensselaer Polytechnic Institute

***Tom M. Randall**

Professor of Psychology—B.A., University of Illinois; M.A., Ph.D., State University of New York (Buffalo)

***Betty J. Rauhe**

Associate Professor of Health Education—A.A., Mohawk Valley Community College; B.S., State University of New York (Cortland); M.S., H.S.D., Indiana University (Bloomington)

***Frederic G. Reamer**

Professor of Social Work—B.A., University of Maryland; A.M., Ph.D., University of Chicago

***Maureen Reddy**

Professor of English—B.A., M.A., Boston College; Ph.D., University of Minnesota

Susan A. Reyland

Assistant Professor of Counseling and Educational Psychology—B.A., University of Cincinnati; M.A., City College of New York; Ph.D., Fordham University

Steven B. Rivers

Associate Professor of Physics—B.S., Fairfield University; M.S. University of Maryland (College Park); Ph.D., University of Maine

Martha Roberts

Assistant Professor, Henry Barnard School—B.S., University of Vermont; M.Ed., Lesley College

***Krista L. Robertson**

Assistant Professor of Counseling and Educational Psychology—B.A., M.A., Ph.D., University of Rhode Island

John P. Roche

Professor of Sociology—B.A., City College of New York; M.A., New School for Social Research; Ph.D., University of Connecticut

***Mariano Rodrigues Jr.**

Professor of Mathematics—A.B., Brown University; A.M., Boston College; Ph.D., New York University

***Marjorie Roemer**

Professor of English—B.A., Bennington College; M.A., New York University; Ph.D., Brandeis University

***Joan H. Rollins**

Professor of Psychology and Department Chair—A.B., Goucher College; A.M., Fordham University; Ph.D., University of Oklahoma

Bret L. Rothstein

Associate Professor of Art and Director of Film Studies Program—B.A., Reed College; M.A., Ph.D., University of California (Santa Barbara)

***Elizabeth H. Rowell**

Professor of Elementary Education—B.S., University of Texas; M.A., University of Colorado; Ph.D., University of Connecticut

***Charles L. Roy**

Assistant Professor of Mathematics—Sc.B., Brown University; M.A., Rhode Island College; Ph.D., University of New Hampshire

Alicebelle Maxson Rubotzky

Associate Professor of Nursing—B.S., M.A., Columbia University; Ph.D., University of Colorado

***Pamela C. Rubovits**

Professor of Psychology—A.B., Mount Holyoke College; M.A., Ph.D., University of Illinois

***Robert T. Rude**

Professor of Elementary Education—B.A., M.A., University of Wisconsin (Eau Claire); Ph.D., University of Wisconsin (Madison)

Katherine Rudolph-Larrea

Assistant Professor of Philosophy—B.A., Barnard College; M.A., M.Phil., Yale University; Ph.D., The Johns Hopkins University

Elizabeth A. Ruggiero

Associate Professor, Henry Barnard School—B.Ed., M.Ed., C.A.G.S., Rhode Island College; Ed.D., Boston University

Lisa G. Russell

Associate Professor of Art—B.F.A., Massachusetts College of Art; M.F.A., Tufts University

James Ryczek

Director of Field Education (School of Social Work)—B.M., University of Massachusetts (Amherst); M.S.W., Boston University Graduate School of Social Work

***Nazanin Sahba**

Associate Professor of Industrial Technology—B.S., Aryamehr University of Technology; M.S., Worcester Polytechnic Institute; Ph.D., University of Rhode Island

Alan M. Salemi

Director of Aquatics—B.S., University of Rhode Island

Kristen K. Salemi

Director of Student Activities—B.A., M.A., Rhode Island College

***Albert C. Salzberg**

Professor of English—A.B., A.M., Brooklyn College; Ph.D., New York University

***Helen E. Salzberg**

Professor of Mathematics, and Mathematics and Computer Science Department Chair—B.A., Brooklyn College; M.A., University of Wisconsin

Carmen Sanchez-Rosado

Assistant Professor, Henry Barnard School—B.A., University of Puerto Rico; M.A.T., University of Rhode Island

Kathryn E. Sanders

Associate Professor of Computer Science—B.A., M.S., Ph.D., Brown University; J.D., Harvard University

Kathryn M. Sasso

Director of Conferences and Special Events—B.A., Rhode Island College

James A. Schaefer

Associate Professor of Mathematics and Computer Science—B.S., Marietta College; M.S. in Mathematics, M.S. in Computer Science, University of Illinois

***Barbara A. Schapiro**

Professor of English—B.A., University of Michigan; M.A., Ph.D., Tufts University

Susan J. Schenck

Director of School Partnerships and Field Placements—B.S., M.Ed., Rhode Island College; C.A.G.S., Ph.D., University of Connecticut

***Barry Schiller**

Professor of Mathematics—B.S., College of the City of New York; A.M., University of California (Davis)

Thomas A. Schmeling

Assistant Professor of Political Science—B.A., Saint Olaf College; Ph.D., University of Wisconsin (Madison)

***Joanne Schneider**

Associate Professor of History and Department Chair—B.A., St. Olaf College; M.A., Ph.D., Brown University

***Leslie Ann Schuster**

Professor of History—B.A., Roosevelt University; M.A., Ph.D., Northern Illinois University

***James A. Schweikart**

Dean, School of Management and Technology, and Professor of Accounting—B.B.A., University of Wisconsin; M.S., University of Rhode Island; M.B.A., Ph.D., Indiana University

Joseph A. Sciulli

Assistant Professor of Elementary Education—B.A., Point Park University; M.S.I.S., University of Pittsburgh; M.Ed., Ph.D., Duquesne University

***Daniel M. Scott III**

Associate Professor of English—B.A., Georgia State University; M.A., Ph.D., University of Illinois

***James T. Sedlock**

Professor of Mathematics—B.A., LaSalle College; M.S., Ph.D., Lehigh University

Anna Marie Sepe

Assistant Professor of Nursing—B.S., M.S., Rhode Island College; M.S.N., University of Rhode Island

Leslie A. Sevey

Assistant Professor, Henry Barnard School—B.S., Indiana University of Pennsylvania; M.Ed., Rhode Island College

Holly L. Shadoian

Director of Admissions—B.A., M.Ed., Rhode Island College; Ph.D., University of Connecticut

Raquel Shapiro

Professor, Henry Barnard School—B.Ed., M.Ed., C.A.G.S., Rhode Island College; Ed.D., Boston University

Carol Reagan Shelton

Professor of Nursing—B.S.N., Salve Regina College; M.S., University of Minnesota; Ph.D., Brandeis University

***Marita Sheridan**

Associate Professor of Biology—B.A., Newton College; M.A., State University of New York (Plattsburgh); Ph.D., Boston University

Sondra Sherman

Assistant Professor of Art—B.F.A., Tyler School of Art, Temple University; M.F.A., Munich Academy of Fine Arts

***Tomoji Shogenji**

Professor of Philosophy—B.A., M.A., University of Tokyo; Ph.D., University of Southern California

***Deborah Harriet Siegel**

Professor of Social Work—B.A., Dickinson College; A.M., Ph.D., University of Chicago

***Roger Simons**

Professor of Mathematics and Computer Science—A.B., University of California (Los Angeles); Sc.M., Brown University; M.A., Ph.D., University of California (Berkeley)

***Shellie Simons**

Assistant Professor of Nursing—B.S., State University of New York; M.S., Boston University

***Earl L. Simson**

Associate Professor of Psychology, and Associate Dean, Faculty of Arts and Sciences—B.S., M.A., Ph.D., University of Massachusetts

***Amritjit Singh**

Professor of English—B.A., Panjab University; M.A., Kurukshetra University; A.M., Ph.D., New York University

Katherine Capshaw Smith

Assistant Professor of English—B.A., Manhattan College; M.A., Ph.D., University of Connecticut

Michael E. Smith

Assistant to the President—B.A., Rhode Island College; M.P.A., Harvard University

Nicole C. Smith

Assistant Professor of Nursing—B.S.N., Fairleigh Dickinson University; M.S.N., Georgia College and State University

***Raymond Smith**

Professor of Music—B.S., State University of New York (Potsdam); A.M., Syracuse University; Ph.D., University of Rochester

***Sheri Smith**

Professor of Philosophy—B.A., Millikin University; A.M., Ph.D., Brown University

***Charles G. Snow Jr.**

Associate Professor of Accounting—B.S., Stonehill College; M.B.A., Babson College; Ph.D., Drexel University

Daniel P. Snowman

Associate Professor of Physical Sciences—B.S., Gordon College; Ph.D., University of Maine (Orono)

Henk-Evert Sonder

Director of Network and Telecommunications—M.A., Enschede University of Professional Studies

Rebecca L. Sparks

Assistant Professor of Mathematics—B.A., Rhode Island College; M.S., Ph.D., University of Rhode Island

Timothy J. Spindler

Reference Librarian/Technology Coordinator and Assistant Professor in the James P. Adams Library—B.A., M.L.I.S., University of Wisconsin (Milwaukee); M.A., University of Wisconsin (Eau Claire)

***Claudia Springer**

Professor of English—B.A., M.A., Ph.D., Northwestern University

F. Haven Starr

Assistant Principal and Assistant Professor, Henry Barnard School—B.S., Arkansas State University; M.S., Southern Illinois University; C.A.G.S., University of Connecticut

Beth L. Starring

Assistant Professor, Henry Barnard School—B.S., Rhode Island College

Bryan E. Steinberg

Associate Professor of Art—B.F.A., Rhode Island School of Design; M.F.A., University of Notre Dame

***Ezra L. Stieglitz**

Professor of Elementary Education—B.S., M.S., City College of New York; Ph.D., University of Pittsburgh

Judith L. Stillman

Artist-in-Residence and Professor of Music—B.M., M.M., D.M.A., The Juilliard School

Judith E. Stokes

Serials Librarian and Assistant Professor in the James P. Adams Library—B.A., Rhode Island College; M.S., Simmons College

***Milburn J. Stone**

Professor of Political Science and Secondary Education—A.B., San Diego State College; M.A., Ph.D., Claremont Graduate School

***David B. Sugarman**

Professor of Psychology—A.B., Clark University; M.S., Ph.D., Yeshiva University

Caroline Sullivan

Assistant Professor of Computer Science—B.S., Emory University; M.A., Ph.D., Boston University

Mary M. Sullivan

Professor of Mathematics and Secondary Education—B.A., M.A., Boston College; Ed.D., University of Massachusetts (Lowell)

John Sumerlin

Professor of Music—B.M., Manhattan School of Music; M.M., Cincinnati Conservatory of Music

William E. Swigart

Director of Continuing Education and Summer Sessions—B.A., M.A., Rhode Island College

***Marilyn Sylvestre**

Associate Professor of Accounting—B.A., University of Hartford; M.S., University of Rhode Island

Charlene Szczepanek

Bursar—B.A., Rhode Island College; M.B.A., Bryant College

James L. Taylor Jr.

Assistant Professor of Theatre—B.A., University of North Carolina (Chapel Hill); M.A., California State University (Los Angeles); Ph.D., Florida State University

Christopher Teixeira

Assistant Professor of Mathematics—B.S., University of Massachusetts (Dartmouth); M.S., Ph.D., University of Rhode Island

Donald E. Tencher

Director of Intercollegiate Athletics, Intramurals, and Recreation—B.S., Barrington College; M.S., University of Rhode Island

***Tony Yung-Yuan Teng**

Associate Professor of History—B.A., Tunghai University (Taiwan); M.A., Occidental College (Los Angeles); Ph.D., University of Wisconsin (Madison)

Robert G. Tetreault

Director of Human Resources—B.A., University of Rhode Island; M.B.A., Bryant College

***David S. Thomas**

Professor of History—A.B., Suffolk University; A.M., Boston University; M.A., Ph.D., Institute of Islamic Studies, McGill University

Patricia A. Thomas

Professor of Nursing—B.S.N., University of Rhode Island; M.S., Boston College; Ph.D., University of Connecticut

Ronald Tibbetts

Principal and Associate Professor, Henry Barnard School—B.S., University of Bridgeport; M.Ed., Lowell University; Ed.D., Clark University

***Paul Tiskus**

Associate Professor of Secondary Education and Science, and Educational Studies Department Chair—B.A., Hope College; M.S., Ph.D., Indiana University

***Richard Tropper**

Professor of Psychology—A.B., Emory University; M.A., Ph.D., Boston University

Lynn Wachtel

Director and Nurse Practitioner of Health Services—B.S.N., Simmons College; M.S.N., University of Rhode Island

Elaine A. Walsh

Assistant Professor, Henry Barnard School—B.S., M.Ed., Rhode Island College

Melody Ruffin Ward

Associate Professor of Dance—B.A., Spelman College; M.F.A., University of Michigan

***S. Salman Wasti**

Professor of Biology—B.Sc., M.Sc., Sind University, Pakistan; M.S., University of Hawaii; Ph.D., University of Massachusetts

***Laurence A. Weil**

Associate Professor of Political Science—A.B., University of Georgia; M.A., University of Maryland; Ph.D., Cornell University

***Richard R. Weiner**

Dean, Faculty of Arts and Sciences, and Professor of Political Science—B.A., Brooklyn College, City University of New York; M.A., New School for Social Research; M.Phil., Ph.D., Columbia University

***Daniel Weisman**

Professor of Social Work—B.A., City College of New York; M.S.W., University of Michigan; Ph.D., Rutgers University

Carla M. Weiss

Reference Librarian and Assistant Professor in the James P. Adams—B.A., State University of New York (Stony Brook); A.M.L.S., University of Michigan

Rosemary E. Weston-Gil

Assistant Professor of Spanish and Secondary Education—
B.A., M.A., Ph.D., University of Massachusetts (Amherst)

***Duncan White**

Associate Professor of Psychology—B.S., Roanoke College;
M.S., Ph.D., Memphis State University

***Donna Wiberg**

Assistant Professor of Nursing—B.S., Salve Regina College;
M.S., N.P., University of Rhode Island

***Cheryl L. Williams**

Assistant Professor of Art and Educational Studies—B.A.,
M.A., Purdue University; Ph.D., The Ohio State University
(Columbus)

Jane Williams

Professor of Nursing and Department Chair—B.S.,
University of Michigan; M.A., New York University; Ph.D.,
University of Rhode Island

***John C. Williams Jr.**

Professor of Chemistry—B.S., Millsaps College; Ph.D.,
Tulane University

Alex H. Wilson

Assistant Professor of Economics and Finance—B.A.,
University of Colorado; M.B.A., University of Denver;
Ph.D., Drexel University

David A. Wilson

Director of Audiovisual Services—B.S., M.S., Rhode Island
College

William M. Wilson Jr.

Associate Professor of Theatre, and Music, Theatre, and
Dance Department Chair—B.F.A., Western Michigan
University; M.F.A., Wayne State University

***Julie E. Wollman-Bonilla**

Professor of Elementary Education, and Interim Dean,
Feinstein School of Education and Human Development—
B.A., Harvard University; M.A., University of Pennsylvania;
Ph.D., New York University

Carolyn Wood

Professor of Nursing—B.S., Salve Regina College; M.S.,
Boston University; Ph.D., University of Connecticut

David C. Woolman

Librarian, Curriculum Resources Center, and Professor in the
James P. Adams Library—B.A., Trinity College; M.A., Rhode
Island College; M.L.S., University of Rhode Island; Ph.D.,
University of Connecticut

Bin Yu

Interim Director of Management Information Systems—
B.S., M.A., Fudan University; M.A., Brown University

***Ying Zhou**

Professor of Mathematics—B.A., M.A., Beijing Teacher's
College; M.A., Ph.D., State University of New
York (Buffalo)

Joseph L. Zornado

Associate Professor of English—B.A., M.A., San Diego State
University; Ph.D., University of Connecticut

Adjunct Faculty

OFFICE OF SCHOOL PARTNERSHIPS AND FIELD PLACEMENTS

Barrington

Cortland Cady, Amy Gusetti, Irene Utterback

Bristol/Warren

Barbara Betres, Virginia Boyle, Christine Buckman, Judy Colaluca, Marie Cottrell, Michelle DaSilva, Pat Gablonski, Jane Glass, Terry Gordon, John Marshall, Michael McGee, Marilyn Roberti, Shannon Swist, Trisha Talbot

Burrillville

Rachel Auclair, Lisa Carpenter, Laury Cornell, Dalen Favali, Barbara LaChapelle, Kathan Mospaw, John Wignot

Central Falls

Kim Alix, Virginia Benoit, Karen Cardozza, Tracy Cavanaugh, Nancy Chenard, Gloria Ciesynski, Steve DeLeo, Vanessa Jenson, Tina Lyman, George McLaughlin, Lorraine Mello, Candace Mendes, Marie O'Neill, Cheryl Palladino, Margaret Sachembre, Robert Scappini, Jennifer Scott

Chariho

Cathy Moffitt

Coventry

Jen Asay, Catherine Burdick, Janine Carcier, Betty Creelman, Tara D'Aleno, Rick Fava, Elaine Guillette, Jill Hague, Jennifer Haughton, Lee Hughes, Jen Jendescke, Lisa Johansen, Debbie Kolling, Joyce Martinelli, Jason Murray, Kim O'Connell, Gail Robinson, Elizabeth Schart, Helene Scola, Kate Shaffer, Jen Spinard, Janice Taylor, Kathy Tefft

Cranston

Rhonda Asprino, Paula Asadoorian, Janet Barrows, Bette Beaucaire, Bernadette Bowen, Michelle Cagnalia, Carol Campbell, Patricia Capuano, Carmelina Carmosino, Paul Carpentier, Claudia Carr, Diane Chappel, Melissa Cloutier, Peter D'Aguanno, Marie DiMascio, Ana dos Santos, Elizabeth Federman, Kim Fera, Ann-Marie Ferro, Jacqueline Forrest, Lucy Garzilli, Alice Gebhart, Jennifer Giuliano, Sheila Grace, Walter Jeschke, Margaret Kelly, Melissa Kinare, Lauren King, Elizabeth Lakin, Pauline Landolfi, Anita Lindberg, Susan Marshall, Lynn Morales, Andrea Mueller, Jennifer Myers, Susan Neary, Kristen Norberg, Alfred Pannone, Deborah Petteruti, Margaret Rankin, Liz Ruest, Holly Scripsack, Gerry Smith, Jennifer Terry, Debra Turilli, Natalie Urban, Lisa Ventetuoio, Barbara Wahlberg, Tracy Wasilewski, Lynn Zarcaro, Donna Zaroogian, Barbara Zenofthy, Arlene Zorian

Cumberland

Melissa Barrette, Sandra Beagan, Kelly Brown, Nancy Capinieri, Shelia DiOrio, Kathleen Girouard, Robin Guenther, Theresa McMichael, Barbara Rutka, Teresa Smith

East Greenwich

Cynthia Duffy, Erin Oda

East Providence

Greg Amori, Candace Andrade, Debbie Brun, Bonnie Clayton, MaryAnn Duval, Janice Frese, Linda Harnois, Leslie Logan, Dawn Lydon, James Manchester, Donna Rapoza, Taren Shorter, Karin Smith, Barbara Traverse, Patricia Usena, Marcia Vallese, Kerri Vermette

Exeter/West Greenwich

Mimi Bouchard, Sharon Callanan, Carol Grandin, Robin Hanley, Elizabeth Hurst, Terry Packer, Amie Ray, Denise Sherman, Christine Southworth, Sandy Supper, Terri Young

Foster

Cathy Santosusso

Foster/Glocester

Jean Aldous, Nancy Boyden, Maureen Danforth, John Kelly, Ross McCurdy, Patricia McDermott, L. Mokaba, Jay Rueker, Rebecca Walsh

Glocester

Lynn Benetti, Erin Ryan MacHee, Kathy Simmons

Johnston

Cammille Acciaro, Jeanne Beeley, Nicole Chamalian, Julie Childer, Susan DeConte, Donna Doutre, Lori Facha, Rose Filocco, Roberta Herchen, Lisa Hunt, Deborah Licciardi, Nancy Nelson, Bonnie Renfrew, Jennifer Shortall, Nancy Vuono, Denise Zarcaro

Lincoln

Wayne Brooder, Karen Costa, Laurie-Jean Crosek, Elinor Deorsey, Nancy Gallagher, Sara Goldberg, Sandra Goyette, Claudia Jacques, Charleen Lagace, Caroline Mack, Janet Malansant, Kelly Marine, Richard Morrissey, Jo-Ann Phillips, Linda Ranney, Debra Reddy, Kattie Reeve, Betty Ann Reynolds, Jeff Smith

Middletown

Jennifer Foster-Haslam

North Kingstown

Donald Annaldo, Christine Benedict, Karen Bernstein, Nancy Champagne, Cathe Franco, Jessica Giguere, Marilyn Huntsman, Matt Lyons, Barbara Morse, Sandy Oliver, Susan Tarbox, Joanne Walsh, Judy Wooler

North Providence

Laurie Batch, Gail Boyce, Cindy Braca, Maria Branco, Anthony Carbone, Tara Carlam, Mellisa Centracchio, John Cerra, Darlene Chabot, Carol D'Amico, Robert DelPrete, Merle Dresner, Barbara Emerson, Joyce Federick, Paula George, Jodi Graziano, Lynn Hickey, Nancy Iafrate, Karen Landregan, Camellia Martin, Elaine Milkaitis, Stephen Morrison, Janine Napolitano, Susan Nassi, Beverly Paesano, Marion Pogorilich, Christopher Pono, Gloria Raimone, Gerald Rubino, John Schulthesis, Lee Sisak, Anthony Vacca, Cathy Zirilli

North Smithfield

Fritz Benz, Harold Demers, Amy Gravel, Mark Hardiman, Mary Ann Mann, Regina McAdam

Pawtucket

Patricia Anderson, Karen Banas, Gregory Barker, Stacey Bourassa, Brenda Brouillette, Thelma Burbank, Bruce Butler, Zita Butler, Donald Chabot, Diane Coyle, Amy Fitzpatrick, Debra Girard, Kathleen Girouard, Judith Gugel, Elizabeth Hoyt, Brenda Lafond, Frank Laliberte, Darlene Mixer, Melanie Moe, Janet Rabbitt, Charles Shea, Karen Sorrantine, Kate Taylor, Jill Theroux, Jeff Toth, Dianne Vadasis, Kathleen Wallace, Maureen Williamson, Lisa Zavota

Portsmouth

Leigh Robinson

Providence

Robin Alcott, James Charlson, Steve Cohen, Kelly Farrell, Susan Friendson, Wayne Kilcline, Kim Luca, Beverly Martin, Elaine Miele, Jay McCubbin, Arthur Rustigian, Lori Santaniello, Clarence Thomas

Providence/Private

Elizabeth Reynolds

Scituate

Sue Andrews, Mary Louise Harrison, Chris Morello, David Neves, Kevin Ryan, Maggie Stormont, Paula Sullivan

Smithfield

Erin Arndt, Diane Bonn, Patricia Carter, Janet Ciampanelli, Steven DeCurtis, Karen Deslauriers, Lynn Farren, Donna Gray, Fran Harris, Kelly Lange, David Martin, Cathy Pleau, Adam Smith, Frank Varrecchione, Laura Zucker

South Kingstown

Gary Bryson, Elizabeth Ferguson, Mary Ellen O'Keefe, Gail Saborio, Elizabeth Schenck

Tiverton

Gerri Feldman, Sue Spicer

Warwick

Bethany Almagno, Michael Almeida, Joan Coduci, Leila Connolly, Linda Constable, Linda Cunningham, Alison Dottor, Brian Flynn, Diane Newman Goins, Melissa Haywood, Sue Hogan, Kristen Inman, Nancy Kennedy, Paula Lamarcha, Kathleen McCarthy, Gary McCoombs, Charlee McElroy, Marilyn McKeever, Debra Miller, Jeanne Miranda, Anne Mulsheuoch, Joanne Muto, Judith Nelson, Linda Noble, Richard Notardonato, Margaret Pallini, Julie Pezzullo, Jo-Ann Phillips, Dawn Romans, Gregory Rubano, Lynn Seidenberg, Paul St. Ours, Laurie Straus-Inman, Agatha Tresky, Chris Williams, Donna Wnuk

West Warwick

Helen Arbor, Susan Chabot, Sean Doyle, Kathy Lenihan, Brenda MacLean, Melissa Pare-Rogers, Susan Petrarca, Denise Rondeau, Peggy Szeliga

Woonsocket

Dennis Baldwin, Corrine Capalbo, Larry DiGregorio, Patricia Durkin, Sharon Ferrara, Mark Hopkins, Patty Lewis, Kathleen Linton, Amy Marvel, Patricia Mastin, Diane Mayes, Therese Nault, Joyce Picard, Michelle Sgambato, Louise Thronton, Laura Woods

CLINICAL LABORATORY SCIENCE**Rhode Island Hospital**

Adjunct Assistant Professor of Clinical Laboratory Science:
David J. Mello, M.T. (ASCP), CLS, B.S., M.S., Southeastern Massachusetts University.

Adjunct Lecturer of Clinical Laboratory Science:
Lewis Glasser, M.D., Cornell University Medical School.

Cooperating Instructors of Clinical Laboratory Science:

Dianne Auld, M.T. (ASCP), B.S., Rhode Island College;
 Linda Binns, M.T. (ASCP), B.S., University of Rhode Island,
 M.S., Northeastern University; Sheryl L. Crowell, M.T.
 (ASCP), B.S., University of Rhode Island; Sandra DeMarinis,
 M.T. (ASCP), M.S., University of Rhode Island; Karen
 Ferreira, M.T. (ASCP), B.S., Salve Regina University; Mary
 Ann Godek, M.T. (ASCP), B.S., Rhode Island College;
 Dolores MacKenzie, M.T. (ASCP), SBB, B.S., Rhode Island
 College; Anthony J. Moore, M.T. (ASCP), B.S., University of
 Rhode Island; Gary Pereira, B.S., University of Rhode Island;
 Denise Rioux, M.T. (ASCP), B.S., Stonehill College; Debra
 Smeal, M.T. (ASCP), B.S., Salve Regina University; Steven
 Smeal, M.T. (ASCP), B.S., M.S., University of Rhode Island;
 Valerie Whitehead, M.T. (ASCP), B.S., Salve Regina
 University.

COUNSELING AND EDUCATIONAL PSYCHOLOGY

Marla Berkley, Psy.D.; Leslie Desjarlais, C.A.G.S.; Helene
 Martin, C.A.G.S.; Ralph Montella, C.A.G.S.; Kevin Myers,
 Ph.D.; Stephen Nelson, Ph.D.; Nihal Özcan, Ph.D.; Ellen
 Weaver Paquette, C.A.G.S.; Mary Ellen Tillotson, Ph.D.;
 Walter Sweeney, Ph.D.

EARLY ENROLLMENT PROGRAM**Barrington High School**

Kathleen McCarthy, Tammy McMichael, Patrick Sullivan

Bishop Hendricken High School

Joseph Theroux

Burrillville High School

Charles Boucher, Mary Lee Drouin, Frances Gordon, Susan
 Mosher

Central Falls

Robin Yates

Chariho High School

Brian Asher, Joe Capalbo, Diane Maclean, John Menihan

Classical High School

Scott Barr, Aja Butler, Michael Eckenroth, Karen Hickey,
 Bradford Macksoud, Umberto Prezioso

Coventry High School

Ernest DiMicco, James Erinakes, Denise Heald, William
 Smith, Kathleen Sullivan, Amy Zenion

Cranston High School East

Ryan Blazejewski, Ronald Boemker, Howard Chun, Diane
 Fonseca, Lauretta Lunghi, Douglas McGunagle

Cranston High School West

Lucy Byrd, Pamela Kahn, Dale King, Lauren King, Al
 Pannone, Helen Poor, Caroline Sczerbinski, Deborah
 Truchon, Daniella Valerani

Cumberland High School

Emilia Cooney, Frank Cooney, Maureen Coutu, Carol Hoyle,
 Sharon Michalopoulos, Linda Prescott

East Greenwich High School

Cindy Duffy, Raymond Pouliot

East Providence High School

Paula Frank, Larry Izzzi, Ana Melo, Marilyn Whittet

Exeter-West Greenwich High School

Jean Murano, Louise Oliveira, Michelle Pratt, Karen Purtil,
 Barbara Wilmot

Franklin High School

Deborah Murphy

Holbrook High School

John Boyce, John Goniatis

Johnston High School

Linda LeMarier, Donna Palumbo, Karen Smith-Pascoli, Tim
 Sprouls

Lincoln High School

George Aragao, Jeffrey Bitton, Theresa DeRiso, Larry
 Desrosiers, Clara Medeiros, Peter Moreau, Richard
 Morrissey, Kathy Moylan, Caroline Ricci, James Smith, John
 Sousa, Mary Viruleg

Middletown High School

Catherine Milone, Kevin Zahm

Mt. Hope High School

Greg Arruda, Joesph Marques, Jean Mollicone, Anne Ricci,
 Tricia Talbot

Mt. Saint Charles Academy

Gail Barretto, Edwin Burke, Richard Lawrence, Joseph
 O'Neill

Narragansett High School

Bruna Boyle, Kathy Capalbo, Daniella Johnson, Gabriella
 McNamara

North Providence High School

David Centracchio, John Cerra, David Doiron, Donald Earnshaw, Louis Lanni, John Schultheis

North Smithfield High School

Kristen Archambault, Hannah Cevoli, Harold Demers, Margaret Garland, Mark Hardiman, Lynn Richards, William Space, Thomas Yeaw

Pilgrim High School

Elizabeth Anderson, Karen DiBiase, Coleen Griffith, Katie Maher, Robert Morin, Joanne Phillips, Carmen Pina, Carolyn Trombi

Ponaganset High School

Susan Poor, Paul Shawver, Steve Simmons

Portsmouth High School

Karen Jeong, Michael Marra, Michael Medeiros, Michael Podraza, Amy Wilcox

Rogers High School

Alan Bardsley, Joanne Cadenazzi, Robert Caldwell, Cynthia Cykert, Richard Fullerton, Amy Kalif, Janel Paquin

Saint Raphael Academy

Leslie Durigan, Patricia Hayes, Joan Seward

Scituate High School

Scott Bатtey, Jean Esposito, Amy Grundt, James Haney, Otilia Nobrega

Seekonk High School

Robert Hartley, Paula Krauss, Thomas Sullivan

Shea High School

Thomas DuBuque, Kathleen Forrest, Jean Hall, James Matuszek, Sharon Oliveira

Smithfield High School

Lora Balasco, Diane Bonn, Kevin Cullen, Stephen DeCurtis, Margarita Dempsey, Jay DiSandro, Thomas Hines, Jeffrey Macari, Michael Murray, Christine O'Dowd

South Kingstown High School

Michael Alper, Doug Carr, Beth Casagrande, Jackie Fagan, Catherine Pastore, Stephanie Steinly, Karen Windley

Tiverton High School

George Crook, Gary Drewniak, Peter Forrest

Toll Gate High School

Heidi Bennett, Whitney Biafore, Alicia Lekos, Darlene Netcoh, Joseph Paliotta, Meredith Wittwer, Julia Wold

Tolman High School

Roland Doucette, Julie Goulet, Kevin Kavanaugh, Paula Najarian

Warwick Vets High School

Alfred Tanner, Vicki Venditelli

West Warwick High School

John Capwell, Donna Clemence, Sean Doyle, John Giovanelli, Wendy Karspeck, Marc LeBlanc, Joan Machado, Eileen Nagel, George Patton

Westerly High School

Michael Braceland, Linda Chaffee, Donald Denny, Barry Leighton, Daniel McKenna, Denise Sevigny, Gail Thompson

Woonsocket High School

Romeo Berthiaume, Larry DeGregorio, Michael Kane, John Marsella, Janet Miele, Roth Nordin, Anthony Raposo, Louise Thornton

EDUCATION DOCTORAL PROGRAM**University of Rhode Island***Adjunct Professors:*

John Boulmetis, Human Science and Services; Susan Brady, Psychology; Susan Trostle Brand, Education; David Byrd, Education; Joanne Eichinger, Education; Marcia Marker Feld, Community Planning and Landscape Architecture; Robert Felner, Education; Louis Heifetz, Education; Diane Horm, Human Development; Lynn McKinney, Human Science and Services; Richard Purnell, Education; George Willis, Education; Grant Willis, Psychology; Betty Young, Education.

Adjunct Associate Professors:

Debra Ballinger, Physical Education; Katie Branch, Human Development; Sandy Jean Hicks, Education; Dana Kovarsky, Communicative Disorders; Susan Roush, Physical Therapy.

Adjunct Assistant Professors:

Peter Adamy, Education; Francine Roy, Education; Minsuk Shim, Education.

MUSIC, THEATRE, AND DANCE**Dance***Adjunct Instructors of Dance:*

Michelle Bastien Geremia, B.S., M.Ed., Rhode Island College; Anne Beretta Morsilli; Kathy St. Jean, B.S., Rhode Island College; Angelica Vessella, B.A., Rhode Island College.

Music

Adjunct Professors of Music:

Natalya Goncharova, M.A.T., Rhode Island College; Lila Kane, B.A., Brooklyn College Conservatory of Music; Celeste Labonte, B.S., M.M.Ed., Rhode Island College; Kelly Lange, B.S., M.M.Ed., Rhode Island College; William Maker, B.S., Rhode Island College, M.M., New England Conservatory of Music; Andrew Mangeni, M.A.T., Rhode Island College; Maria Spacagna, La Scala, Metropolitan Opera Company, International Recording Artist.

Adjunct Instructors of Music:

Greg Abate, Berklee School of Music, International Recording Artist; Bridget Baird, B.A., Williams College, B.S. Rhode Island College, M.S.W., Syracuse University; Lynn Benetti, M.A.T., Rhode Island College; Gary Buttery, M.M., University of Northern Colorado; Jeff Cashen, Studio Musician, Freelance Guitarist; Eric Christenson, M.M., Yale University; Elizabeth Dean-Gates, M.M., University of Michigan; Elinor DeOrsey, M.A.T., Rhode Island College; Michael DeQuattro, M.M., Boston Conservatory; Marcelle Gauvin, Jazz Vocalist, B.A., University of Massachusetts (Dartmouth); Mary Ellen Guzzio, B.M., North Carolina School of the Arts, M.M., D.M.A., University of Miami; Kevin Kane, B.S., M.A.T., Rhode Island College; Celeste Labonte, B.A., M.A.T., Rhode Island College; Thomas Lawlor, Vocalist, Opera Coach; Kara Lund, M.M., Arizona State University; Rod Luther, Jazz Pianist; Philip Martorella, B.M., Mannes College, M.M., The Juilliard School, M.M.Ed., Manhattan School of Music; Stephen Martorella, B.M., Mannes College, M.A., Queens College; Joanne Mouradjian, B.S., Rhode Island College; M.M., Boston University; Marjorie Ness, B.M., Oberlin College, M.M., Northwestern University, D.M.A., University of Iowa; Kevin Owen, Boston Pops Esplanade Orchestra; Robert Perry, Ed.D., University of Massachusetts; Louis Pezzullo, B.M., M.M., Boston Conservatory; Denise Plaza-Martin, M.M., New England Conservatory of Music; Eliot Porter, B.A., St. Bass; Susan Rodgers, B.M., Rhode Island College, M.M., New England Conservatory of Music; Ronald Sanfillippo, Jazz Pianist; Frederic Scheff, B.M., Rhode Island College, M.M., D.M.A., University of Kansas; James Seabra, M.A.T.C., Rhode Island College; Donald St. Jean, B.M., University of Rhode Island, M.M., New England Conservatory of Music; Flo St. Jean, B.M., M.M., University of Rhode Island; Susan Wood, B.S., State University of New York, M.M., Indiana University; Carol Zabinski, M.A.T., Rhode Island College; 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 Berenson, 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.

Adjunct Instructors:

Jay Bragan, B.F.A., Emerson College, M.F.A., Rhode Island College, Trinity Rep Conservatory; Sharon Fennessey, B.S., Rhode Island College, M.A., Teachers College, Columbia University; Ruth Sternberg, Production and Stage Manager; Jennifer Swain, M.F.A., Rhode Island College, Trinity Rep Conservatory; Wendy Overly, B.A., Kent State University, M.F.A., Virginia Commonwealth University.

NURSING

Adjunct Faculty:

James Badger, Rhode Island Hospital; Mary Brunell, Roger Williams Hospital; Marie Ghazal, Providence Ambulatory Health Care Foundation, Inc.; Carlyn Jehle, Charlestown Elementary School; Ann McKinnon, Rhode Island Hospital; Therese Rochon, Brown University Center for Gerontology and Health Care Research; Mary Dowd Struck, Women & Infants Hospital of Rhode Island.

Cooperating Faculty:

Darlene Alves, Women & Infants Hospital; Renée Bernard, Roger Williams Hospital; Mary Cabral, Visiting Nurse Association of Rhode Island; Rosemary McCann, St. Joseph's Hospital-Providence; Virginia McCann, Women & Infants Hospital; Marc McGiveny, Richmond Elementary School; Trudy McKendry, Narragansett School System; Marie Preneta, Trudeau Memorial Center; Mary Proietta, Visiting Nurse Association of Rhode Island; Therese Rochon, Hospice Care of Rhode Island.

SCHOOL OF SOCIAL WORK

Field Placement Agencies and Adjunct Field Instructors, B.S.W. Program:

Amos House: Eileen Hayes; Briarcliffe Manor Nursing Home: Kelly Castaldi; Catholic Social Services: Maria Pereira; Children's Friend & Service: Ardell Brackley, Renee Zalesky; Children's Museum: Tonya Glantz; Community

Counseling Center: Barbara Doak, Steven Greenberg; Department of Children, Youth & Families: Sharon Hadley, Mark Lyman, Tony Mansillelo; Family Service, Inc.: Pam Watson; Family Service, Inc.—Foster Care Department: Lori Wiesner; Four Women, Inc.: Amy Hochler; Gateway Health Care, Inc.: Amy Miller, Patrick Placido; John Hope Settlement House: Richmond Flowers; Kent County Mental Health Center: Barbara Lamoureux; Meals on Wheels: Helen McCarthy-Deines; Northern Rhode Island Community Services: Judy Breen, Alicia Curran; The Providence Center: Don LaLiberte, Haven Miles; Providence Regional Family Center: Joan Halpert; Rhode Island Department of Corrections: Evelyn Henley; Rhode Island Department of Corrections—Training School: Tracey Balano, Beth Jordan; RI Veteran's Home: Joseph Alfano; Rhode Island Youth Guidance Center, Inc.: Al Augusta; Sojourner House: C. Kelly Smith; Sophia Academy: Ramona Rodriguez-Mejia; SSTARBIRTH: Diane Gouveia; Tides Family Services: Fernanda Goncalves; Tri-Town Head Start: Jody Cloutier; West View Nursing Home: Ron Caldarone; West Warwick Community Police: Kelly Finch; Wood River Health Center: Ernest Balasco; Woonsocket Head Start: Bridget Bennett-Lewis.

Field Placement Agencies and Adjunct Field instructors, M.S.W. Program:

Adoption Rhode Island: Malaina Murphy; Adult Foster Care: Jackie Cummings; Adult Probation Domestic Violence: Adrian McGowan; Alternatives—Butler Campus: Paul Castaldi; Attleboro High School: Loretta DiBartolo; Auburn Youth & Family Service, Inc.: Marie Sandoli; Big Brother Big Sister New Hope: Lois Foster; Birchwood School: Elizabeth Vachon; Bristol Elder Services: Jeff Raposo; Butler Hospital: Kay Aider, Lynn Pickens; Casey Family Services: Cathy Lewis; Center for Health & Human Services: Kate Blanchett; Chafee Life Skills Center: Kimberly Rodrigues; Child & Family Service: Jane Flynn; Childhood Lead Action Project: Roberta Aaronson; Children's Friend & Service: Amanda Arlein, Seena Franklin; Colt School: Suzanne Duffy; Communities for People, Inc.: Betsy Ison; Community Care Services: Suzette Smith; Community Counseling Center: James Szabo; Community Mediation Center of Rhode Island: Dave Joseph; Cornerstone Adult Services: Doris Santagata; Department of Children, Youth & Families: Steven Brinker; Department of Children, Youth & Families—Adoption & Foster Care Unit: Evelyn Veloz-Rocheleau; Department of Social Services: Mike Whalen; Department of Social Services—Community Care Services: Egidia

Vergano; Eastgate Nursing & Recovery Center, Inc.: April Paniccia; Elizabeth Buffum Chace House: Judith Kinzel; Elmhurst Extended Care Facility: Tara Geahy; Falmouth Human Services: Peter Kirwin; Four Women, Inc.: Amy Hochler; Gateway Healthcare, Inc.: Meg Gomes, Kevin Nicastro, Angela Steliga, Jim Szabo; Graystone School: Kristine Toic; Home & Hospice Care of Rhode Island: Linda Regan; Jewish Family Service: Patricia Harwood; Kent County Mental Health Center: Diana Kurlander, Barbara Lamoureux; Kent Hospital—Emergency Room: Cathy Clarke; Kent Hospital—Social Services: Heidi Niederberger; Killingly Memorial School: Joan Lucason; LaSalle Academy: Pat Murphy; Lighthouse for Youth: Pat McGann; Looking Upwards FACETS: Katherine Womble; McAuley Village: Barbara Gianola; Meadowbrook School: Nina Makta; Meals on Wheels: Helen McCarthy-Deines; Mentor of Rhode Island: Maureen O'Shea; New Hope, Inc.: Martha Lawton; Newport School Department: Brenda Bachman; North Providence High School: Miriam Bjrman; Northern Rhode Island Community Services: Marie Kuhn; Ocean Tides: Brother Joseph Schafer; Office of the Child Advocate: Dottie Gardiner; Pilgrim High School: Penny Mitchell; Portuguese Youth Cultural Organization: Joy Edwards; Poverty Institute: Gerry Bellings, Nancy Gewirtz; James Ryczek; The Providence Center: Thia Lorde, Lynn Mulvey, Christine Trendell, Paul Valenti; Providence School Department Truancy Court: Mary Archibald; Rhode Island Hospital—Psychiatric Department: Tom O'Mahoney; R.I. Family Works: Randi Braunstein; R.I. Parents for Progress: Roberta Aaronson; R.I. Senate Policy: Wendy Becker; Rhode Island Department of Corrections—Training School: Alberta Baccari, Michael Gingras, Kenneth Pellier, Peter Slom; RIEAP Student Assistance Service: Judith Vyse; San Miguel School: Jamie Landsman, Br. Michael Reise; Senior Service—Woonsocket: John Smith; South Providence Neighborhood Ministries: Doris Finley; South Shore Mental Health Center: Peggy Sherrer; Sojourner House: Kelly Smith; SSTARBIRTH: Pat Sullivan; St. Anne's Hospital: Teresa Sayce; St. Francis Counseling Center: Eric Carpine; St. Vincent's Home: Rachel Fellows; Stop Over Services of Newport: Tom Butero; The Key Program: Robert Kelly; Tides Family Service: Robert Archer, Beth Lemme; University of Massachusetts Domestic Violence: Tracy Will; University of Rhode Island—Counseling Center: Mary Jane Klinkhammer; V.A. Medical Center: Erin Clare-Sears, Thomas McGreevy; Vantage Point: Kathleen Carty; Vet Center: Berne Greene; West Warwick Community Police:

Heather Ferro; Women in Transition: Cindy Drake;
Women's Resource Center: Karen Majowski, Radhika
Tremper; YOU, Inc.: Heather Simpson.



INDEX

Index

A

Abbreviations, Course	340	Residency Requirements	97
Academic Advisement Information Center (AAIC)	55	Retention Requirements	97
Academic Assessment	40	Thesis	97
Academic Calendar	iv	Time Limits	98
Academic Development Center	55	Transcripts	98
Academic Facilities and Services		Transfer Credit	98
Academic Advisement Information Center (AAIC)	55	Withdrawal from a Course	98
Academic Development Center	55	Withdrawal from a Graduate Program	99
Academic Support and Information Services (OASIS)	55	Undergraduate	
Adams Library	56	Academic Assessment	40
Audiovisual Department	56	Auditing a Course	41
Career Development Center	57	College Mathematics Requirement	41
Curriculum Resources Center	57	College Writing Requirement	42
Economic Education, Center for	58	Failing a Required Course Twice	43
Educational Management Development, Center for	58	Glossary of Academic Terms	39
Henry Barnard School	58	Grading System	43
Information Services	59	Graduation Requirements	39
Mathematics Learning Center	59	Incomplete Grade	44
Multimedia Center	60	Independent Study	44
New Student Services	60	Leave of Absence	45
OASIS (Academic Support and Information Services)	55	Plagiarism	45
Outreach Programs	60	Repeating a Course	45
School Partnerships and Field Placements, Office of	60	Retention Requirements	45
Student Support Services	61	Transfer Credit	10, 46, 109
Tutorial Services	61	Withdrawal from a Course	46
Writing Center	61	Academic Support and Information Services (OASIS)	
Academic Policies and Requirements		Career Development Center	57
Graduate		Mathematics Learning Center	59
Advising Procedures	94	New Student Services	60
Auditing a Course	94	Tutorial Services	61
Comprehensive Examination	97	Writing Center	61
Continuous Enrollment	95	Accounting	
Field Project	97	Course Descriptions	341
Grading System	95	Undergraduate Course Requirements	309
Independent Study	95	Accreditation	2
Leave of Absence	96	Activities, Student. <i>See</i> Campus Life	
Plan of Study	94	Adams Library	56
Portfolio	97	Adapted Physical Education	270
Repeating a Course	96	Addiction Studies/Chemical Dependency	
Research and Directed Study	96	Undergraduate Course Requirements	140
		Adding a Course	16
		Adjunct Faculty	501
		Administration, School	
		Course Descriptions	343
		Graduate Course Requirements	238, 250
		Administrative Directory	484

Admissions		Art	
Graduate		Course Descriptions	349
Admissions Policy	82	Graduate Course Requirements	136
Admissions Requirements	82	Undergraduate Course Requirements	125
Education Programs	234	Art Education	
Graduate Record Examination (GRE)	83	Course Descriptions	353
Health Requirements	84	Graduate Course Requirements	135
International Students	84	Undergraduate Course Requirements	132
Master of Social Work	329	Art—Media Studies	131
Military Personnel and Veterans	84	Arts and Sciences, Faculty of	
Miller Analogies Test (MAT)	83	Graduate Programs of Study	
Transfer Credit	98	Art	136
Undergraduate		Art Education	135
Admissions Policy	6	Art—Media Studies	131
Bachelor of General Studies	11	Biology	139
Bachelor of Social Work	326	English	159
Early Admission	11	English—Creative Writing	160
Early Enrollment	14	History	170
Education Programs	234	Mathematics	181
Freshman Applicants	6	Music Education	189
Health Requirements	15	Psychology	211
High School Equivalency	15	Public Administration	213
International Students	11	Theatre	223
Joint Admission Program with CCRI	10	Undergraduate Programs of Study	
Military Personnel and Veterans	12	African and African American Studies	122
Nursing	140, 193	Anthropology	124
Performance-Based	12	Art	125
Preparatory Enrollment Program (PEP)	13, 31	Art Education	132
Proficiency and Advanced Placement	15	Biology	137
Re-admission	13	Chemical Dependency/Addiction Studies	140
SAT I and II	8	Chemistry	142
Second Degree Applicants	14	Clinical Laboratory Science	145
Transfer Applicants	8, 10	Communications	147
Advanced Placement	15	Computer Science	152
Advising Procedures		Dance Performance	156
Graduate	94	English	158
African and African American Studies		Film Studies	161
Course Descriptions	345	French	163
Undergraduate Course Requirements	122	General Education	108
Alumni Association, Rhode Island College	476	General Studies, Bachelor of	164
Anthropology		Geography	166
Course Descriptions	345	Gerontology	167
Undergraduate Course Requirements	124	History	168
Arabic		Jazz Studies	186
Course Descriptions	349	Justice Studies	172
		Labor Studies	175
		Latin American Studies	177

Mathematics	179	Biology	
Modern Languages	182	Course Descriptions	355
Music	183	Graduate Course Requirements	139
Music Education	187	Undergraduate Course Requirements	137
Nursing	193	Board of Governors for Higher Education	2, 475
Philosophy	198		
Physics	200		
Political Science	201	C	
Portuguese	204	C.A.G.S. (Certificate of Advanced Graduate Study)	103
Preidental Preparation	205	Calendar, Academic	iv
Prelaw Preparation	207	Campus	3
Premedical Preparation	205	Campus Center	63
Preoccupational Therapy Preparation	208	Campus Life	
Preoptometry Preparation	205	Athletics, Intercollegiate	62
Prephysical Therapy Preparation	209	Campus Center	63
Preveterinary Preparation	205	Campus Ministry	63
Psychology	210	Childcare—Cooperative Preschool	63
Radiologic Technology	214	College Health Services	64
Sociology	216	Counseling Center	64
Spanish	217	Cultural Activities	65
Theatre	219	Disabilities, Students with	69
Women's Studies	226	Health Promotion, Office of	65
Writing	158	Housing	65
Assessment of Prior Learning	75	International Students, Office of	67
Assistantships, Graduate	90	Recreation Center	67
Athletics, Intercollegiate	62	Security and Safety	68
Audiovisual Department	56	Student Community Government	68
Auditing a Course		Student Life, Office of	68
Graduate	94	Unity Center	69
Undergraduate	41	Women's Center	69
Awards	51	Campus Map	viii
		Campus Ministry	63
B		Cancellation of Classes	ix
Bachelor of Arts (B.A.)	70	Capstone Course	39
Bachelor of Fine Arts (B.F.A.)	72	Career and Technical Education	
Bachelor of General Studies (B.G.S.)	11, 72	Course Descriptions	358
Bachelor of Music in Performance (B.M.)	72	Undergraduate Course Requirements	242
Bachelor of Science (B.S.)	73	Career Development Center	57
Bachelor of Social Work (B.S.W.)	74	Case Management Certification	326
Bilingual-Bicultural Education		Certificate of Advanced Graduate Study (C.A.G.S.)	103
Course Descriptions	355	Chemical Dependency/Addiction Studies	
Endorsement	76	Undergraduate Course Requirements	140
Graduate Course Requirements	240	Chemistry	
		Course Descriptions	358
		Undergraduate Course Requirements	142
		Childcare—Cooperative Preschool	63
		Class Cancellations	ix

CLEP (College Level Examination Program)	15	D	
Clinical Laboratory Science		Dance Performance	
Undergraduate Course Requirements	145	Course Descriptions	372
Cognates	39	Undergraduate Course Requirements	156
College Course		Dean's List	47
Course Descriptions	360	Degree Programs	
College Health Services	64	Graduate	
College Level Examination Program (CLEP)	15	Master of Arts (M.A.)	100
College Mathematics Requirement	41	Master of Arts in Teaching (M.A.T.)	100
College Writing Requirement	42	Master of Education (M.Ed.)	101
Commissioner of Higher Education	475	Master of Fine Arts (M.F.A.) in Theatre	101
Communications		Master of Music Education (M.M.Ed.)	102
Course Descriptions	360	Master of Professional Accountancy (M.P.Ac.)	102
Undergraduate Course Requirements	147	Master of Public Administration (M.P.A.)	102
Communications/Graphic		Master of Social Work (M.S.W.)	102
Course Descriptions	364	Ph.D. in Education Program	102
Comprehensive Examination, Graduate	97	Undergraduate	
Computer Information Systems		Bachelor of Arts (B.A.)	70
Course Descriptions	365	Bachelor of Fine Arts (B.F.A.)	72
Undergraduate Course Requirements	311	Bachelor of General Studies (B.G.S.)	72
Computer Science		Bachelor of Music in Performance (B.M.)	72
Course Descriptions	367	Bachelor of Science (B.S.)	73
Undergraduate Course Requirements	152	Bachelor of Social Work (B.S.W.)	74
Concentration	39	Departmental Honors	49
Contact Hours	339	Directed Study, Graduate	96
Continuing Education	75	Directory	474
Continuous Enrollment		Disabilities, Students with	69
Graduate	95	Dismissal. <i>See</i> Retention Requirements	
Cooperative Preschool, Childcare—	63	Distribution Requirement Courses	39, 108
Core Requirement	108	Dropping a Course	16
Counseling			
Course Descriptions	368	E	
Graduate Course Requirements	243	Early Admission	11
Counseling Center	64	Early Enrollment Program	14
Course Abbreviations	340	Economic Education, Center for	58
Course Descriptions	338	Economics	
Course Numbering System	338	Course Descriptions	374
Courses with Variable Content	338	Undergraduate Course Requirements	313
Credit Hours	338	Education and Human Development, Feinstein School	
Credit/No Credit Option		Graduate Programs of Study	
Graduate	95	Administration, School	238, 250
Undergraduate	44	Bilingual-Bicultural Education	240
Cultural Activities	65	Counseling	243
Curriculum		Education Doctoral Program	248
Course Descriptions	371	Elementary Education	258
Curriculum Resources Center	57		

Health Education	266	F	
School Psychology	271	Faculty Listings	
Secondary Education	284	Adjunct Faculty	501
Special Education	291	Emeriti Faculty and Administration	479
Teaching English as a Second Language	299	Faculty and Administration	484
Technology Education	304	Faculty of Arts and Sciences. See Arts and Sciences, Faculty of	
Undergraduate Programs of Study		Failing a Required Course Twice	
Career and Technical Education	242	Undergraduate	43
Elementary Education	252	Failure in a Course	
Health Education	263	Graduate	95
Physical Education	268	Family Educational Rights and Privacy Act of 1974	17
Secondary Education	274	Federal Parental Loans for Undergraduate Students	29
Special Education	287	Federal Pell Grants	29
Technology Education	302	Federal Perkins Loans	
Education Doctoral Program		Graduate	92
Course Descriptions	376	Undergraduate	29
Graduate Course Requirements	248	Federal Stafford Loans	
Educational Management Development, Center for	58	Graduate	92
Electives	39	Undergraduate	30
Elementary Education		Federal Supplemental Educational Opportunity Grant	29
Course Descriptions	377	Federal Work-Study Program	
Graduate Course Requirements	258	Graduate	93
Undergraduate Course Requirements	252	Undergraduate	30
Emeriti Faculty and Administration	479	Fees	
Employment Programs, Student		Graduate	85
Graduate	92	Explanation of	86
Undergraduate	28	Indebtedness to the College	88
Endorsement Programs		Master of Social Work	332
Bilingual-Bicultural Education	76	Metropolitan Tuition Policy (MTP)	88
English as a Second Language	77	New England Regional Student Program	87
Middle School		Refunds	88
Elementary	257	Residency for Tuition Purposes	87
Postbaccalaureate	104	Senior Citizen Waiver	89
Secondary	282	Unemployment Waiver	89
English		Undergraduate	18
Course Descriptions	382	Explanation of	20
Graduate Course Requirements	159	Indebtedness to the College	25
Undergraduate Course Requirements	158	Metropolitan Tuition Policy (MTP)	22
English as a Second Language		National Guard State Tuition Exemption Program	23
Course Descriptions	388	New England Regional Student Program	22
Endorsement	77	Refunds	24
English—Creative Writing		Residency for Tuition Purposes	21
Graduate Course Requirements	160	Room and Board	24, 66
Enrollment	40	Senior Citizen Waiver	23
Escort Service. See Security and Safety		Unemployment Waiver	23
Examination, Comprehensive			
Graduate	97		

Feinstein School. See Education and Human Development		German	
Field Project, Graduate	97	Course Descriptions	395
Film Studies		Gerontology	
Course Descriptions	388	Course Descriptions	395, 397
Undergraduate Course Requirements	161	Undergraduate Course Requirements	167
Finance		Glossary of Academic Terms	39
Course Descriptions	389	Grading System	
Undergraduate Course Requirements	315	Graduate	95
Financial Aid		Undergraduate	43
Graduate		Graduate Assistantships	90
Assistantships	90	Graduate Record Examination (GRE)	83
Employment Programs	92	Graduate Scholarships	91
Scholarships	91	Graduate Traineeships	90
Student Loan Programs	91	Graduation Honors	50
Student Rights and Responsibilities	93	Graduation Requirements	
Summer Sessions	93	Undergraduate	39
Traineeships	90	Grants	
Undergraduate		Undergraduate	30
Application Procedure	27	Graphic Communications	
Eligibility Standards	26	Course Descriptions	364
Employment Programs	28	GRE (Graduate Record Examination)	83
Federal Programs	29		
Grants	30	H	
Scholarships	31	Health Education	
Short-Term Loans	35	Course Descriptions	395, 397
State Programs	30	Graduate Course Requirements	266
Student Rights and Responsibilities	35	Undergraduate Course Requirements	263
Summer Sessions	28	Health Promotion, Office of	65
Foundation, Rhode Island College	475	Health Requirements	
Foundations of Education		Graduate	84
Course Descriptions	390	Nursing	195
French		Undergraduate	15
Course Descriptions	391	Health Services, College	64
Undergraduate Course Requirements	163	Henry Barnard School	58
Frequency of Course Offerings	339	High School Equivalency	15
		History	
G		Course Descriptions	398
General Education		Graduate Course Requirements	170
Course Descriptions	393	Undergraduate Course Requirements	168
Undergraduate Course Requirements	108	History of Rhode Island College	2
General Education Honors	47	Honor Societies	
General Studies, Bachelor of	11, 72	International	50
Undergraduate Course Requirements	164	National	50
Geography			
Course Descriptions	393		
Undergraduate Course Requirements	166		

Honors			
Course Descriptions	403		
Dean's List	47		
Departmental Honors	49		
General Education Honors	47		
Graduation Honors	50		
International Honor Societies	50		
Junior Year Honors Colloquium and Seminar	48		
National Honor Societies	50		
Housing, Student	24, 65		
I			
Incomplete Grade			
Graduate	95		
Undergraduate	44		
Indebtedness to the College			
Graduate	88		
Undergraduate	25		
Independent Study			
Graduate	95		
Undergraduate	44		
Individualized Graduate Programs	103		
Information Services	59		
Instructional Technology			
Course Descriptions	404		
Intercollegiate Athletics	62		
Interinstitutional Agreements	17		
International Honor Societies	50		
International Students, Admission of			
Graduate	84		
Undergraduate	11		
International Students, Office of	67		
Italian			
Course Descriptions	404		
J			
Jazz Studies			
Undergraduate Course Requirements	186		
Joint Admission Program with CCRI	10		
Junior Year Honors Colloquium and Seminar	48		
Justice Studies			
Course Descriptions	405		
Undergraduate Course Requirements	172		
L			
Labor Studies			
Course Descriptions	405		
Undergraduate Course Requirements	175		
Late Registration Fee	16, 86		
Latin			
Course Descriptions	406		
Latin American Studies			
Course Descriptions	407		
Undergraduate Course Requirements	177		
Leave of Absence			
Graduate	96		
Undergraduate	45		
Library	56		
Loan Programs			
Graduate	91		
Undergraduate	29		
M			
Management			
Course Descriptions	407		
Undergraduate Course Requirements	317		
Management and Technology, School of	307		
Graduate Programs of Study			
Professional Accountancy	323		
Undergraduate Programs of Study			
Accounting	309		
Computer Information Systems	311		
Economics	313		
Finance	315		
Management	317		
Marketing	321		
Map, Campus	viii		
Marketing			
Course Descriptions	409		
Undergraduate Course Requirements	321		
Mary Tucker Thorp Professor Award Recipients	477		
Master of Arts (M.A.)	100		
Master of Arts in Teaching (M.A.T.)	100		
Master of Education (M.Ed.)	101		
Master of Fine Arts (M.F.A.) in Theatre	101		
Master of Music Education (M.M.Ed.)	102		
Master of Professional Accountancy (M.P.Ac.)	102		
Master of Public Administration (M.P.A.)	102		
Master of Social Work (M.S.W.)	102		

MAT (Miller Analogies Test)	83	New Student Services	60
Mathematics		Nursing	
Course Descriptions	411	Course Descriptions	423
Graduate Course Requirements	181	Undergraduate Course Requirements	193
Undergraduate Course Requirements	179		
Mathematics Learning Center	59		
Mathematics Requirement, College	41	O	
Medical Technology		Officers of the College	474
Course Descriptions	414	Orientation	60
Metropolitan Tuition Policy (MTP)		Outreach Programs	60
Graduate	88	Overview of Rhode Island College	2
Undergraduate	22		
Middle Level Education		P	
Course Descriptions	414	Parental Loans for Undergraduate Students (PLUS)	29
Middle School Endorsement		Past Principals and Presidents	474
Elementary	257	Pell Grants, Federal	29
Postbaccalaureate	104	PEP (Preparatory Enrollment Program)	13, 31
Secondary	282	Performance-Based Admission	12
Military Personnel and Veterans		Performing Arts	
Graduate	84, 88	Course Descriptions	425
Undergraduate	12, 24	Perkins Loans, Federal	
Miller Analogies Test (MAT)	83	Graduate	92
Minors	72, 73	Undergraduate	29
Mission of Rhode Island College	3	Ph.D. in Education Program	102
Modern Languages		Philosophy	
Course Descriptions	415	Course Descriptions	425
Undergraduate Course Requirements	182	Undergraduate Course Requirements	198
MTP (Metropolitan Tuition Policy)		Physical Education	
Graduate	88	Course Descriptions	428
Undergraduate	22	Undergraduate Course Requirements	268
Multimedia Center	60	Physical Science	
Music		Course Descriptions	431
Course Descriptions	415	Physics	
Undergraduate Course Requirements	183	Course Descriptions	432
Music Education		Undergraduate Course Requirements	200
Course Descriptions	421	Plagiarism	45
Graduate Course Requirements	189	Plan of Study, Graduate	94
Undergraduate Course Requirements	187	PLUS (Parental Loans for Undergraduate Students)	29
N		Political Science	
National Guard State Tuition Exemption Program	23	Course Descriptions	433
National Honor Societies	50	Undergraduate Course Requirements	201
National Student Exchange Program	77	Portfolio, Graduate	97
New England Regional Student Program		Portuguese	
Graduate	87	Course Descriptions	437
Undergraduate	22		

Undergraduate Course Requirements	204	Required Courses	40
Predental Preparation		Research, Graduate	96
Undergraduate Course Requirements	205	Residency for Tuition Purposes	
Prelaw Preparation		Graduate	87
Undergraduate Course Requirements	207	Undergraduate	21
Premedical Preparation		Residency Requirements	
Undergraduate Course Requirements	205	Graduate	97
Preoccupational Therapy Preparation		Retention Requirements	
Undergraduate Course Requirements	208	Graduate	97
Preoptometry Preparation		Undergraduate	40, 45
Undergraduate Course Requirements	205	Rhode Island College	
Preparatory Enrollment Program (PEP)	13, 31	An Overview	2
Prephysical Therapy Preparation		Mission	3
Undergraduate Course Requirements	209	Rhode Island College Alumni Association	476
Preveterinary Preparation		Rhode Island College Foundation	475
Undergraduate Course Requirements	205	Rhode Island College Grants	31
Prior Learning, Assessment of	75	Rhode Island State Grants	30
Probation. See Dismissal		Rhode Island Teacher Education (RITE) Program	104
Professional Accountancy		Rights and Responsibilities, Financial Assistance	35
Graduate Course Requirements	323	RITE (Rhode Island Teacher Education Program)	104
Proficiency and Advanced Placement	15	Room and Board	24, 65
Psychology		ROTC	77
Course Descriptions	438		
Graduate Course Requirements	211		
Undergraduate Course Requirements	210		
Psychology, School		S	
Graduate Course Requirements	271	SAT I and II	8
Public Administration		Satisfactory/Unsatisfactory Grades	
Course Descriptions	443	Graduate	95
Graduate Course Requirements	213	Undergraduate	44
		Scholarships	
		Graduate	91
		Master of Social Work	91
		Undergraduate	31
		School Administration	
		Course Descriptions	343
		Graduate Course Requirements	238, 250
		School Partnerships and Field Placements	60
		School Psychology	
		Graduate Course Requirements	271
		Second Degree Applicants	14
		Secondary Education	
		Course Descriptions	443
		Graduate Course Requirements	284
		Undergraduate Course Requirements	274
		Security and Safety	68
		Senior Citizen Waiver	
		Graduate	89
R			
Radiologic Technology			
Undergraduate Course Requirements	214		
Re-admission	13		
Reading			
Graduate Course Requirements	261		
Recreation Center	67		
Refunds			
Graduate	88		
Undergraduate	24, 66, 67		
Registration	16		
Repeating a Course			
Graduate	96		
Undergraduate	45		

Undergraduate	23	Undergraduate	28
Social Science		Student Life, Office of	68
Course Descriptions	444	Student Loan Programs	
Social Work, School of		Graduate	91
Bachelor of Social Work	326	Student Support Services	61
Case Management Certification	326	Student-Designed Majors	78
Course Descriptions	445	Study Abroad	78
Fees, Graduate	332	Summer Sessions	78
Master of Social Work	329	Summer Sessions, Financial Aid	
Scholarships	91	Graduate	93
Sociology		Undergraduate	28
Course Descriptions	451	Supplemental Educational Opportunity Grants	29
Undergraduate Course Requirements	216		
Spanish		T	
Course Descriptions	455	Teacher Preparation Programs	40, 234
Undergraduate Course Requirements	217	Teaching Concentration	40
Special Education		Teaching English as a Second Language	
Course Descriptions	457	Course Descriptions	462
Graduate Course Requirements	291	Graduate Course Requirements	299
Undergraduate Course Requirements	287	Technology Education	
Special Programs		Course Descriptions	463
Graduate		Graduate Course Requirements	304
Certificate of Advanced Graduate Study (C.A.G.S.)	103	Undergraduate Course Requirements	302
Individualized Graduate Programs	103	Theatre	
Middle School Endorsement	104	Course Descriptions	465
Rhode Island Teacher Education (RITE) Program	104	Graduate Course Requirements	223
Secondary		Undergraduate Course Requirements	219
Middle School Endorsement	282	Thesis, Graduate	97
Undergraduate		Thorp Professor Award Recipients	477
Adapted Physical Education	270	Time Limits, Graduate	98
Assessment of Prior Learning	75	Traineeships, Graduate	90
Bilingual-Bicultural Education Endorsement	76	Transcripts	
Continuing Education	75	Graduate	98
English as a Second Language	77	Undergraduate	17
Middle School Endorsement	257	Transfer Admission	8, 10, 46
National Student Exchange Program	77	Transfer Credit	
ROTC	77	Graduate	98
Student-Designed Majors	78	Undergraduate	46, 109
Study Abroad	78	Tuition	
Summer Sessions	78	Graduate	85
Specialization Program		Master of Social Work	332
Adapted Physical Education	270	Undergraduate	18
Stafford Loans, Federal		Tutorial Services	61
Graduate	92		
Undergraduate	30		
Student Community Government	68		
Student Employment Programs			
Graduate	92		

U

Unemployment Waiver	
Graduate	89
Undergraduate	23
Unity Center	69

V

Veterans and Military Personnel	
Graduate	84, 88
Undergraduate	12, 24

W

Waivers	
Graduate	89
Undergraduate	23
Withdrawal from a Course	
Graduate	98
Undergraduate	46
Withdrawal from a Graduate Program	99
Women's Center	69
Women's Studies	
Course Descriptions	472
Undergraduate Course Requirements	226
Work-Study Program, Federal	
Graduate	93
Undergraduate	30
Writing	
Course Description	472
Undergraduate Course Requirements	158
Writing Center	61
Writing Requirement, College	42



**150 Years . . .
and Still Growing**

Hidden amid the shrubbery for years at the corner of Mt. Pleasant Avenue and College Road, this stately oak tree now dominates the newly landscaped entrance to Rhode Island College. Symbolizing the historical roots of the College, the growth of knowledge, and the future of our many graduates branching out across the state and beyond, we proudly display it as the identifying mark for our Sesqui-centennial Celebration and Campaign for Rhode Island College.